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## The Southeastern Librarian v. 61, no. 3 (Fall 2013) Complete Issue

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Volume 61, Number 3, Fall 2013

# The Southeastern Librarian



*The Southeastern Librarian*  
Volume 61, No. 3 Fall 2013

Up Front

From the Editor .....2

Articles

Authorship Analysis of *The Southeastern Librarian*, 2007-2011  
*David Sesser* .....3

Library Scavenger Hunts: The Good, the Bad, and the Ugly  
*Elizabeth G. Rugan and Muriel D. Nero* .....7

Freedom's Reading: The Discovery of Two Alabama Freedom Libraries  
*Mike Selby* .....11

Book Reviews

*The Booklover's Guide to New Orleans.*  
Review by Jennifer Culley .....19

Regular Features

Guidelines for Submission and Author Instructions .....20

Editorial Staff & State Representatives .....21

**Cover:** African American children sit at tables or stand by bookshelves in the children's room of the Western Colored Branch of the Louisville Free Public Library in 1928. The Western Colored Branch of the Louisville Free Public Library was added to the National Register of Historic Places in 1975. Photo: ULPA CS 091520 courtesy of the Caufield & Shook Collection, one of two million images in the Photographic Archives collections, Archives and Special Collections, University of Louisville.

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## From the Editor

I am now beginning my ninth year as Editor of *The Southeastern Librarian*. Where does the time go? Of course I can't do all of the work putting together this journal without the help of others. I would like to particularly thank Tyler Goldberg, who has served with me on the Editorial Board since I became editor in 2005. Thanks also to Margaret Foote and Catherine Lee who served until the past couple of years. I'm also blessed to be serving with the current Editorial Board (Tyler, Nancy Richey, Camille McCutcheon, and Annabel Stephens). Over the past nine years I've also worked with about thirty reviewers who take time from their busy days to provide detailed commentary regarding submissions to the journal. Their help is invaluable. If you are interested in becoming a reviewer, see the guidelines on the website and let me know. We also have several book reviewers providing quality reviews for your consideration. Also special thanks to Gordon Baker, who makes sure that the print issues make it into your hands. Finally, thanks to all of you, the readers, for your interest in the journal. If you have suggestions for further improvements or want to submit an article for consideration, just let me know.

This issue contains three articles, covering vastly different aspects of librarianship. David Sesser provides information regarding the make-up of articles in recent issues of *The Southeastern Librarian*. This gives you, the reader, a feel for the characteristics of those contributors. Do you fit the average profile? If so, consider contributing. If not, why not break the mold? Elizabeth G. Rugan and Muriel D. Nero address issues for giving library scavenger hunts a "make-over". They point out that this method of instruction can still be used if designed properly. Mike Selby gives fascinating accounts of two Alabama Freedom Libraries – libraries set up to provide access to African-Americans during the volatile time period of the 1960's. I'm sure you will find this a touching account of our not so distant past.

Enjoy the issue!

Perry Bratcher  
Editor

# Authorship Analysis of *The Southeastern Librarian*, 2007-2011

David Sesser

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## Introduction

*The Southeastern Librarian* has served as a voice among librarians in the region for more than 50 years. A publication that focuses on both research articles and news and information from around the region, *The Southeastern Librarian* continues to fill a niche that state and national publications cannot. The characteristics of the authors published in the journal have also changed over the years. A study of who is published in the journal is essential to understanding how it is currently impacting the field, especially in the southeastern United States. Authorship studies are an important bibliometric tool that examine publishing patterns among selected titles and can prove to be useful to collection development professionals. They can also be used by prospective authors to determine if a certain publication would be a good fit for their work.

## Problem Statement

This study examines the authorship patterns in refereed research articles published in *The Southeastern Librarian*. *The Southeastern Librarian* was selected for this study as it is the preeminent regional library publication for the southeastern United States and is a refereed publication, unlike the journals of several of the state library organizations that make up the Southeastern Library Association.

## Research Questions

The research questions that this study answers include:

- R1. Which authors were published in *The Southeastern Librarian* during the specified time period?
- R2. What is the gender of the authors in this study?
- R3. Were the authors employed and what was their position/title?
- R4. Which states are represented by the authors in this study?
- R5. What is the degree of collaboration - that is the ratio of single authored articles to co-authored articles?

## Limitations

The study examined articles published between 2007 and 2011 and only included items published in the first and third issues from each volume. The journal is published quarterly but the second and fourth issues are newsletters rather than research publications and are not included in this study.

## Definitions

For the purposes of this article, bibliometrics is defined as the use of statistical methods in the analysis of a body of literature to reveal the historical development of subject fields and patterns of authorship, publication, and use (Young 1983). The term authorship study refers to an examination of an author's characteristics (Park 2).

## Assumptions

The articles included in this study were accessed on the Web site of the Southeastern Library Association and it is assumed that the author data associated with each article is accurate and complete.

## Literature Review

Bibliometric studies that examine authorship characteristics are quite common, but a search of the scholarly LIS literature did not find another authorship study of *The Southeastern Librarian*. One article that does explore authorship but examines another journal is Finch's 2009 article that examines *The American Archivist*. She observed an increase in the number of peer-reviewed articles published during the time period investigated, with an increase of more than 50 percent a year. Also, a wide range of institutions were reflected among the authors published in the journal, with some universities more heavily represented as single authors published multiple articles (Finch 56).

Other articles that examine authorship patterns include Bahr and Zemon's examination of collaborative publications between academic librarians. The authors studied both *College & Research Libraries* and the *Journal of Academic Librarianship*. They observed that the number of co-authored publications increased as time passed and authors from smaller institutions could work with another author to more easily publish (Bahr 417). Collaboration

plays an important role in small college librarian publishing habits.

While not specifically limited to librarians who are employed in the southeastern United States, the majority of articles published by *The Southeastern Librarian* are written by authors who do reside in those states. A similar study examined the publication patterns of librarians employed at campuses of Penn State University. By limiting the geographic scope of the sample while focusing on scholarly, refereed publications, an accurate representation of the academic output in a certain area can be determined. The author, Hart, determined that the overall output by these librarians was high and only increased overtime (460-61). He also observed that authors employed at research institutions were more likely to publish than their counterparts at smaller colleges and did so in order to meet tenure and promotion goals. Other geographic publications pattern studies include Joswick and Willard, supporting the idea that collaborative authorship is only increasing and librarians at research institutions are more likely to publish than their colleagues at smaller institutions or public libraries.

The methodology of these studies is similar to the methodology of this study. Like these studies, the articles published in *The Southeastern Librarian* were analyzed in a spreadsheet in order to determine data about each author and was organized into charts to easily display the results.

### Methodology

This authorship study was based on data gathered directly from *The Southeastern Librarian*, which is available on the Web site of the Southeastern Library Association in a PDF format. Each issue from 2007 to 2011 that contains research articles was included in the study.

The data recorded for each article includes publication year, article title, authors, author location and position, and location by state. The data collected were compiled in a spreadsheet. The data were used to create charts to display the results for each research question. The data were broken into sub-topics for each research question, and graphs were created to help answer the research questions.

### Results

R1. Which authors were published in *The Southeastern Librarian* during the specified time period?

The data gathered in this study and displayed in **table 1** indicate that a total of sixty-three people were listed as authors or co-authors of peer-reviewed articles in *The Southeastern Librarian* from 2007 to 2011. Six authors were published more than once during this period. A total of thirty-eight articles were published in the journal during this period.

**Table 1. Authors published more than once, 2007-2011.**

Last Name	First Name	Frequency
Martin	Alyssa	2
Knight	Carley	2
Braquet	Donna	2
Doolittle	Elizabeth	2
Krishnamurthy	Mangala	2
Jin	Miao	2

R2. What is the gender of the authors in this study?

According to **table 2**, the publication of female authors heavily outnumbered male authors in this study. Each of the authors who were published more than once was also female. A total of eighteen of the authors included in this study were male for a total of twenty-eight percent. Forty-five of the authors were female for a total of seventy-one percent of the authors published during this period.

**Table 2. Author gender.**

Gender	Number	Percentage
Female	45	71%
Male	18	28%

R3. Were the authors employed and what was their position/title?

The authors included in this study were employed as librarians or library school faculty at a wide range of institutions and held a number of different job titles. One author was an intern at a non-profit, and two authors were university faculty members in fields outside library science. Three authors were graduate students, and other authors held a variety of titles including coordinator of media services, bibliographic specialist, and photograph curator. The types of institutions at which the authors were employed were not as varied as their titles. The vast majority of authors were employed at institutions of higher learning, including libraries at colleges, universities, and law schools. Only two were not associated as either a student, faculty, or staff member at an institution of higher learning. No public or school librarians were published in *The Southeastern Librarian* during this period. Some institutions were more heavily represented than others, as seen in **table 3**.

**Table 3. Five most represented institutions.**

Institution	Number of Authors
University of Alabama	7
Jacksonville State University	6
East Carolina University	5
Troy University-Montgomery	5
University of Southern Mississippi	5

R4. Which states are represented by the authors in this study?

The Southeastern Library Association is a regional group, and almost all of the authors who were included in this data set are employed at institutions that fall under the scope of

the association. One author included in this study moved to California before his/her article was published but resided in Tennessee at the time of submission. As noted in **table 4**, the other authors all resided in the southeastern United States.

**Table 4. States represented in the study.**

State	Number of authors from state
Alabama	22
Florida	2
Georgia	3
Kentucky	8
Louisiana	1
Mississippi	12
North Carolina	12
South Carolina	4
Tennessee	4
California	1

Several states that are part of the Southeastern Library Association were not represented in the data set. The states of Arkansas, West Virginia, and Virginia were not represented by a single author in this study.

R5. *What is the degree of collaboration, that is ratio of single authored articles to co-authored articles?*

From 2001 to 2011, a total of thirty-eight peer reviewed articles were published in *The Southeastern Librarian*. Twenty-one of the articles were co-authored while the remaining seventeen were written by single authors. **Table 5** shows the number of single and co-authored articles in this study, as well as the percentage of each.

**Table 5. Co-authored articles and single authored articles**

Type of Authorship	Number	Percentage
Co-authored	21	55%
Single authored	17	45%

**Table 6. Co-authored articles by year.**

Year	Co-authored articles/ Percentage of annual total		Single author articles/ Percentage of annual total	
	Number	Percentage	Number	Percentage
2007	7	64%	4	36%
2008	4	57%	3	43%
2009	3	38%	5	62%
2010	4	67%	2	33%
2011	3	50%	3	50%

While the total number of articles published in *The Southeastern Librarian* varied from year to year during the time frame of the study, the annual total of articles published decreased. As seen in **table 7**, the number of articles decreased from a high of eleven in 2007 to a low of six in 2011. This represents a forty five percent decrease in the number of articles published on an annual basis.

**Table 7. Annual number of articles.**

Year	Articles
2007	11
2008	7
2009	8
2010	6
2011	6

## Discussion

*The Southeastern Librarian* published a total of thirty-seven refereed research articles from 2007 to 2011. The majority of these articles were written by women, and several women were published more than once. The majority of authors were associated with institutions of higher learning, either as a library professional, instructor, or as a student. Only three percent of the authors in the study were not directly associated with a college or university. Several institutions were also heavily represented in the *Southeastern Librarian*, and some states had multiple authors, while other states that participate in the Southeastern Library Association were not represented at all. Also, the majority of the articles examined in the data set were written by co-authors.

These findings correspond with the results of Finch's study of *The American Archivist*. A similar ratio of male-to-female authors, a majority of authors associated with institutions of higher education, and a high ratio of co-authored articles were all discovered in that study. These findings are unlike those discovered in Hart's study - which found an increase in publications within a specific geographic area over the time period of the study. The data set shows that the number of articles published by *The Southeastern Librarian* decreased during the time frame of the study - indicating a decrease in submissions. A steady increase in the number of articles written by co-authors does not appear in this study, unlike the studies of Joswick and Willard. Rather, the number of co-authored and single-authored articles is quite fluid during the time frame of the study.

Further research could be conducted on this topic. Additional study could examine topics directly relating to the types of authors publishing in the journal. These topics could include the degrees that authors hold, the size and type of institutions of the authors, the faculty status of the authors, and if the author is seeking tenure. An examination of a larger time period might yield a clearer pattern of the rate of co-authored articles. Additionally, a study of other regional library publications could show how *The Southeastern Librarian* compares to its peer journals.

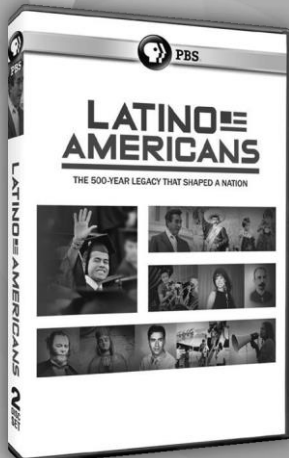
One area for improvement for *The Southeastern Librarian* would be to increase submissions from states that do not appear in this study. An effective partnership with each state organization could be used to especially encourage submissions from Arkansas, Virginia, and West Virginia, while also increasing the overall number of submissions from all of the states that belong to the Southeastern Library Association.

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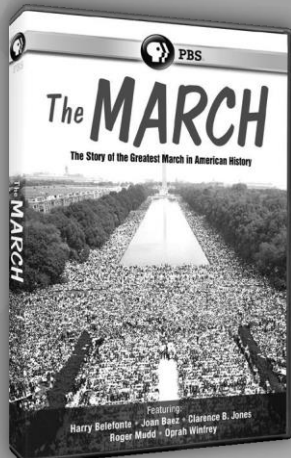
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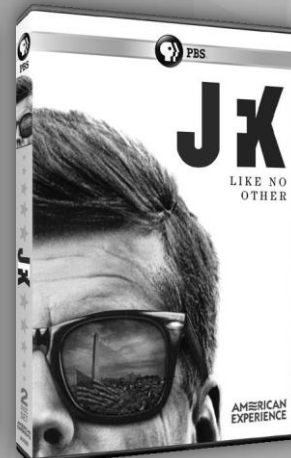
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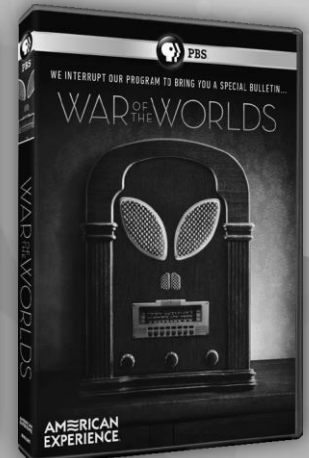
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# Library Scavenger Hunts: The Good, the Bad, and the Ugly

Elizabeth G. Rugan and Muriel D. Nero

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## Introduction

In the past, the library scavenger hunt was thought of as a well-respected and effective method of library or information literacy instruction; however, the scavenger hunt's glory days are over. Indeed, many academic librarians decry these hunts, often assigned by general education teaching faculty, as a waste of time or worse as a "turn off" for students from the library (Kearns 2006, Miller 2009). These despised scavenger hunts require students to wander around the library recording colors of books, asking inane questions to library staff, and using outdated or often unavailable resources. But are librarians ready to cast off the library scavenger hunt as an ineffective teaching method?

If modified to reflect real information needs and modern methods of research, these scavenger hunts can function in the way they were intended—to introduce students to library space and available resources. As many in the literature have noted, it is particularly important to introduce students early to the library space (Donald, Harmon, & Schweikhard, 2012). Others have also noted that students unfamiliar with the physical library often display increased library anxiety (Onwuegbuzie 2004). The goal of this paper is to examine examples from different scavenger hunts that have been assigned to students at the University of South Alabama's University Library, discuss what makes these tasks effective or ineffective methods of instruction, and provide suggestions for revamping the library scavenger hunt.

## Literature Review

Literature on the topic of library scavenger hunts was located by searching numerous databases related to the discipline of librarianship; particularly *Library, Information Science and Technology Abstracts*; *JSTOR*; *ERIC*; *Academic Search Complete*; *Academic OneFile*, and *Education Research Complete*. While extensive searches were conducted, very little relevant literature was available for academic libraries. Most of the found literature was directed towards a public or school library environment. Considering that academic librarians see these types of scavenger hunt assignments regularly, it was surprising to find so few published articles.

In the articles located, the comments regarding library scavenger hunt assignments trended toward the negative; most practitioners decried the assignments as ineffective methods of instruction. Perhaps most vehement, Kearns

(2006) in her blog post believes that "treasure hunts qualify as a level in the Inferno." She continues by stating that these "library treasure hunts do not help, not at all," but rather "causes them [students] to hate the library and think, 'I'm never using the library again. I'm going to Google'." Other librarians, however, were not quite as dismissive of the value of library scavenger hunts as an educational tool; indeed as McCain notes, "librarians cannot categorically dismiss the utility of all library assignments that cause frustrations for themselves and some students" (2007).

While librarians were quick to note that scavenger hunts can quickly become mere busy-work, they also hinted at the potential of such hunts if thoughtfully constructed. Although McCain (2007, 26) does note that "many librarians dread having to deal with the typical, ill-advised library scavenger hunt assignment," she concedes that "there are, however, other perspectives on the usefulness and effectiveness of library scavenger hunts." Ly and Carr (2010, 2) note that their "support for effective scavenger hunts comes from student centered learning theory, Millennial student characteristics, [and] the concept of library as place."

## Setting

The University of South Alabama's University Library serves a total student population of approximately 15,900 undergraduate and graduate students. While there are several graduate programs on campus, the primary user population of the main library is undergraduates. As such, the focus of this paper will specifically deal with the assignments of the university's undergraduate students. The University Library is not the only library on campus; the university has separate Biomedical and Business libraries that serve very specific student populations. The majority of student users of the University Library are enrolled in the College of Arts & Sciences. The examples examined in this paper have been collected over several years at the University Library. Additionally, many of these scavenger hunts have been repeatedly assigned over the course of several academic years.

Like other institutions of higher education, the courses offered at the University of South Alabama are a diverse mix of synchronous and asynchronous classes. Many of these courses are offered only in online settings. However, many of these online courses do require, at some point, that students use the resources available at the University Library. In some cases, these assignments may be in the form of a library scavenger hunt.

The examples presented are discussed in order of the most offensive first; the reasoning behind this is the examples in the good section contribute to the paper's concluding discussion of what librarians can do to best make these library scavenger hunts effective library instruction and parallel the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. In the discussion that follows, examples are cited from actual library scavenger hunt assignments encountered at the University Library reference desk from 2005-2011. While these are not exhaustive, the chosen examples best illustrate the good, the bad, and the ugly of library scavenger hunts.

### The Ugly

- "Go anywhere deep inside the 3<sup>rd</sup> floor (South) wing of the library and take a deep breath. Describe the smell in one word."
- "What is the highest floor that you can press a button to get to on the elevator?"
- "Get on a computer on the 2<sup>nd</sup> floor. What is the address of the homepage on the internet?"
- "Just after you enter the library, look right and you should see a plaque. Who is listed as Secretary of the Alabama Public School and College Authority?"

Essentially, the above examples are not constructed by the course instructor to aid a student in learning the research process, introduce the student to available library resources, or even to effectively introduce the student to the library as a place. As a matter of fact, the above questions do not reflect any of the ACRL Information Literacy Competency Standards in that they do not have any research aspect or facet. The above questions are concerned with locating esoteric elements of the library's physical space. Although questions about the physical space of the library could be useful for students, new students in particular, such questions should be constructed in ways to aid students in locating library resource areas or librarians and library paraprofessionals. Examples could include questions regarding locating the library reference desk, reference librarians, microfilm collections, etc.

### The Bad

- "Older bound journals are on the 3<sup>rd</sup> floor (South) of the library. What color was the binding of *The Journal of Personality* between 1973-2006?"

The above example does have relevant aspects (thus making it bad instead of ugly), in that it asks students to use the library catalog to acquire the call number and locate the journal. It also introduces students to a major journal in the field of psychology; however, the main crux of the question is irrelevant. The color of the journal's binding is insignificant; the color has no bearing on the journal's content or use.

- A professor required students in a course to locate an article from a list of selected print journals. He qualified the assignment by stating the article must be from a *print* source.

The problem with this assignment arose when students discovered the library no longer subscribed to the print version of any of the listed required journals; however, all of the listed journals were available electronically through library databases. This question makes it into the "bad" section rather than the ugly section because it does require students in a particular course to locate and use scholarly journals. Additionally as an unintended consequence, students, with the help of librarians, located the journals and learned that library resources were often available in multiple formats.

- A professor required students to locate articles on their chosen mathematician in an incredibly complicated, out-dated print index. Students then had to consult the library's catalog to determine if the library had access to the journal.

This above assignment utilized an out-dated resource instead of using the more applicable electronic indexes and databases. This question has valuable aspects in that the professor is requiring students to locate a specific library resource; however, the professor required students to use an antiquated method of research, thus presenting research as more difficult and time consuming than it really is.

### The Good

- "What kind of information or materials can you find in a library that you cannot find online?"

This question makes students aware of the difference between valid scholarly work and unreliable internet sources (i.e. Wikipedia and Ask.com). This question also makes students aware of the scale and type of resources available to them in an academic library for free. Indeed as Cocking and Schafer (1994, 164-165) note, "the initial problem [with library instruction] is that students have a limited library schema. Their knowledge is limited to textbooks, encyclopedias, dictionaries, and their eventual research products reflect this limited base."

- "Where is the reference desk in the main library? How can you contact the reference librarians? How can reference librarians help you with your paper and research projects?"

This question encourages students to come to the library and become familiar with the physical space of the library. Additionally, this provides students with an opportunity to meet librarians and other library personnel, talk with them, and become aware of the research assistance they can provide.

- "Identify a book in your field using the main library catalog. List it. Go to the stacks and find it. What are the authors and titles of the three books on either side of your book? What do these books have in common? How do they differ?"

This question encourages students to learn how to access and use the library catalog. It also introduces students to

the Library of Congress Classification System and succinctly presents the concept of library resource collocation. Students also become familiar with the call number range for their particular academic discipline.

### **Discussion: What We as Librarians Can Do To Rehab the Library Scavenger Hunt**

The following suggestions for making library scavenger hunts more effective methods of library research are guided by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (2000) and the experience of academic librarians. The majority of the paper's proposals suggest librarians build a partner relationship with the teaching faculty at their institution to better develop these scavenger hunts. These hunts can function in tandem with library instruction, which typically takes place only once during the semester, to promote student information literacy. As other librarians have done, these hunts can be brought into the traditional bibliographic instruction classroom and library tour (Marcus & Beck, 2003).

The first suggestion, if possible, is for subject specialist librarians and library instruction librarians to collaborate with teaching faculty in designing library scavenger hunts to coordinate with real assignments and information needs, indeed as Glasberg et al. (1990, 231) noted "teaching library skills need not be maligned as remedial work [...instead,] the librarian and the course instructor [should] work together to design the assignment. This cooperation produces an effective teaching tool." This first suggestion speaks to ACRL Information Literacy standard Number One: "the information literate student determines the nature and extent of the information needed." Particularly it speaks to the number one performance standard: "the information literate student defines and articulates the need for information." The hunt should reflect a potential assignment where the student needs to locate library resources; the "realness" of this information need is what prevents this assignment from becoming busy work.

By collaborating with teaching faculty, librarians can provide professors with the knowledge of current library resources for their students; thus preventing the types of hunts where faculty suggest the use of antiquated library resources. This suggestion aligns with ACRL Information Literacy Standard Number 2, that the information literate student "accesses needed information effectively and efficiently [, and...] selects the most appropriate investigative methods or information retrieval systems for accessing the needed information."

Independently of teaching faculty input, librarians should design sample scavenger hunts that include the most commonly asked questions and make these available to

teaching faculty. Particularly, librarian-designed hunts could address the diverse formats of some available library resources. "Canned" scavenger hunts also help to prevent irrelevant and nonsensical assignments. Additionally, premade assignments could encourage teaching faculty to reevaluate their standard hunts and create more appropriate library assignments. The above suggestion addresses both ACRL standards 1 and 2, specifically the essential ability for the student to identify "a variety of types and formats of potential sources of information."

The relevance of the library scavenger hunt can be directly linked to the information needs of the students by bringing it into the bibliographic instruction classroom. Instruction librarians can incorporate the library scavenger hunt into the instruction session, thus linking the practice of locating library resources to real assignments and real outcomes. Of course, this would take collaboration with the teaching faculty so that the librarian can construct the assignments beforehand. These particular scavenger hunts would be directly related to the course assignment; essentially, the hunt would use resources discussed in the bibliographic instruction session. These hunts differ from asynchronous scavenger hunts by the fact that a librarian is on hand to assist the students with any potential questions. Also, this bibliographic instruction hunt is more focused on the resources used for the particular course assignment and how best to use those sources.

Finally, academic librarians can and, indeed, need to use emerging technologies to revamp scavenger hunts. By using video tutorials, geocaching activities, mobile apps, and QR codes many librarians have recaptured the limited attention span of millennial students as well as meet their penchant for technology. The University Library has begun an implementation of these technologies: the library has video tutorials that provide an overview of the library catalog and a mobile app that provides users with information about University Library. The Instruction librarians at the University Library have also been investigating potential use of QR codes to introduce students to library resources. Indeed as Wells did at the University of the Pacific, librarians can use QR code technology to "link the digital to the physical [collection]" and "inspire to students to explore [the library's] physical collections" (2012).

### **Conclusion**

In conclusion, no matter the format or activity involved with the scavenger hunt, librarians should make every effort to make scavenger hunts teachable moments. Additionally, a scavenger hunt can be a useful tool for library instruction that can lead to two invaluable outcomes: library proficiency and information literacy. These outcomes will create lifelong users of libraries.

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# Freedom's Reading: The Discovery of Two Alabama Freedom Libraries

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It was the crying that woke her.

Twelve-year-old Shirley Ann McDonald had just fallen asleep when the loud wails startled her awake. They were coming from her brother Walter who, still just a baby, needed to be changed. Shirley Ann stumbled into his room, changed him, and went back to her own bed.

Seconds later, bullets crashed into Walter's room, blasting apart his tiny crib. He was unharmed. After she had changed his diaper, Shirley Ann had taken him back to her own room with her, hoping he would sleep better. His sister's concern for her baby brother unwittingly saved his life.

The McDonald home was fired upon just before midnight on Wednesday, September 1<sup>st</sup>, 1965. News accounts reported "the blasts tore through the living room wall and ledge. More blasts from a shot-gun ripped through the bedroom where Mrs. McDonald slept with her husband Leon" (Jet 6). It remains astounding no one was hurt, as all ten children of the McDonalds were home that night.

The shots came from guns wielded by "nightriders"—nocturnal terrorists officially known as the Ku Klux Klan. While this type of racial violence was not new to the citizens of Hayneville, the Civil Rights Movement had seriously increased its occurrence. Discovering Patti Mae McDonald supported the movement, she and her family had been the targets of the harassing phone calls and anonymous death threats which were typical of the time.

The attempted murder of her family on that fateful night was thought to be in retaliation for Patti Mae's insistence in housing civil rights workers. Except here the Klan had it wrong. The McDonald home didn't house any civil rights workers at all. It did, however, house something which was crucial to the Civil Rights Movement.

Patti Mae McDonald operated a "Freedom Library" out of two rooms of her modest home.

## Freedom Libraries

Freedom Libraries were originally a product of 'Freedom Summer'—the voting registration campaign launched by various civil rights organizations in Mississippi during the summer of 1964. Information about these libraries has been extremely limited, so much so that their very existence remains "virtually unknown even within the American library community" (Cook 3). This changed in 2008, when Karen Cook's dissertation provided a

comprehensive and exhaustive look at Mississippi Freedom Libraries. She positively identified over 80 different ones. While reading Cook's work, I began to wonder if something similar had occurred in Alabama. After all, Alabama was ground zero during the Civil Rights Movement—"the most important piece of geography in the most important movement of our times" (Gaillard xvi). While literature about the ones in Mississippi was limited, information about ones in Alabama was and is nonexistent.

As this paper will show, I set out in April of 2013 to a.), determine if any Freedom Libraries had in fact existed in Alabama, and b.), if so, to try and get as complete a historical picture as possible of them. The results of this clearly testify to Alabama's historic practice of providing community and public library services to those in need of them.

## Information Gathering

Research for this paper came from a number of sources. A request for information was sent out to 140 Civil Rights Movement participants, ones who specifically worked in the state of Alabama. (These participants were found listed on at the Civil Rights Movement Veterans' website: <http://www.crmvet.org/>). A total of 66 participants responded. This request was also made to six Civil Rights academics, all of who were kind enough to respond. Two journalists who had written extensively about the Civil Rights Movement in Alabama were also contacted, with only one replying.

Only one out of seven public libraries contacted responded, while none of the three Historically Black Colleges and Universities contacted replied. Somewhat in categories of their own, the State Library of Louisiana, the Special Library Association, the Alabama Library Association, and the Birmingham Civil Rights Institute all replied to information requests.

Peter Kellman and Willie James MacDonald were kind enough to provide oral histories. As both were intimately involved in the operation of respective Alabama Freedom Libraries, the interviews they gave remain invaluable.

Numerous books, articles, newspapers, published and unpublished dissertations and primary source documents were also consulted (see bibliography).

Two Freedom Libraries were positively identified as having existed in Alabama during the summer of 1965.

## Alabama Libraries

The state of Alabama had few libraries in the 19<sup>th</sup> century, a fact that did not change during the first part of the 20<sup>th</sup> century. In his historical look at Alabama library development, Kenneth R. Johnson found the state to have “many conditions which were not conducive to a system of good libraries” (120). In fact, even by 1920 “no library was established with tax revenue or by government officials” (122). A survey conducted by the state department in 1915 concluded “that the majority of Alabamians had no library at all” (125).

Reasons for the state’s delayed development in library service are varied, but most point towards the socioeconomic conditions of Alabama’s residents. Annabel K. Stephens aptly concluded that “due to conditions of extensive poverty, illiteracy and poor education, and the rural nature of most of its communities, the majority of Alabama libraries were established much later than those in other parts of the country” (28). Johnson’s research supports this, finding “extensive poverty led many persons to prefer low taxes rather than libraries” (120). These conditions, according to Johnson, created a large number of citizens who “possessed little appreciation of the value and pleasure to be derived from reading,” creating a “tradition that placed little value on books” (120).

What Johnson missed and Stephens didn’t was—although Alabama clearly lacked any government-run or tax funded public libraries—Alabama had a rich history of private citizens, women’s clubs, and community organizations which provided public library services. Stephens’ study of 116 of such libraries clearly illustrated just “how highly motivated many of Alabama’s citizens were to have a place in their communities where people could come to read, obtain materials for home reading, and meet together to discuss important issues” (34). The two Freedom Libraries which appeared in 1965 should be seen not as aberrations, but part of a long tradition of “Alabama citizens’ dedication to creating and maintaining community libraries” (28).

All of the historic libraries mentioned above shared one unmistakable feature in their services: African Americans were barred from using them.

As Stephen Cresswell noted, when “southern towns and cities began to build public libraries in large numbers...the new libraries and did not segregate Blacks—they excluded them altogether” (557). While an extensive look at the segregated practices in the libraries of Alabama are beyond this paper, a few points should be made to better illustrate the need for the Freedom Libraries.

The Supreme Court had supported the southern states separate but equal practice since 1890. In Alabama, “libraries were no more equal than other segregated institutions” (Graham 2). Eliza Atkins Gleason found equality of library service to be “a dishonest farce,” finding the few libraries created for African Americans to be “scattered, rundown, understaffed and under stocked with books” (566).

## Library Associations

Particularly culpable in this cruel practice was the American Library Association and the Alabama Library Association. In *The Ugly Side of Librarianship*, Klaus Musmann noted the amount of resources and effort put into serving new immigrants to the United States, including the creation of a specific round table to work with the foreign born. African Americans, he stated, were “not worthy of the attention of a national organization of librarians” (79). Believing the denial of service to African Americans was a local matter, the leadership of the ALA continued to fall short right up until the early 1970s.

The Alabama Library Association also failed in its service to African Americans. When someone suggested opening up the association to African Americans in 1949, a resounding “no” was voiced. Most were “definitely opposed to the idea,” “not ready,” and that “the implications were entirely too great” (Barrett & Bishop 155). William Stanley Hoole, who sat on the executive council of the association, wanted to know “who is stuffing these Negroes down our throats?” (148). With this overwhelming dissent, the association agreed that “Alabama will do well not to open membership to Negroes” (157).

In December of 1963, the U.S. Commission on Civil Rights published its investigation into Southern libraries. It was full, of what the Commission called, “devastating evidence” (189), of what most in the South already knew: That “two thirds of the Negro population of 13 Southern States were entirely without library services,” and that “nearly 10 million Negro citizens of our land are totally or partially denied access to publicly owned books” (189). The Commission found barring African Americans from libraries was “an indefensible act of discrimination,” and “absurd.” They were even less amused by the “lack of cooperation and open hostility of the State and local officials” (190). The commission concluded “surely...these discriminations violate the Federal law...surely they also violate the equal protection clause” (190).

It was these exact circumstances that helped create Freedom Libraries.

### The Selma Freedom Library

It was simply called the Selma Free Library.

It was created in the summer of 1965 by a handful of civil rights movement workers, who—exactly like other libraries in Alabama’s history—were responding to a community need. The Selma Free Library came into existence through the efforts of Peter Kellman (Maine), Charles Fager (California), Doris Smith (Texas), and Dennis Coleman (Wisconsin).

The library itself was located in a storefront on Lapsley Street; rented to them by a local mailman who lived next

door with his family. It was just down the street from Selma University (see appendices for map).

Its sources of funding were as disparate as the people who ran it. Fager recalls “a local black men’s fraternity or lodge agreed to pay the rent.” Other sources of finances possibly came in from SNCC (Student Nonviolent Coordinating Committee) and SCOPE (Summer Community Organization and Political Education). Kellman had hoped to get some of the money earmarked by President Johnson for the war on poverty. He remembers:

“I did try to make a trip to Washington, to get some poverty money from Lyndon Johnson’s poverty program. One of the reasons that it existed was because of the Civil Rights Movement...and there was money for things like libraries [and] bookmobiles. I visited a number of bureaucrats in Washington but I wasn’t able to get us any funding” (Kellman).

Kellman was the one who actually designed and built all the shelves for the library. He recalls:

“My thing was I was into building things, and I pretty much figured out, you know the design and did a lot of the work and built all the bookcases, and the bookcases were made of like 2 x 12s; we had a lot” (Kellman).

As well as the finances, the donation of books and materials came from varied sources. After the nation witnessed or read about the events of Bloody Sunday, concerned Americans began to send care packages to Alabama. SCLC (Southern Christian Leadership Conference) field staff member Bruce Hartford recalls that “people in the north sent a massive amount of food, clothing, and books to Selma. We ended up with thousands of books that we had no idea what to do with because all our energies were focused on voter registration rather than freedom schools and libraries (Hartford).

These donations were by no means the only ones to fill the Selma Free Library. Charles Fager was instrumental in a successful book drive for the library. He recalls that “many thousands of books were collected and shipped to Selma by supporters mainly around San Francisco (I had met some of them and encouraged this idea)” (Fager).

Northern colleges also sent book donations, including Antioch College in Ohio and San Francisco State College. Dennis Coleman has stated that “book donations came from a wide variety of sources which were heavy on the academic side” (Coleman). During the previous year in Selma, SNCC had organized a literacy project. It is possible that any books used then may have also been donated for the library to use.

It needs to be particularly noted that this small group of volunteers unintentionally created one of the largest public libraries in all of Alabama. In a letter sent on August 12, 1965 to San Francisco State College, Charles Fager

reported that the library “presently numbers 18,000 volumes, rivaling in the size any in western Alabama and easily bettering them in quality” (Leventhal 441). Peter Kellman confirms this number:

“It was huge! I am trying to remember...the number 20,000 sticks in my mind. I remember that one time we checked out the different libraries in southwestern Alabama and it was the largest in terms of books; no one had any more books than the Selma library did” (Kellman).

While the sheer number of books reported here may seem fanciful, these numbers reflect what the Freedom Libraries in Mississippi had in 1964. Cook found their collections “ranged from a few hundred volumes to more than 20,000” (xviii). Also, by the summer of 1965 SNCC’s Atlanta office had been swamped with donations numbering “between 100,000 and a quarter of a million books” (Wood 13).

After 50 years, what exactly those shelves contain remains unknown; no document has surfaced which lists the exact items found in the Selma Free Library. Fortunately, memories of those who set up and worked at the library are still accessible. In keeping with the Civil Rights Movement, the “the collection was strong on Negro authors,” and “heavy on the academic side” (Coleman). Peter Kellman believes there “were a fair amount of academic books and a large section on Black History and Black Writers” (Kellman). He also recalls:

“The ones that were the most popular were James Baldwin’s *The Fire Next Time* and a few of his other books...and one of the most popular books was Fanon’s *The Wretched of the Earth*. We got a lot of books from the universities, and they were philosophy and those kinds of books, for courses, but there were also a lot of the books from the English department, so it wasn’t just academic textbooks. There were a lot of novels, autobiographies and things that people would probably read while in college” (Kellman).

As Cook noted in her Mississippi study, the libraries also served Civil Rights Movement volunteers as well. With this in mind, it is possible the collection also contained the books SCOPE recommended the volunteers closely read before they headed into Alabama (see appendices for book list).

No library can function if its collection is not organized in a systematic way, and the Selma Free Library was no exception. Dennis Coleman recalls all the books as having been “cataloged and shelved” (Coleman). In his letter to San Francisco State College, Charles Fager informed them that “the collection covers every category in the Dewey Decimal System and is being organized along professional library lines” (Leventhal 441). Although the Dewey Decimal Classification may have been covered, it was not employed in its typical fashion. “We didn’t do the Dewey Decimal System,” recalled Peter Kellman. “We did it by

topic: philosophy was “WHY” because that is what philosophy is about, the question why” (Kellman). He also stated that biography would be labeled WHO, geography WHERE, and history WHEN.

One of the most fascinating yet telling aspects of the library was the community it served. Located on the same street as Selma University, a surprising number of students favored the Selma Free Library over their own institution’s library. Bruce Hartford stated that “SU had recently built a new library building with shelf space for (I think) around 50,000 books... but most of the shelves were empty” (Hartford). Peter Kellman confirms this, writing the university “was right down the street from us. They had a new library building but very few books and many of their students used our library” (Kellman).

While the library’s overriding *raison d’être* was to provide Selma’s African American community with “the first meaningful contact with books and libraries” (Cook xviii), the city of Selma already had a public library, one that had desegregated two years earlier.

Research by Toby Patterson Graham clearly illustrates the heroic efforts of Patricia Blalock, who was appointed director of the Selma Carnegie Library in 1963. At great risk to her career and livelihood, Blalock made desegregating the library her first priority. She was successful, and on May 20, 1963, the Selma Carnegie Library opened its doors to all races (Graham 115).

A full two years later, volunteers at the Selma Free Library recall the African American residents of Selma still referred to it as “the white library” (Kellman). Dennis Coleman clearly recalls that “Selma had a library but children in the Negro schools felt a little intimidated using it” (Coleman). As part of her desegregation stance, Blalock was forced to accept the Selma’s board insistence on “vertical integration”—the inane practice of removing a library’s furniture, to “prevent white and black patrons from sitting together” (Graham 117). The civil rights volunteers believe this practice to still be in effect in 1965.

Whatever constraints Blalock was forced to put up with, it appears she felt no ill will or competition from the Selma Free Library. Peter Kellman remembers Blalock referring people to the Freedom Library:

“I remember one time some white kids came, young people, because librarians there didn’t have a book and they thought we might have it. So they came, and that was the only time I ever remember anyone white from Selma coming” (Kellman).

In her memoir on running a Freedom Library in Mississippi, Sally Belfrage describes the constant level of chaos and use the library received (89). The one is Selma was no exception:

“...there were a lot of kids from the neighborhood who would hang out there. They would always be stopping by, and because the movement was still in

progress, there was a lot of talk. It wasn’t comparable to the library where I lived, or had lived...it was a center of discussion; all kinds of things were talked about” (Kellman).

Similar to other civil rights initiatives in Alabama, the goal of the volunteers was to have the library turned over to the residents of Selma. In another letter to San Francisco State College, Patricia Fager wrote “We want the library to be turned over to the local people as soon as possible...we are training several girls to catalog and take care of the library in general” (Leventhal 439). A separate report confirms this, stating “local girls are being trained to catalogue and operate the Library, also they can take it over when it is finally located in a permanent home” (441).

It remains unclear just how long the Selma Free Library continued in operation. Civil rights projects usually lasted until summer’s end, as most volunteers needed to return to college and university. However, Kellman, Fager, Coleman and Hartford all recall the library being in operation until early 1966.

When the library dissolved, what happened to its collection? Initially the collection was turned over to the library’s neighbor, Selma University. This seemed only natural, as the library workers clearly remember the students from there using the Freedom Library. However, the administration of the university didn’t want any items from the Freedom Library. Bruce Hartford stated “the college trustees were afraid to have anything to do with the Freedom Movement and were deeply suspicious of the radical ideas that might be contained in books from the North, so they rejected the offer” (Hartford).

“In the end,” Kellman stated, “The library was turned over to a group of Black Librarians in Dallas County, and I think they divided up the books among their libraries” (Kellman).

### **The Hayneville Freedom Library**

One overriding characteristic of the Hayneville Freedom Library is the simple fact that it existed at all. This small Alabama town is the county seat of Lowndes County, which also encompasses the surrounding towns of White Hall and Fort Deposit. Lowndes is better known by the familiar moniker “Bloody Lowndes” (Jeffries 213). Stokely Carmichael called it “the Devil’s Backyard” (8), while others called it “worse than hell” (Eagles 114), and “the very heart of darkness” (126). A seasoned U.S. marshal admitted Lowndes was “no man’s land and I am afraid of it” (126).

The history of the county is marked by death and terror for its African American residents. Chronic violence was used “to enforce white supremacy, slavery, peonage, disfranchisement and segregation” (Eagles 89.) Hayneville in particular was “a place where whites could brutalize blacks and their white allies without fear of punishment in the halls of justice” (117). Compared to the rest of Alabama, Jeffries found Lowndes county to be “remarkably



poor,” characterized by its “grinding poverty and fierce brutality” (27). While planning for the Selma to Montgomery march, Martin Luther King was warned by his supporters not to march through Lowndes.

SNCC’s director Silas Norman worried about sending volunteers, acknowledging “the decision was Lowndes County was so bad no one would come in there” (Jeffries 60). Conversely, Stokely Carmichael wanted to go there because of its violent and sinister history. “If they [SNCC volunteers] could help crack Lowndes,” he said, “other areas would be much easier” (Jeffries 60). In the summer of 1965, SNCC launched a “monumental effort to remove the basic causes of alienation, frustration, despair, low self-esteem and hopelessness” (Jeffries 488). The Hayneville Freedom Library was created for this very purpose.

Jeffries notes that SNCC activists held discussions on African American history “at the freedom library they established in Hayneville during the summer” (99). The library was located at 123 Cemetery Road, an unpaved dead-end just north of Hayneville’s downtown core.

The Hayneville Freedom Library operated in the home of Pattie Mae and Leon McDonald. This put them in severe physical danger. In his ten-year research project on the county, Jeffries noted:

“Pattie McDonald, a forty-four-year-old homemaker and the mother of several young children, recognized early on the value of parallel institutions, including the need for freedom library. This prompted her to let SNCC use the small two-room house that sat unoccupied just behind her modest Hayneville home” (Jeffries 100).

Almost immediately, harassing phone calls, stalking and death threats soon plagued the McDonald family. And then there was the September 1<sup>st</sup> incident (described above), in which the Klan riddled the McDonald home with bullets. This attempted murder of a family of twelve went unreported in the news, and uninvestigated by law enforcement. Only *Jet Magazine* in Chicago found the story worth publishing.

The McDonald’s son, Willie James McDonald, was instrumental in the library’s beginnings:

“I was the one that started it at the time. I found a board, probably 1 x 6 maybe 5 feet long, and I had some paint, and I painted Freedom Library on it, and I put it over the door, and we put the books inside. It [the library itself] was made from used lumber. When they first started building the interstate system, my dad would get off work and we would get used lumber. He would haul it home on the back of his boss truck, and in the evenings and on the weekend we constructed the building” (McDonald).

As with all Freedom Libraries, the collection was donated. Willie McDonald recalls “all the books were donated from

Tuskegee University, which was called Tuskegee Institute at the time.” Unfortunately no titles are remembered, no list exists, and the number of items the library possessed is also unknown.

Not only had the students from Tuskegee donated the books, but they also volunteered daily at the library. Willie McDonald recalls:

“At that time we had students come down from the Tuskegee Institute, which was in Macon County, they would come down to Lowndes County after school, and they would tutor the students in Lowndes County” (McDonald).

McDonald can recall Stokely Carmichael using the library, as “his name went down in the history books.” Carmichael had great affection for the residents of Hayneville, and he was dedicated to making “it a fit place for human beings” (Jeffries 82).

Two other regulars at the Hayneville Freedom Library were civil rights volunteers Jonathan Daniels (a seminary student), and Richard Morrisroe (an ordained priest). One of them even donated a bible to the library, which still exists in the McDonald home today. On August 20<sup>th</sup> that summer, Daniels was shot to death while trying to buy a coke at a store in downtown Hayneville. Morrisroe was also shot, but survived the ordeal. Willie McDonald:

“My mother does have one book that was left. It was a Catholic Bible, and we are not Catholic, but they had two Catholic priests that were gunned down in Hayneville, and they had given my mother a book and it has a [freedom library] stamp inside it” (McDonald).

After the September 1<sup>st</sup> shooting of their home, the McDonalds dissolved the Hayneville Freedom Library. Pattie Mae McDonald burned the library collection, in an attempt to save the lives of her children. Willie McDonald again:

“And all the books, after it was all said and done, my mother burned the books, and the only reason she didn’t burn this particular book was because it was a bible. Now mother isn’t Catholic, but that is the word of God and that is the only book left from the library” (McDonald).

### **Lasting Impact**

In his article *The Last Days of Jim Crow in Southern Libraries*, Cresswell concluded that the freedom libraries were completely ineffective, and “efforts lavished on the freedom libraries were efforts often misspent” (567). Susan Lee Scott also came to a similar conclusion, writing “the question of library integration was never a major focus in the civil rights movement in the South” (168).

Nothing could be further from the truth.

In her exhaustive study of Mississippi freedom libraries, Cook found that “the freedom libraries assisted African Americans “in their quest for human dignity and full citizenship”. The libraries engendered a love of books and reading, and strengthened the locals people’s desire for access to libraries” (384). Her analysis clearly demonstrated the undeniable fact that “Freedom Libraries offered genuine library services to people in need of them” (384). This is supported by Davidson who states that freedom libraries “not only provided library services to people excluded from other libraries, but made visible through their collections the history and culture of black Americans” (519).

It would be erroneous to conclude that freedom libraries, (and libraries in general), were not critical to the civil rights movement. “Libraries played a significant role in the Civil Rights Movement,” stated Civil Rights leader and current Congressman John Lewis. “They were an invaluable source of information” (Chepesiuk & Teaster-Woods 140). Fellow leader Joseph Lowery also felt libraries played a significant role during the civil rights movement, stating “libraries helped black people understand their history” (140). Ruth Shoge’s 2003 research into what motivating factors exist when African Americans use libraries, found that “enthusiasm by Blacks for the library had its heyday during the civil rights movement in America” (iii).

Kellman also supports this, stating that “part of the [civil rights] struggle was to get control of your past away from those who would define you; those who put you in a subservient position to begin with. I think that is one reason why the libraries were so important” (Kellman). For Cresswell and Scott to dismiss these efforts as trivial highlights a serious flaw in their research.

### **Adverse Conditions**

In the summer of 1965 in Alabama, local and out-of-state volunteers came together to create substantial and lasting change through the operation of a freedom library. This was no small thing. As Stephens reported in her historical research, the dedication required “for establishing and maintaining community libraries” (28) can be arduous even in ideal conditions. To set one up under adverse conditions, where horrific psychological and physical abuse is the norm, where property is routinely destroyed, where careers are ended, and where murder is a real possibility, is nothing short of heroic.

The Hayneville Freedom Library and the Selma Free Library both operated in an atmosphere of terror. Pete Kellman recalls:

“The fear never left you. We didn’t have cars or anything like that. We didn’t have money. We had to figure out a way to go where you were exposed the least to traffic. One thing we did a lot was get to the railroad tracks and walk down them, or try to figure out just how to stay in black neighbourhoods. Never walk on highway 80—that was a constant because our friends were killed. So the fear is always there. It never left. It was one of the toughest things to deal with” (2013).

Even on his bus trips to DC to try and get funding for the library, Kellman was followed and harassed the entire way.

In Hayneville, the McDonalds knew this fear all too well. Before the shooting in September, they were under constant threat:

“Word reached them...that Leon McDonald, Pattie’s husband, was the focus of an assassination plot. The two white men who stalked him every morning as he walked to catch his ride to work and every evening as he returned home lent credence to the rumors. In addition, during the middle of August, the McDonalds repeatedly spotted a pair of white men—perhaps the same duo that had been shadowing Leon—stalking out the freedom library, and friends informed them that whites were planning to bomb their home” (Jeffries 100).

Even African Americans who were born and raised in Alabama found it near impossible “to endure the stress, danger, isolation, poor diet, and unpleasant living conditions in Lowndes” (Eagles 133). The psychological courage needed to operate a library under these circumstances remains remarkable.

### **Conclusion**

“Well Mike, I am afraid you will not find any evidence for a freedom library in Alabama,” wrote Myrna Wood in her reply to an information request. As indicated above, this (thankfully) turned out not be the case.

It is hoped the discovery of the Alabama Freedom Libraries will provide new insight into various avenues of research. Both libraries shed light on the grassroots development of a library under extreme conditions, which may be of interest to those in the library and information science field. Those studying the civil rights movement may also find use of some of the findings reported here, as well as a new appreciation in the critical role libraries played during the movement. It is also hoped the Selma Free Library and the Hayneville Freedom Library find their way into the history of Alabama libraries. They (and those who ran them) are far too important to remain ignored and forgotten.

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## BOOK REVIEWS



*The Booklover's Guide to New Orleans.* Larson, Susan. Baton Rouge, LA: LSU Press, 2013. 249 pages. ISBN 978-0-8071-5307-9 (Paperback). \$24.95.

Former book editor of the *New Orleans Times-Picayune*, Susan Larson now hosts a WWNO public radio program. She supports and shares New Orleans literary heritage as presented in *The Booklover's Guide to New Orleans*, which is an updated version of her 1999 edition.

When I think of New Orleans I think of fantastic food, art, and music. A unique city, rich in cultural heritage, the draw of the French Quarter beckons visitors from all over the world. Larson offers a new look at the city – beyond the allure of the French Quarter – with her literary and historical tour of the Big Easy.

*The Booklover's Guide to New Orleans* begins with a brief history of the Crescent City from 1718 to present and its

effect on the literary community. Larson includes lists of books by New Orleans natives and on topics that relate to all things New Orleans. Her lists include a wide variety of literature including poetry, children's books, cook books, sports, fiction and a section on material related to Hurricane Katrina. Some of the authors listed include Ellen DeGeneres, Zora Neale Hurston, Emeril Lagasse and Truman Capote. There are numerous illustrations of famous authors and artists in New Orleans, places where they lived, or places that played an important part in New Orleans history. Larson also brings attention to stores, festivals and the many bookstores and publishers of the last two centuries that were based in the City. If you are a literary buff and ever wondered where in the Garden District Anne Rice lived, you can find out in this book. Did you know the most famous streetcar Desire once ran through the streets of the Crescent City? William Faulkner lived in New Orleans for a few years, which served as inspiration for several novels. The Hotel Monteleone, in the French Quarter, has been frequented by literary greats such as Tennessee Williams, Eudora Welty and Earnest Hemingway. Did you know that the Old Ursuline Convent, built in 1745 is the oldest building in New Orleans, or that the Crescent City was home for a while to Kate Chopin Homes author of *The Awakening*? Many more interesting snippets of New Orleans' literary history are contained within this work.

Susan Larson has loaded this book with a unique historical look at literature in New Orleans, and a lot of little known facts about literary giants, as well as those lesser known authors. *The Booklover's Guide to New Orleans* is recommended for public or academic libraries with an interest in Southern and New Orleans history or literature, or anyone looking for an interesting new guide to the Big Easy.

Jennifer Culley  
The University of Southern Mississippi

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*The Southeastern Librarian*

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

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