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# The Southeastern Librarian

## Articles

A Passion Deficit: Occupational Burnout and the New Librarian: A Recommendation Report  
*Linda A. Christian*.....2

Experience Mandatory: Assessing the Impact of Previous Career and Educational Experience on LIS Education and the Academic Library Job Hunt  
*Soujourna J. Cunningham and Ingrid J. Ruffin*.....12

**SELA/General News**.....21

**Library News**.....22

**Personnel News**.....27

## Book Reviews

*Penn Center: A History Preserved*  
Review by Dr. Carol Walker Jordan.....28

*From Princess to Chief: Life with the Waccamau Siouan Indians of North Carolina*  
Review by Dr. Carol Walker Jordan.....29

*Enterprising Women: Gender, Race and Power in the Revolutionary Atlantic*  
Review by Dr. Carol Walker Jordan.....30

*Jekyll Island's Early Years from PreHistory Through Reconstruction*  
Review by Dr. Carol Walker Jordan.....30

*The Civil War as Global Conflict: Transnational Meanings of the American Civil War*  
Review by Kathelene McCarty Smith.....31

*Madam Belle: Sex, Money and Influence in a Southern Brothel*  
Review by Melinda F. Matthews.....32

*Chained to the Land: Voices from Cotton and Corn Plantations*  
Review by Dr. Carol Walker Jordan.....33

*Asylum Doctor: James Woods Babcock and the Red Plague of Pellagra*  
Review by Barbara Kelly.....33

## Regular Features

Guidelines for Submission and Author Instructions.....36

Editorial Staff & State Representatives.....37

# A Passion Deficit: Occupational Burnout and the New Librarian

## A Recommendation Report

Linda A. Christian

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**Burnout** is about an employee's relationship with their work (Harwell, 2013, n.p.). It involves a prolonged exposure to workplace **stressors** that often drain an employee's vitality and enthusiasm, and lead to less engagement and productivity. Burnout increases turnover rates and absenteeism; causes decreased performance, workplace accidents and poor customer service; and sometimes leads to litigation. It also threatens the integrity and professionalism of an individual. **Emotional labor**—sometimes referred to as “emotion work” or “emotion management”—contributes heavily to the burnout factor by forcing an employee to control his or her feelings in order to fulfill the goals or expectations of an organization. The combination of job dissatisfaction and negative emotional labor can lead to occupational burnout, or a “passion deficit”.

Exploration into this problem began as a response to this research question: “What are the best solutions for preventing occupational burnout in librarianship?” To accomplish that research, I examined current studies in the literature, on-the-job emotional labor issues that affect librarians adversely, and compared and evaluated solutions noted in the literature for efficacy. The information in this report determines the causes and effects of this problem, and suggests administrative and personal techniques to prevent the escalation of this issue within the profession. Solutions discussed here could possibly prevent and/or reverse the symptoms of occupational burnout, and a passion deficit, in the field of librarianship.

### Significant Issues

Current literature identifies work-related causes of stress. At the organizational level, mental weariness, cynicism or depersonalization, and feelings of dissatisfaction brought about by the ongoing impact of emotional labor all work together to affect a workforce negatively (Harwell, 2013, n.p.). Burnout is an “unfortunate side effect of a career that puts the needs of others first” (DelGuidice, 2011, p. 23), often draining the vitality and enthusiasm of an employee, and leading to less engagement and productivity. Work related stressors include issues pertaining to

- **Workload:** too much work and too little time to accomplish the demand; lack of on-the-job support systems; insufficient help; technology problems and rapid technological growth; and a “lack of closure on ongoing projects” (Harwell, 2013, n.p.).

- **Control:** a lack of influence on-the-job; budget cuts; service reductions; obnoxious or rude patrons; and poor management and supervision.
- **Recognition:** a deficit that includes low salaries, limited opportunities for advancement, and increased competition for jobs.
- **Image:** a blurred idea of occupational and societal roles; too many tasks that cross departmental lines; and a poor public representation.
- **Value:** job discrimination; unrealistic organizational and public expectations; and shifting priorities (Harwell, 2013, n.p.)

### Significant Findings

Researchers have identified a stress and burnout factor in librarianship. In recent decades, libraries worldwide have experienced profound change. The need for expertise within the field has presented new challenges and hazards, and forced the occupation to compete for limited resources in the organizational chain. In the public sector, libraries have become community-building forces of civic engagement, economic development, neighborhood revitalization, and workforce progress. In academia, the additions of coffee shops and learning spaces have created a campus social-building force (Hernon & Altman, 2010, p. 52). Budget cuts resulting in lower pay and fewer resources, technology demands, time restraints, added responsibilities, and downsizing have forced librarians to prove their professional value and defend their occupational status. A 2006 study performed by the British Psychological Society's Division of Occupational Psychology dealt with the issue of occupational stress among firefighters and police officers, train operators and teachers, and librarians. Surmising that librarians might experience less on-the-job stress, it was discovered they ranked “highest in the level of perceived stress overall” (Casey, 2012, n.p.), resulting in the conclusion that librarians are highly susceptible to workplace burnout.

Although all organizations teem with emotion, and burnout may be significant in many occupations, these additional challenges and demands have created an institutional imbalance, which has led to the need for a makeover. American popular culture has negatively portrayed librarians to the extent that “image” has become one of the top five concerns—nearly equal to library finances, information access, intellectual freedom, and personnel resources. As a means to redesign the negative “librarian of the past,” library associations have sponsored media campaigns to combat adverse stereotyping, resulting in a

new kind of stereotype. The twenty-first century stereotype personifies a New Librarian. This “New Breed” exudes vitality and enthusiasm, passion and youth, and is expected to recast librarians as new-century information scientists, scholars, and subject specialists.

The explosive growth of technology and social media dramatically expanded the perceived role of the New Librarian into that of a multitasking, boundless expert. As an innovation-driven new identity expected to be a force for changing the world through technology and social enterprise, the New Librarian is branded by not only information access and management, but also speed, accuracy, and knowledge presentation. The pressures of identifying with and representing this new image, and increased professional collaboration with a global public, add a higher ethical dimension to an already emotionally demanding profession, exacerbating an established susceptibility to burnout in an oppressive political climate.

### Summary of Recommendations

Final recommendations are derived from preferred solutions weighed and measured against specific criteria. These solutions are taken from secondary research studies; library science leadership and management Web sites; occupational hazard Web sites; encyclopedias; and library and information science career development Web sites. Recommendations noted in this report briefly include:

- educating students of library science before they enter the field
- educating employees about on-the-job emotional labor and stress management
- offering directives for library administrators and associations for teaching in-house strategies easily implemented across hierarchies

### Methods

Popular culture, literature, and online resources offer diverse recommendations for dealing with the demands of librarianship, on-the-job stress, and negative emotional labor resulting from that stress. This report offers an examination of current studies to answer the research question: “What are the best solutions for preventing occupational burnout in librarianship?” To determine reliable solutions, my project plan breaks this study into four tasks. Results provided here specifically address information taken from the incorporated literature review, and include:

- **Task 1:** background information into this problem
- **Task 2:** researched solutions presented in the literature
- **Task 3:** notable measurable results, and conclusions drawn from those results
- **Task 4:** specific recommendations to resolve this issue in the workplace

### Project Plan

**Task 1: Research current studies focusing on the problem.** I examined valuable information from prominent

journals; secondary library and online resources; encyclopedic and magazine databases and periodical indexes; and reviewed blogs, newsletters, Web sites and online papers to identify the pulse-beat within the field. I also incorporated timely and verifiable research obtained through field studies, interviews, and questionnaires. Notable studies and opinion pieces consulted for background information into this problem fell into these categories:

- information science and technology periodicals
- leadership and management strategy Web sites, blogs, and Webinars
- Library and Information Science student research
- Library and Information Science encyclopedias
- Library and Information Science career development Web sites
- news divisions of professional associations

**Task 2: Create a discussion of possible solutions noted in the literature.** This discussion identifies researched solutions presented in the literature review performed in **Task 1.**

**Self-examination.** Previous how-to literature presents *Self-examination* as a criterion to dispel burnout tendencies. It suggests that, “although patrons may be rude, unreasonable, or even violent in their interaction with a librarian, the situation that causes the problem is what is to be addressed” (Shuler & Morgan, 2013, p. 121). *Self-examination* techniques include:

- defining how you personally may have contributed to the problem
- silently saying to yourself, “I will not get angry; I will stay in control”
- being aware of your body language and body cues (Shuler & Morgan, 2013, p. 121)

**Coping Strategies.** As a means to stay true to professional standards, occupational codes of conduct (also known as feeling rules or **display rules**) reference specific *Coping Strategies* for limiting on-the-job stress when dealing with upset or stressed patrons. These involve ignoring a patron’s emotional state while “focus[ing] on the reference problem at hand” (Shuler & Morgan, 2013, p. 127). *Coping Strategies* might include:

- finding the right information that will ease the patron’s distress
- taking oneself out of the responsibility for the patron’s mood
- realizing that the librarian understands library practices better than the patron
- verbalizing empathy with the patron (Shuler & Morgan, 2013, p. 128)
- internalizing optimism and refocusing your energies
- developing a detached view of the job and not taking things personally
- knowing your limitations and learning to delegate (Baird & Baird, 2005, n.p.)

**Resisting.** As a final solution to resolve negative emotional labor issues while smoothing over difficult interactions within the workplace, suggestions include walking away, or *Resisting*:

Despite the emotional labor expectations of the job, and the ever-higher expectations for friendly service in the library, librarians possess the power to end the interaction and *resist* further emotional labor, if necessary. This technique creates its own problems and is used sparingly . . . (Shuler & Morgan, 2013, p. 128).

**Pro-active Solutions.** Recent research notes specific *Pro-active Solutions* for managing personal and organizational stress. These include:

- establishing organizational support and flexible scheduling within the work place
- cultivating professional relationships and practicing organizational positive feedback
- maintaining realistic standards and transferring within an organization
- offering challenging assignments and changing-up assignments
- exercising, taking breaks, developing new skills or hobbies
- asking for help and learning to say no (as cited in *The Strange Librarian*, 2008, n.p.)

**Managerial Contributions.** These solutions can be employed within the library setting to address emotional events and stressors throughout all areas of the workplace, and include:

- introducing employees to the concept and analysis of their own emotional labor
- clarifying organizational, institutional or professional norms in mission and vision statements
- establishing concrete rules-of-conduct that describe appropriate emotions expressed on-the-job (Matteson & Miller, 2013, p. 61)
- redistributing responsibilities and cross-training
- employee mentoring and recognition for accomplishments (as cited in *Stoops*, n.d., n.p.)

**Organizational Strategies.** These suggestions may work along with *Managerial Contributions* for effective coping, and maintaining a functional stress level:

- attempting to reduce stressors in the workplace
- strengthening an employee's ability to cope with stress
- recognizing and assisting those who are at risk for burnout ("Stress and Burnout in the Library Workplace," 1991)

**Task 3: Measure selected options objectively against criteria and make comparisons.** Notable measurable results, and conclusions drawn from those identified through *Task 2*, determined which solutions were

consistent with the needs of librarians, and which offered the greatest advantage. Using a scale of one to five—five being very favorable and one being initially ineffective—I judged the most acceptable solutions by these standards:

- those that showed a measurable *Success Rate*
- those that were easily initiated and transferred across hierarchies (*Effectiveness*)
- those that presented some form of *Health Benefit*
- those that were *Cost* effective

**A. Success Rate.** The literature does not address a measurable success rate for positive individual or organizational outcomes. It is noted here, however, as a means to suggest the importance of continued success. Standards to measure this outcome may include:

- any long-term value
- any consequences from the implemented solutions
- employee perceptions
- dependability of results

**B. Effectiveness.** This criterion defines to what extent specific solutions are applied to the workplace efficiently, and transferred across all areas of librarianship and managerial hierarchies. This standard has an overall weight of 5 to suggest the importance of the efficacy of the solutions within the workplace environment. Standards included:

- a compatibility with existing systems
- easy implementation
- flexibility within hierarchies
- convenience
- user friendliness

**C. Health Benefits.** Based on the negative effects emotional labor produces within an organization, and health complications associated with occupational stressors that result in burnout, standards for this criterion were given an overall weight of 5 and included:

- employees feeling no aversion to the implementation of the solutions
- employees experiencing positive emotions resulting from the solutions
- employees noticing a positive impact on themselves and the workplace

**D. Costs.** Research did not determine any costs related to implementing specific techniques. Nonetheless, because cost effectiveness must be a consideration, the overall weight applied to this criterion was 3 and included standards such as:

- whether or not there was a cost for training
- whether successful longevity was based on any short or long-term monetary commitment

**Task 4: Offer recommendations based on the fulfillment of the standards.** Accumulated from the results of *Task 3*,

I present specific recommendations to resolve this issue in the workplace. Details are noted in the **Conclusions** and **Recommendations** sections of this report.

## Results

**Task 1: A literature review.** The pace of change is radical in the library environment. Keeping up with technology to address the information needs of patrons and the academic community predisposes an “ever-changing array of technology devices, programs and platforms, daily time pressures, and stress” (Jordan, 2014, p. 293). With the addition of coffee shops, town hall meeting rooms and repository areas for community artifacts, the twenty-first century library has become a community work in action, and the New Librarian a perceived force. To create a positive emotional experience in a challenged profession, library associations orchestrated a twenty-first century facelift. Social changes and this transformation improved a former perception of the library from that of a stiff, authoritarian environment, and the librarian from that of an unskilled, cranky bookworm (Jordan, 2014, p. 291). This makeover converted the library into a social institution, produced a New Librarian, and unfortunately, more stress.

Research notes that each type of library possesses its own negative pressures and problems: “Academic librarians may feel pressure to achieve tenure. Law librarians may feel incredibly stressed as they serve demanding professionals who are themselves under a lot of pressure . . . technical services staff, who work behind the scenes in acquisition and cataloging, may feel underappreciated by librarians who serve the public” (Martin, 2009, n.p.). Additionally, the New Librarian may often experience other pressures and problems, such as:

- inadequate knowledge or skills to perform assignments
- significantly increased workloads and deadlines
- fewer staff and more patrons
- increasingly disgruntled or obnoxious patrons
- technology-related problems
- continuous interruptions
- monotonous and routine tasks
- carpal tunnel syndrome, neck and back injuries, and muscle strains from physically repetitive actions (Baird & Baird, 2005, n.p.)
- negative or ineffective workplace cultures
- medically and psychologically unhealthy patrons
- homeless or mentally ill populations using the library as a shelter
- poor building design or maintenance
- substandard work facilities (Jordan, 2014, p. 294).

**Emotional Labor.** Within occupation groups, librarianship rates high as one requiring an extent of “emotional labor—or the work involved in managing one’s own emotions” (Shuler & Morgan, 2013, p. 119), as well as the emotions of others. In their study entitled *Emotional Labor in Librarianship: A Research Agenda*, Matteson and

Miller (2012) noted that librarianship has long been concerned with the effect emotion management has on service quality. The profession, workplace organizational cultures, patron expectations, and societal and generational norms dictate the need for regulating emotions on-the-job. Professional norms in each area of librarianship suggest that librarians should express positive emotions and suppress negative ones (Matteson & Miller, 2012, p. 55). Matteson and Miller (2012) noted that specific organizational emotional requirements are prevalent within the profession. Difficult situations within the library setting, and organizationally imposed ideals for expressing emotions, frequently account for feelings of job discontentment, burnout, and emotional exhaustion (p. 60). Technology advancements, and new communication mechanisms for the Internet generation, have added stressors between the library worker and customer service. Emotional labor exists not only in face-to-face contacts, but also through the written word within the virtual environment such as in electronic reference and live chats, webinars, and email communications (Matteson & Miller, 2012, p. 177).

Shuler and Morgan (2013) noted in their study entitled *Emotional Labor in the Academic Library: When Being Friendly Feels Like Work*, that “emotional labor is the work one does to induce or suppress feelings to sustain the outward countenance that produces the proper state of mind in others” (p. 120). Emotional labor is involved when, masking their own personal feelings, librarians strive to produce a positive emotional state within the library. Consequently, appropriate organizational codes of conduct, and feeling or display rules, become stressed.

The repression of natural reactions and emotions contributes to organizational and emotional exhaustion, and is often contagious (Vijayakumar & Remy, 2013, p. 234). Feeling as though it is an individual problem, librarians frequently hide symptoms of stress and burnout until these symptoms affect their immediate environment (Jordan, 2014, p. 303). In her paper entitled *Taking Care of Yourself: Stress and the Librarian*, Spencer (2013) noted that although there is no cure-all for workplace stress, the toll on an individual could be life-threatening (p. 12). Citing from a 2010 American Psychological Association Practice Organization report entitled *Psychologically Healthy Workplace Program Fact Sheet: By the Numbers*, Spencer (2013) quoted these alarming statistics from within the general working population:

- 69% of employees report that work is a significant source of stress
- 41% state that they typically feel tense or stressed during the workday
- 51% of employees state they are less productive at work as a result of stress
- 52% report they have considered “looking for a new job, declining a promotion, or leaving the job based on workplace stress” (p. 12)

Emotional labor is often a contradictory self-discipline that predisposes the burnout factor. The extent of this labor can lower job satisfaction and create job burnout. Outcomes can range from poor customer service to quitting a job. As a profession that relies heavily on relationships and stakeholders, emotional conflict is frequently a daily occurrence for librarians. Working with colleagues, teams, students, and the public presents many different types of emotional labor conditions. In their 2012 research agenda, Matteson and Miller defined and discussed two fundamental points:

- “Librarianship, with its frequent interpersonal interactions and strong emphasis on customer service, requires significant emotional labor” (p. 181), and
- “Research on emotional labor from other occupation groups shows that individuals differ in their abilities to perform emotional labor, and that there are both positive and negative individual and organizational outcomes from emotional labor” (p. 181).

Shuler and Morgan (2013) noted, that “[a]lthough librarians are expected to perform emotional labor, they are neither formally trained to do so nor materially valued for their skills . . .” (p. 130).

**Task 2: A discussion of possible solutions.** Although there can be positive outcomes associated with emotional labor, this research report deals only with those that affect the individual and the workplace negatively. The following discussion identifies traditional and current solutions to job stress and emotional labor issues reviewed in **Task 1**. They are:

- *Self-examination* – attempting to address the direct cause of a problem by defining what you did to promote it, or can do to change it
- *Coping Strategies* – ignoring a patron’s emotional state and focusing on the reference problem only
- *Resisting* – walking away from a patron in an unresolvable, difficult interaction
- *Pro-active Solutions* – establishing on-the-job personal and organizational support
- *Managerial Contributions* and *Organizational Strategies* – attempting to reduce stressors and emotional labor in the workplace through education and action

**Specific Strategies.** Older how-to literature suggests that personal *Self-examination* may aid in dispelling burnout tendencies, but puts much of the emphasis on “librarian-as-trigger.” *Coping Strategies* appear to be effective when dealing with specific emotional incidents in the library setting, such as upset or difficult patrons. Recent *Pro-active Solutions*, using decision-making and action-based strategies for managing occupational stress, offers useful suggestions. However, because of the need for managerial or organizational buy-in, these suggestions cannot address the full extent of the problem. As a solution for confronting an emotionally demanding circumstance on-the-job,

*Resisting* is not only a last resort in relationship/emotion management, but may unfortunately occasionally be necessary. *Managerial Contributions* and *Organizational Strategies* appear to be preferred solutions that have the potential for addressing the full issue. Pairing the *Pro-active Solutions*, *Managerial Contributions* and *Organizational Strategies* may provide the greatest extent of coverage and an opportunity to constructively reduce or eliminate unnecessary stressors. If applied through leadership, these suggestions will potentially teach librarians to deal with the emotional aspects of the profession, defeat negative workplace cultures, and address individual and organizational passion deficits.

The following discussion reveals whether or not these specific strategies met any of the measurable criteria, which included:

- those that showed a *Success Rate*
- those that were transferrable across hierarchies and easily initiated (*Effectiveness*)
- those that presented some form of *Health Benefit*
- those that were *Cost* effective

**Self-examination and Resisting.** These techniques have no definable *Success Rate* noted in the literature, and may not be effective because each suggest a “What if . . .” aftermath to any workplace stressor. For this reason, applying these techniques individually or organizationally may add to personal and organizational stress levels. Although each of these solutions would *Cost* nothing to implement, attempting them would leave an individual wondering if he or she had done the right thing, and administrators wondering if remediation was required. As a result, *Effectiveness* and *Health Benefits* would not be met.

**Coping Strategies.** These strategies have the potential for being very effective in confrontational situations between librarian and patron. Implementing these techniques would eventually result in automatic *Effectiveness* and *Health Benefits* because personal interactions would improve. There would be no *Cost* associated with employing these *Coping Strategies*. *Success Rate* cannot be determined, however, because it is not addressed in the literature.

**Pro-active Solutions.** Each of these solutions establishes on-the-job support, such as through flexible work schedules or transferring within an organization, and offers the greatest potential for successful implementation within the workplace. Although there are no studies to identify measurable *Success Rates*, related issues that affect the criterion of *Effectiveness* would nonetheless have the greatest reach across hierarchies and library cultures. *Health Benefits* would certainly include stress reduction because emotional labor would be reduced over the long-term. There would be no *Cost* associated with employing these solutions.

**Managerial Contributions and Organizational Strategies.** These options go together in producing a workplace environment that combats organizational stress, and the effects of negative emotional labor. Identifying *Costs* for this type of training is beyond the scope of this

report; however, these solutions can be seamlessly promoted through library science curriculum, seminars offered through library associations at conferences, or classes conducted through managerial organizations within the academic community or public sector. Through effective leadership, these strategies are easily applied within the workplace, and transferred across all areas of librarianship and managerial hierarchies. Learning these skills, and conveying this knowledge, responds to the criterion of *Effectiveness* and contributes profoundly to the criterion of *Health Benefits*. Although *Success Rates* are not determinable at this time, this information should lead administrators and employees to develop positive organizational cultures, and recognize the symptoms of stress in order to counteract negative emotional labor indicators that lead to a passion deficit.

**Task 3: Measured and compared solutions using standards for assessment.**

**Table 1: Weighted Decision Matrix Comparison Chart**

Criteria	Effectiveness	Health Benefit	Cost	
Weight →	5	5	3	
↓ Options	Scores			
<i>Self-Examination</i>	1	1	0	2
<i>Coping Strategies</i>	5	4	0	9
<i>Pro-active Solutions</i>	5	5	0	10
<i>Managerial Contributions</i>	5	5	?	10
<i>Resisting</i>	1	1	0	2
<i>Organizational Strategies</i>	4	4	?	8

Note. Christian, L. A. (2014). *A Passion Deficit: Occupational Burnout and the New Librarian: A Recommendation Report*

**Conclusions**

It has been the goal of this report to respond to this research question: “What are the best solutions for preventing occupational burnout in librarianship?” Based on a literature review of current studies (Task 1), solutions were identified, compared for efficacy, and weighed against four criteria (Tasks 2 and 3). These conclusions contain a discussion concerning the need for **emotional intelligence**—or the capacity to be aware of one’s emotions, control those emotions, and successfully navigate the social environment. In the service professions, this involves making decisions that achieve positive results, and creating constructive rapport that ensures desired responses. The lack of effective emotional intelligence on-the-job is a precursor for burnout; however, emotional intelligence consists of a “flexible set of skills that can be acquired and improved with practice” (TalentSmart, 2014, n.p.)

Researchers Mastracci, Newman, and Guy (2010) explain that graduates in service-delivery programs that provide person-to-person services “often indicate that their training failed to adequately prepare them for the human processes involved in the administration and delivery of public services” (Abstract p. 123). In her 2014 research study entitled *All Stressed Out, But Does Anyone Notice? Stressors Affecting Public Libraries*, Jordan stated that “[w]hen stress continues unabated, unrecognized and untreated, eventually librarians will burn out . . . . Once a librarian reaches burnout, many symptoms of stress have been overlooked or ignored” (p. 305). This recommendation report concludes that an important goal of every library administrator, professional association, and library school should be to address the reality of the demands of the workplace. Recommendations noted here will help deal with stressful workplace situations before they become debilitating, not only to individual library staff members, but also to the entire organization. Dealing proactively with staff morale reduces staff turnover.

“Emotional labor skills are at the heart of service delivery . . .” (Mastracci, Newman, and Guy, 2010, 132); however, public engagement involves both technical (cognitive) knowledge as well as emotion skills. Personal competence includes an ability to stay aware of one’s own emotions, as well as managing one’s behavior and tendencies. The emotional gap between exhibiting true emotions and artificial responses creates personal stress. Research reveals an obvious need to reduce or eliminate specific occupational stressors; however, for stressors that cannot be eliminated the development of training programs to assist librarians in handling negative emotional labor is indispensable. Library schools and workplace training ordinarily do not address issues involving emotion work, and therefore do not prepare library students and staff for associated problems in the field. A librarian’s professional development should reflect an understanding of emotional labor, skilled relationship building techniques, and an acquired emotional intelligence.

Some stressful conditions are improved by developing personal solutions that enhance one’s personal resources—



“that is, attention to physical, social and emotional health” (Vijayakumar & Remy, 2013, p. 235); however, burnout is not a condition that reverses itself quickly or easily. While some have said the antidote to burnout is engagement, library science literature noted in this report frequently offers other suggestions. Reflecting an understanding of emotional labor in library policies, eliminating particular stressors on-the-job, and training librarians to be aware of not only their own emotions but also those of others will stop low morale from spreading, improve occupational performance, and help to retain healthy, happy employees. Research notes that stress reduction strategies result in an acceleration of performance and efficacy in the workplace. Recognition of the emotion work involved in the daily life of a librarian will aid the librarian to manage his or her emotions, and better serve patrons. Pro-active solutions will reverse the symptoms of a passion deficit.

This report has attempted to provide useful information based on the literature to manage emotional stress in the library workplace. Understanding the level of stressful activities accomplished daily, learning strategies for reducing those stressors, and developing individual stress management techniques are the goals of the following recommendations. This knowledge will significantly lead to healthier work environments, effective managers, and happier librarians.

#### Task 4: Recommendations

Although the *Success Rates* of the following preferred recommendations are not available in the literature, *Effectiveness* will be directly evident (organizationally) if an administrator provides this information to staff. Through a perceived satisfaction, *Health Benefits* will be noted easily and promptly by measuring lost workdays or lost employees (those that quit their jobs). There are no direct *Costs* associated with any of these recommendations; although, it would be the responsibility of an administrator to obtain appropriate training in specific skills in order to lead staff effectually. Individuals can effortlessly apply some of these techniques personally.

#### Recommendation 1

Instructors in schools of Library and Information Science generally do not address the essential component of person-to-person interaction skills when training students. Students possess technical (cognitive) knowledge, but are not equipped for demonstrating emotion skills necessary in the field. Students should be prepared for the realities of dealing with the public, and armed with the skills to combat negative emotional labor side effects. Wide-ranging coursework needs to reflect an understanding of on-the-job emotional labor. Emotional intelligence abilities need to be taught in the classroom, and should encompass the idea of “service” by teaching students how to

- communicate across geographic, cultural, societal and jurisdictional boundaries
- develop rapport, acquire relationship-building skills and promote connectedness

- reflect a caring and responsive attitude (Mastracci, Newman, & Guy, 2009, p. 131)

To prepare the New Librarian for twenty-first century public service, these issues can be addressed in every library science program when teaching courses that focus on organizational dynamics, such as administration and management. Content should include:

- defining and explaining emotional labor and the performance of emotion work
- allowing students to discover their own communication style to understand how they will respond to emotional labor
- teaching necessary skills that lead to emotional intelligence
- targeting the warning signs of burnout and positive techniques for mastering it (Mastracci, Newman, & Guy, 2009, p. 134-136)

#### Recommendation 2

Librarians in the workplace benefit from understanding the impact and effect that emotional labor has on personal and professional performance. Successful managers should provide support to staff as an aid for dealing with problems associated with occupational stress. To accomplish this, administrators should provide specific services to their employees, such as:

- **An established employee orientation program.** This type of program helps all library professionals form a solid foundation in the workplace. It should clearly define organizational goals, organizational planning, and encourage open communication.
- **Learning opportunities.** Keeping the minds of library employees actively engaged can decrease the possibility that burnout will set-in. Opportunities for professional education, staff training, and in-house innovation should be a priority.
- **Allowing employees to get involved in decision-making.** This will keep library employees engaged with the organization and institutional culture. Collaboration and cross-departmental team efforts should be encouraged and created.
- **A healthy opportunity to vent.** Releasing tension is one way to keep it from permeating the library. Allocated areas or break rooms for “time-off” during work hours should be offered.
- **Keeping the workplace fun.** Organizational activities that keep work interesting and less stressful need to be incorporated into the work environment. Time working at tasks that are labor intensive, or emotionally intensive, should be limited. A rearranged workday will keep duties that are not necessary at a minimum.
- **Enhancing personal resources.** Employees should be encouraged to take breaks, vacation

days and sick leave (Vijayakumar & Remy, 2013, p. 235).

### Recommendation 3

Dealing with the long-term demands and consequences of emotional labor should include introducing specific strategies to combat burnout. This list suggests what administrators can effectively communicate to their employees, and implement on-the-job across all hierarchies, to instill emotional intelligence skills.

- **Teach display rules.** These are organizational rules or standards for responding to any patron or issue. Teaching display rules, like an emergency response checklist, can be easily performed in manageable doses at regular staff meetings.
- **Teach emotional intelligence.** This involves the ability to recognize emotions expressed by patrons and co-workers as a way to reduce the burden of emotional labor on an employee. This training can help reduce the likelihood of chronic emotional conflict that leads to emotional exhaustion.
- **Staff assistance programs.** Organizations and administrators can offer access to stress management and emotional health services that recognize the demands placed upon service sector providers.
- **Practice Buffering.** Posting a “greeter” at the door (volunteer or Friends of the Library member), as “front-end personnel” and a trained strategist, can help diffuse potentially troublesome issues by directing problems to the person with the skills and abilities to meet the immediate need (Mind Tools, 2014, n.p.).

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## Glossary

**Burnout:** a prolonged response to the chronic exposure of a variety of stressors. In professional fields and athletics it is referred to as a "passion deficit." It is a disabling reaction to an overload of stress. Having no "passion" for a job often overflows into every aspect of one's life and may contribute to a lack of energy, or a general loss of interest. Symptoms fluctuate between absenteeism; major health problems such as nausea, weight gain, and insomnia; or emotional health issues involving detachment, feelings of isolation, and an inability to concentrate (Gale Encyclopedia of Medicine, 2008, n.p. as cited in The Free Dictionary; Dictionary for Sport and Exercise Science and Medicine, 2008, n.p. as cited in The Free Dictionary; Mind Tools, 2014, n.p.).

**Display rules:** rules for expressing emotions that an institution or organization requires for on-the-job interactions. It involves a group's norms, which define how and in what manner emotions are expressed corporately (Mind Tools, 2014, n.p.).

**Emotional dissonance:** negative feelings that develop when an individual views his or her emotions in conflict with his or her identity. It involves a struggle between experienced emotions and expressed emotions. Emotional dissonance often results in job dissatisfaction, and reduced organizational commitment (Education Portal, 2014, n.p.; Mind Tools, 2014, n.p.).

**Emotional intelligence (EI):** social awareness and relationship management skills that include the ability to understand moods, behaviors, and motives. Possessing these skills improves the quality of relationship building by understanding the way people feel, which allows for effective relationship management. Emotional intelligence is as important to professional success as technical abilities, and contributes to lower staff turnover (Mind Tools, 2014, n.p.). Positive emotional intelligence strategies can be taught and include self-awareness; self-management; social awareness; and relationship management (TalentSmart, 2014, n.p.).

**Emotional labor (EL):** sometimes referred to as “emotion work” or “emotion management,” emotional labor explains emotional events in the workplace. Defined by Arlie Hochschild in her book *The Managed Heart: Commercialization of Human Feeling* (1983), it is a “discussion of work roles that requires individuals to display emotions consistent with organizational goals” (as cited in Julien & Genus, 2009, p. 932). Emotional labor is “the awareness of the emotional expressions required of a job” (as cited in Matteson & Miller, 2012, p. 176). It is a venue for describing what service workers do that go beyond physical or mental duties, such as showing a genuine concern for the needs of others, smiling and making positive eye contact. These types of activities, when considered essential to worker performance, constitute emotional labor (Mind Tools, 2014, n.p.). “Emotional labor occurs when workers are paid, in part, to manage and control their emotions” (Mind Tools, 2014, n.p.). The invisibility of emotional labor profoundly contributes to a negative occupational affect. Library workers are more likely to regulate their emotions to comply with organizational demands, frequently leading to emotional dissonance. Forms of emotional labor include:

- **Surface acting.** This involves faking or pretending an affective display of emotion. As a means to conform to organizational rules to keep a job, an employee puts on a façade as if they are actually feeling the emotions they display. Surface acting is frequently associated with “increased stress, emotional exhaustion, depression, and a sense of inauthenticity” (Mind Tools, 2014, n.p.).
- **Deep acting.** This involves modifying one’s feelings to match what an organization requires. This is based on an attempt by an employee to appear authentic to an audience (Mind Tools, 2014, n.p.).
- **Emotion regulation.** This refers to the “conscious or non-conscious control of emotion, mood, or affect” (Education Portal, 2014, n.p.). It is the process of modifying one’s emotions to fit a social or organizational structure. There are two kinds of emotion regulation processes:
  - *Antecedent-focused emotion regulation*, which involves modifying emotions by changing the situation, or the way one feels about a situation, and
  - *Response-focused emotional regulation*, which involves modifying behaviors by suppressing, faking or amplifying a response (Mind Tools, 2014, n.p.).

**Stress:** a state of mental or emotional strain exerted upon an individual through demanding or difficult circumstances. It is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize” (Richard S. Lazarus as cited in Mind Tools, 2014, n.p.). Stress can result from any situation or experience that makes an individual feel frustrated, angry, nervous or anxious, and can cause severe health problems (Mind Tools, 2014, n.p.). The word **Stressor** refers to anything that provokes a stress response.

#### *Online Resources*

#### **Burnout Self-Inventory**

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# Experience Mandatory: Assessing the Impact of Previous Career and Educational Experience On LIS Education and the Academic Library Job Hunt

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## Introduction

Since 2002, 97% of librarian jobs posted in *American Libraries* have required an American Library Association (ALA) accredited master's degree (2004). The ALA Committee on Accreditation provides a general framework for library master's program curriculum, "through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts." (Accreditation, 2014). ALA curriculum requirements are broad, however, so courses and requirements within ALA degree granting institutions vary immensely from program to program.

Anecdotal evidence implies that obtaining a position in an academic library is much harder than the advertised librarian shortage would have us believe (Weber, 2014) (Manjarrez, C. A., et al, 2010) (Orphan, S., 2006).

The MLIS/MLS graduate degree is different than some other professional degrees i.e. J.D. & M.D., in that a residency, internship, or formal practice component is not always explicitly required by the degree granting institution or the accrediting body. Due to a lack of embedded experience in MLIS/MLS programs, new graduates are put in a difficult position when job searching. For the most part, new graduates within the field do not have the level of experience with in the profession to target positions other than entry level. Entry-level positions as defined by Ratledge and Sproles and Tewell are positions that:

- Require an ALA-accredited MLIS/MLS degree or the equivalent and
- Advertisement says entry level or
- One or fewer years of experience or
- No experience or duties impossible for entry level librarians to gain (i.e. supervising other professionals, administrative experience, and substantial progressively responsible experience). (Ratledge & Sproles, 2004) (Tewell, 2012)

Unfortunately for new graduate librarian applicants, librarians who would not necessarily qualify as new graduates are also applying to entry-level positions. In Tewell's 2012 study, 50 entry level positions were randomly selected from 1,385 job advertisements. Of those randomly selected positions, 75% of the successful candidates did not fit the entry-level definition (2012). Candidates who have more experience than the average new graduate will have

an advantage in interviewing and presenting transferable skills to an academic search committee (Tewell, 2012).

Experience matters. The most common piece of advice given to academic library students by practitioners and library school alumni is to work in an academic library prior to entering the workforce. This advice is supported by the library literature related to hiring practices in academic libraries. The literature further states that academic search committees look not just for the MLIS/MLS degree but also for other experiences relevant to the job that the applicant is pursuing (Eckard, M. et al., 2014). At this time most of the research related to new librarians has been primarily concerned with new graduate advice and studies related to long-term trends in librarianship. Few studies examine the connection between employment and educational experience prior to and while obtaining a degree in librarianship and the job search process. Neither have there been studies surveying new graduates' opinions on what they and their MLIS/MLS programs can do to increase their chances of a successful job search.

## Literature Review

A review of library literature reveals that beginning at the turn of the twenty-first century there have been systematic attempts to analyze the demographics of the field and predict the workforce needs of the future. In 2010, the Workforce Issues in Library and Information Science (WILIS) study compiled data about the career patterns of librarians who graduated between the years of 1964 and 2007. Their work confirmed that if librarians are able to follow through with retirement plans, by 2018 over 23% of the current library staff will have left the workforce. The early results of this study conclude that the demographic shift will challenge academic libraries to replace their current workforce (Moran, Marshall, & Rathbun-Grubb, 2010).

These data obtained confirms Stanley Wilder's claim from 2002. Wilder stated that thousands of librarians would be retiring over the next 15 years and when they did, they would take with them their expertise and bring about, "the most important human resources phenomenon facing the profession" (2002). Wilder stated that the problem was a management concern, not just a workforce issue. Kaufman concurs, stating that a great problem in librarianship is not just a small recruitment pool, but the fact that current frontline librarians are unwilling to move from their "entry level" positions and transition into middle management and administrative positions (2002). In later articles, Wilder (2007) clarifies that the coming retirements will not necessarily result in a one-to-one demand for new professionals and that the demands of academic libraries

would affect the actual need for librarians. According to a study by Edge and Green (2011), there is a pattern of historic alleged librarian shortages dating back to the 1960's. The supposed shortages lead to aggressive recruitment strategies that then lead to an overabundance of LIS graduates.

Nonetheless, many articles and books have advertised a coming librarian recruitment crisis and recruitment efforts by both professional organizations and library schools have increased accordingly. In 2002, ACRL and ARL formed a joint task force with the stated goal of recruiting and retaining new librarians. The task force created videos and other marketing materials aimed at students considering a career in librarianship (Simmons-Welburn & McNeil, 2004). Other programs were also created to deal with a supposed lack of candidates for librarian positions. At the University of Oklahoma, library administration created a recruitment program specific to library staff already working within the library. Staff members in the program would pursue an MLIS while working full time in the library. The particular program was created because of a lack of candidates who had the inclination toward the academic rigors, including faculty and publishing requirements, of librarianship (Huang, Reiss, & Engel, 2003).

According to the U.S. Bureau of Labor Statistics (BLS) librarians held approximately 148,400 jobs in 2012, with a job outlook for growth that is slower than the average profession. Academic librarians make up 17% of all of these librarians. The BLS believes that the increased availability of e-information will increase the demand for librarians in research and special libraries. They also believe that job seekers will face strong competition for a limited number of available positions (Statistics, 2014-15).

Ratledge and Sproles (2004) examined over 2,600 librarian job ads to find out what percentage of entry level jobs were in *American Libraries* and what skills and knowledge were required for new graduates once they entered the librarian job market. Their study found that over time a greater emphasis has been placed on the human/behavioral aspects of librarianship. Their data also indicated that there has been a marked increase in the amount of actual experience required in entry level positions (Ratledge & Sproles, 2004).

This data is echoed by Hall (2013) who examined how important skills and experience were to employers when hiring. Hall surveyed supervisors of newly hired instruction librarians and found that 81% ranked skill sets as important when hiring and 63% ranked experience as highly important. Hall (2013) also found that 96% of the supervisors surveyed felt that instruction skills should be taught within library schools.

Kennedy, Gonzalez and Cenzer (2007) found in their research that, "most employers are more interested in students' experience rather than the way in which their degree was earned." They further state that search committees believe that experience trumps education. In his chapter from *The Expert Library*, "Sustaining, Staffing, and Advancing the Academic Library in the 21<sup>st</sup> Century," David Lewis poses the question, "If coursework doesn't count in hiring new librarians then what does count?" His argument is that LIS education needs to pay attention to the interpersonal aspects of training librarians (Lewis, 2010). His argument then reinforces the importance of coupling LIS classroom curriculum with experience and soft skills. Sproles, Johnson and Farison conclude that classes alone are inadequate to prepare new librarians to be comprehensive

instructors of information literacy (2008). These skills can only be developed by actively engaging in instruction prior to entering the professional field (2008).

Library Science education has to continually adapt to meet the needs of the modern academic library. Sproles et. al. concluded that coursework was not enough to prepare future librarians for information literacy instruction and that "additional training and continuing education" were necessary to develop prepared library instructors (2008). In an examination of LIS curriculum concluded in 2009, researchers found that only nine of the observed LIS programs required an internship or practicum and only one school offered user instruction as a core class (Hall, 2009).

### Questions Guiding the Study

In the exploration of the role of experience in the academic library job-hunt, the researchers conducted their investigation via a qualitative and quantitative survey of the new graduate experience in searching for academic library positions. The researchers created a survey aimed at new and recent library school graduates. The survey asked participants about their pre-MLIS/MLS education and career preparation as well as their work, if any, during library school. The survey also collected the graduate's current job status. This was done in an attempt to discover what, if any, correlation there was between prior MLS/MLIS work experience and ease in finding an appropriate professional position in an academic library. The goal of the qualitative portion of the study is to motivate the development of best practices regarding library school preparation and student empowerment in the job search.

### Methodology

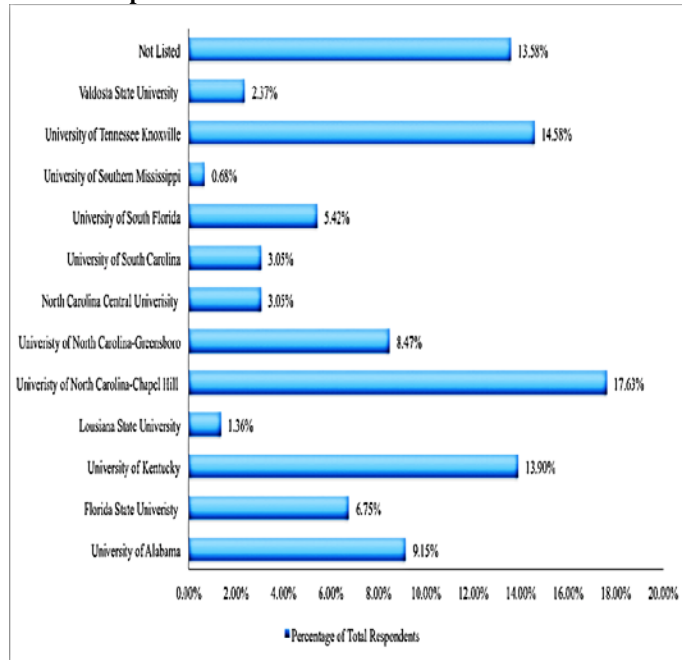
The researchers created and distributed a survey, approved by the investigators' Institutional Review Board (IRB), through the survey aggregator Survey Monkey with the goal of reaching new and recent MLIS/MLS students who were actively seeking employment in an academic library or presently employed in an academic library (Appendix A). The researchers defined recent graduates as individuals who matriculated between the years of 2009-2012. Survey participants should have graduated from an ALA accredited school in the southeast region of the United States. That amounted to 12 graduate programs located from Kentucky to Florida (Appendix B). The researchers engaged student groups, alumni associations, state listservs and ALA professional listservs to recruit participants (Appendix C). The invitation and link was also posted to the Facebook page *I Need a Library Job*. Crowdsourcing was also used as a recruitment tool as participants were encouraged to pass the link on to other interested parties. Upon completion of the survey, participants were offered the opportunity to enter into a drawing to win one of ten \$25 Amazon gift cards.

The survey consisted of fourteen questions, nine of which requested participant information regarding educational status during and prior to obtaining their MLS, as well as the different ranges of their work experience. Four of the questions were demographic, requesting information about their current working status. The final question was an open ended one, offering participants the opportunity to make comments on the study and/or their opinions on the LIS job hunt.

## DEMOGRAPHIC RESULTS

The survey was open for two weeks from late August to early September of 2013. The researchers received five hundred and forty-six (546) responses. Respondents were disqualified through parameters prescribed by the investigators. Those parameters included whether or not the participants were actively seeking an academic library position and what graduate school the participants graduated from. Respondents who did not graduate from a southeastern ALA accredited institution were further disqualified in an attempt to narrow the focus of the investigation. Out of all the responses two hundred and ninety five (295) were qualified to take the survey.

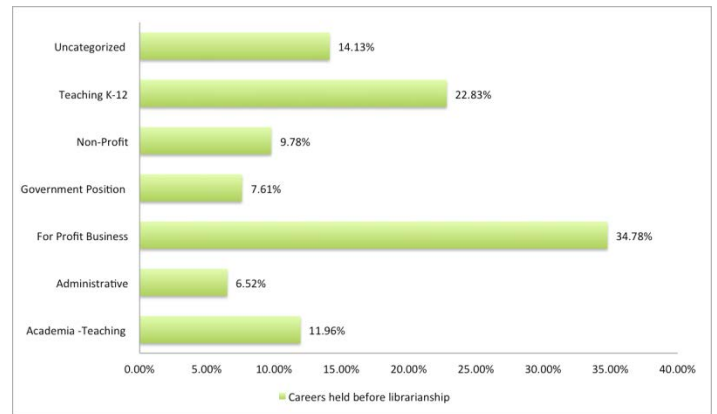
**Table 1**  
**Schools Respondents Attended**



The largest number of responses came from UNC-Chapel Hill School of Information and Library Science at 17.63% and the smallest number of responses came from the University of Southern Mississippi School of Library and Information Science at .68%. The majority of the respondents participated within the first week of survey release. The survey saw a considerable bump in number of respondents after the announcement of the survey on the Facebook page of *I Need a Library Job*.

Of the responses, 32% of the participants had an additional degree or certification that they achieved while or prior to entering their MLIS/MLS program. Of those that had another master's degree, 53% had a graduate academic degree, 20% had a professional master's degree, 15% had a graduate certificate and 8% had a PhD. Sixty percent of respondents reported that librarianship was their second career. The plurality of respondents, 35%, had experience in a for-profit industry. The smallest percentage of respondents 6% came from an administrative or secretarial background. Twenty-two percent of respondents were in their previous position for 10 or more years. Only 7% held their previous positions for less than 2 years.

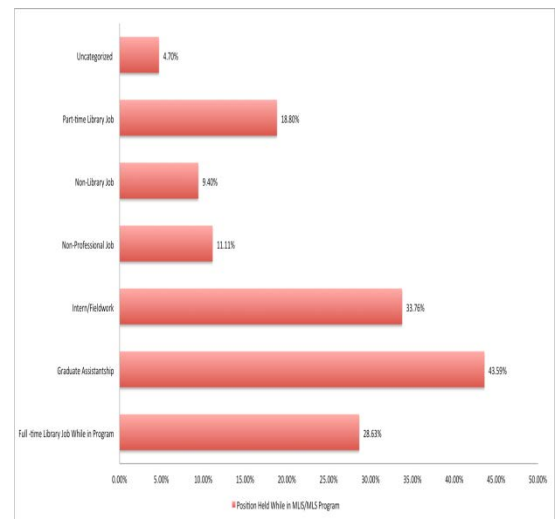
**Table 2**  
**Respondent Careers before Librarianship**



The majority of the respondents worked while in school. In gathering the statistics the researchers coded the reported positions into broad categories. While there may be some overlap in the data categories the coding was based upon self-reporting from the respondents. Ninety-six percent of respondents worked full or part-time. Of those who worked while in school, 9.4% worked in an occupation outside of the library field. 28% worked full-time in a library while gaining their MLIS/MLS degree. The positions they worked ranged from library technicians and assistants to full-time librarians.

The scope of work as a graduate assistant appears to be inconsistent between schools. Some schools had high rates of assistantship and internships that directly related to the program of study. Other schools were dependent upon unpaid practicums for library experience. The graduate assistantships heavily support reference and instruction, archives, and faculty research. The internships seemed to favor public libraries and special libraries.

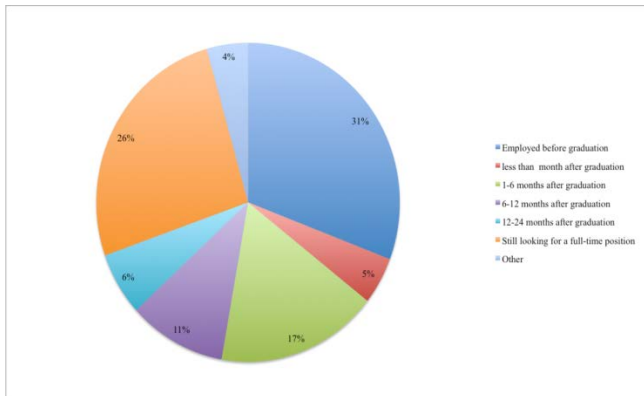
**Table 3**  
**Position Held While in MLIS/MLS Program**



Sixty-three percent of respondents stated that it took them less than 12 months to gain full-time employment. Based on the comments in

this question, many respondents directly credit working while in school to their ability to gain a full-time position before or soon after graduation. Three graduates also stated that their full-time staff positions turned directly into a library professional position shortly after graduation.

**Table 4**  
**Time Until Full time Employment After Degree Attainment**



**Discussion of Responses**

The data obtained from this study was interesting in that it confirms anecdotally, with hints quantitatively and qualitatively of the absolute necessity of experience in the job search. Over 70 respondents explicitly stated in their comments that their work experience prior to entering their MLS program and work during their degree program helped them obtain their positions or that the lack thereof hindered their ability to obtain a position.

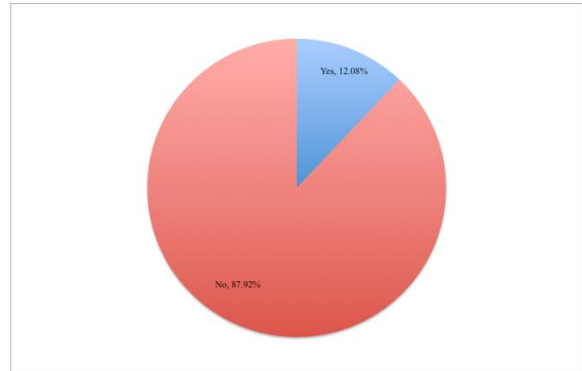
**Table 5**  
**Participants Comments about the Job Search Process**

Participant 542	Having the previous Master's degree as well as practical, relevant experience was extremely helpful in landing my first professional job.
Participant 473	I believe my previous degree and the practical experience I obtained during my internships and jobs were the deciding factor in my success as a candidate for my current position.
Participant 366	I am very frustrated by my currently fruitless job search and feel as though my career counselors should have been more straightforward with me in citing the lack of positions in the field of librarianship.
Participant 255	Although I had many years of experience as a staff member in the library prior to obtaining my degree, I found while interviewing at many academic institutions that this staff experience did not really count so much as professional experience so it was very frustrating to have 10+ years of library experience but lose jobs to people who had been a "librarian" for maybe a year and yet were considered to have more experience.

What is also interesting is that respondents stated that the job they worked while in their MLIS/MLS was not a requirement for

graduation and they did not receive credit for said job. Eighty-eight percent of the respondents who worked while in school did not receive academic credit for their position.

**Table 6**  
**Job held while in MLIS/MLS program a requirement for graduation and/or for credit**



If work experience is crucial to obtaining employment, requiring and giving academic credit for said experience would make sense, but none of the programs surveyed in this study have a practicum or internship as a *required* piece of their curricula. According to Hall (2009), only nine of 69 unaccredited and accredited LIS programs in the United States of America require an internship or practicum in their core requirements. Investigators for this research project found that three of the institutions surveyed state in their online overview of their program that a practicum is highly recommended and the education provided by the program needs to be supplemented by practical work experience.

All but one of the twelve programs surveyed have job search sections on their websites, but only one program has a library specific career counselor. Only one of the programs surveyed has extensive academic library job search counseling with mock interviews and practice presentations for job interviews advertised on their website. If the goal is employment and experience is an advantage toward obtainment of a position then practice should be interwoven throughout the required curriculum but few LIS program require said practice.

**Best Practices**

Based upon the qualitative data and an extensive literature review, the researchers recognize the following as best practices for supporting LIS students' professional preparedness:

**For Students**

- Build relationships with recent graduates prior to entering library school to gain a more well-rounded perspective about employment prospects and what it takes to build a professional resume while in library school
- Think more globally about the profession and entertain the possibility of a more non-traditional track
- Take advantage of any and all career development opportunities offered by the school and the immediate library community



- Diversify coursework outside of the program
- Attend conferences and read literature inside and outside of the profession
- Look for opportunities to develop areas of research and specialization while in school
- Take full ownership of career and professional branding, the library school can only do so much

#### For LIS programs

- Provide easily accessible information for students prior to entering their MLIS/MLS that accurately and realistically reflects the current employment outlook for academic librarians
- Communicate employment expectations during enrollment, allowing for opportunities for paid and unpaid work
- Foster deeper relationships with libraries on and off campus and highlight those relationships in a visible spot on the institutional website
- Present a broader curricular focus on production of tangible activity, i.e. website creation, reference and instruction, and publishable research
- Provide extensive career counseling, i.e. mock interviews, practice presentations for job interviews, career specialization outlooks and resume and CV writing workshops
- Develop alumni mentoring networks that support student transition in the profession

#### Conclusion and Future Implications

As shown by our study, the majority of the participants recognize the importance of working while in school. This information is also threaded throughout the library literature. But new students may be unaware of what it takes to succeed in this profession. Close to 40% of the respondents to our study were in their first career. It's a safe assumption that these respondents are coming to library school directly from undergraduate programs with limited work experience and limited knowledge of the requirements of getting a job in an academic library. The researchers would like to further test those educational assumptions by reaching out to first year library students and questioning not just their educational and job history but the timing behind their education and jobs.

Even if they are not coming from an undergraduate program, unlike a lot of other professional degrees, the MLIS/MLS degree does not necessarily require work experience to enter to the program. Additionally, academic library job searches are challenging and require knowledge and preparation that even those with experience in job searches may be unaware. As described by the article, "Qualms and Questions for an Academic Job Interview" the academic search process can be a multi-day ordeal involving applications of skill sets that new professionals do not have or need more experience to develop (Herreid II & Full). The authors write "Most are ill prepared for the experience: they have never written a curriculum vitae or resume; they do not know how to give a

seminar; they are not prepared to ask intelligent questions during an interview; and they do not know what to look for in a job" (Herreid II & Full).

In terms of practicums and internships, LIS programs can and should do more to allow a broader definition of what information work can be. If students can communicate effectively that their position is related to the field, library schools should ease the burden to receive practicum credit for the work. Library schools might also consider developing partnerships with distant institutions in order to provide more opportunities for their students to gain experience while pursuing an online education. In terms of next steps for research, the investigators would like to collaborate with MLIS/MLS programs to expand the reach of the survey outside of the original institutions surveyed.

The trend toward more MLIS/MLS programs online makes this challenging, but not prohibitive. This may require an expansion or additional work on the programs part for oversight, but it would give graduates a surer footing and better preparation for the academic library workforce. Programs should also be responsible for providing students access to what they need to succeed in the classroom and in the profession. Institutions can implement and curate programs that serve to cultivate students not only academically, but professionally as well.

Ultimately, it is up to students to pursue the opportunities offered. In addition, when opportunities are not apparent they need to create them. They can do this by engaging actively within the profession, joining student groups, researching community needs and shortfalls, and finding volunteer/ intern opportunities. It is the students' responsibility during their time within their program of study to ensure that they take advantage of all opportunities available.

If the goal of higher education is to ultimately obtain a professional position, every chance should be taken to stand out from the crowd in a competitive job market. Potential employers are looking for patterns of behavior illustrated by work and experience. Mosely and Kaspar state, "in filling these positions today, even as most managers will seek the ALA-accredited library/information science master's degree, there is also a growing need for applicants to demonstrate pertinent supplemental work and life experience" (2008). In order to get that experience students must be proactive in seeking out and creating opportunities not only to learn, but to also practice. By actively engaging in conversations with professionals in the field outside of the classroom, students can potentially open doors to opportunities to get the experience they need to succeed in the job search process. Students may have to be the ones to seek out the critical supplemental experience. Programs in turn can provide a framework that supports students' efforts with a holistic approach to curriculum development. Not only developing and finding opportunities for students to obtain the experience that they need in order to succeed, but also nurturing an environment where outside-of-the classroom experience is an integrated and expected part of the educational experience that they provide.

## Appendix A

### Survey

#### INFORMED CONSENT STATEMENT

Experience Mandatory? Assessing the Impact of Pre-MLS/MILIS Careers & Educational Experience on the Academic Library Job Hunt.

**Introduction:** You are invited to take part in a research survey, conducted by librarians at the UT Libraries. The purpose of this proposed study is to conduct a quantitative analysis of recent graduate's job history and educational experiences as well as illustrate the effects that those experiences had on their academic job search.

**Information About Participants' Involvement in the Study:** You will be asked to complete an online survey with 14 questions. It should take about 10 to 15 minutes to complete. You must be 18 years of age or older to participate.

**Risks and Protections:** There is minimal risk for harm or injury. Some discomfort may be felt after spending time sitting in front of a computer and/or typing.

**Benefits:** Your participation in the survey will help the UT librarians add to the best practices related to MLS/MLIS education and training. The survey will also help UT librarians/investigators share with colleagues at other universities (in articles or presentations) strategies related to training.

**Confidentiality:** The information gathered in this study will be kept confidential. Data will be stored securely and viewed only by persons conducting the study. No reference will be made in written or oral reports that could link participants to the study.

**Compensation:** Respondents who participate in this study will be eligible to enter a drawing for one of ten \$25 gift certificate to Amazon.com. Participants will only be entered after completing the survey. Participants will be asked to provide their email in order to be entered into the drawing; email addresses will remain confidential and will not be associated with your responses.

**Contact Information:** If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,) you may contact the researchers, Sojourna Cunningham, at (865) 974-3525/scunni16@utk.edu or Ingrid Ruffin, at (865) 974-3513/iruffin@utk.edu . If you have questions about your rights as a participant, contact the IRB Administrator in the Office of Research at (865)974-3466.

**Participation:** Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your responses will be destroyed.

**Consent:** I have read the above information. I can print out a copy of this form. I am 18 years of age or older. I agree to participate in this study.

1. Would you like to participate in this study?  
Yes, I would like to participate and take this survey  
No, I do not want to participate
2. Are you currently working as an academic librarian? Or are you actively seeking a position in an academic library?  
Yes  
No
3. Please select the school that you received your MLS/ MLIS  
University of Alabama  
Florida State University  
University of Kentucky  
Louisiana State University  
University of North Carolina - Chapel Hill  
University of North Carolina - Greensboro  
North Carolina Central University  
University of South Carolina  
University of South Florida  
University of Southern Mississippi  
University of Tennessee

Valdosta State University  
Not Listed

4. How long did it take for you to gain full-time employment after MLS/ MLIS graduation?  
Employed before graduation  
less than 1 month after graduation  
1-6 months after graduation  
6-12 months after graduation  
12-24 months after graduation  
Still looking for a full-time position  
Other (please specify)
5. Did you go directly from an undergraduate program to graduate school?  
Yes  
No
6. Is librarianship your second career?  
Yes  
No
7. What was your career or job before enter library school?
8. How long were you in your previous career?
9. While pursuing your MLS/ MLIS did you have a practicum, internship or assistantship at the school of your attendance  
Yes  
No  
If yes, please specify.
10. Was the practicum, internship or assistantship a requirement for graduation?  
Yes  
No
11. Did you have a post-secondary degree or certification prior to obtaining your MLS/MLIS degree?  
Yes  
No

#### Demographics

12. What institution do you currently work for? (Institution names will not be named in presentations or articles)  
Yes  
No
13. How many years have you been a librarian?  
Yes  
No
14. Is there anything else you would like to add?  
Yes  
No

## Appendix B

### Institutions surveyed

University of Alabama  
Florida State University  
University of Kentucky  
Louisiana State University  
University of North Carolina- Chapel Hill  
University of North Carolina-Greensboro  
North Carolina Central University  
University of South Carolina  
University of South Florida  
University of Southern Mississippi  
University of Tennessee  
Valdosta State University

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## **SELA/GENERAL NEWS:**

### **SELA/ALLA Joint Conference**

During the recent joint SELA/GaCOMO conference, the SELA Board voted to accept the Alabama Library Association's (ALLA) invitation to hold a joint conference April 7-10, 2015.

The conference will be held in Point Clear, AL at The Grand Hotel, and the theme is *Librarians: Information Superheroes!* Here is a link to ALLA's conference web page. <http://www.allanet.org/?page=7>. Further information can also be found on the SELA website at <http://selaonline.org/news/conference2015.htm>

### **Public Library Summer Meal Programs**

Are you providing support for public library summer meal programs or are you interested in learning how to provide support? Would you like to access resources that can help you help your libraries establish themselves as successful summer meal sites?

Please find below a set of resources on supporting and establishing public library summer meal programs. The resources have been developed by the California Library Association and California Summer Meal Coalition.

If you are interested in providing support to the libraries in your state that would like to become summer meal sites, please don't hesitate to visit the resources below.

Free resources have been developed by the California Library Association and California Summer Meal Coalition\*:

- to help libraries create successful and impactful summer meal programs in partnership with USDA summer nutrition programs, and
- to help state libraries and state library associations provide support to these programs.

The program website, <http://lunchatthelibrary.org>, provides a wealth of information on assessing capacity, getting started, recruiting volunteers, conducting outreach, evaluating your program, and more.

### *State-Specific Resources*

The site contains resources that are applicable to any summer meal program, and [resources that are state-specific](#). If you have collected resources on establishing public library summer meal programs in your state, please email Natalie Cole at [ncole@cla-net.org](mailto:ncole@cla-net.org) so they can be added to the site.

### *Community*

Join the listserv and connect with librarians across the US who are providing and supporting public library summer meal programs. Please email Natalie Cole at [ncole@cla-net.org](mailto:ncole@cla-net.org) to be added to the listserv.

### *Training*

Training is provided in the form of webinars, preconference workshops, regional workshops, and conference presentations. We currently have workshops coming up in Fresno, CA (March 6) and San Francisco, CA (an ALA preconference taking place on June 26). CLA and Coalition staff members are also available to talk by phone with other state agencies and associations who would like to begin supporting public library summer meal programs. Visit the training page of our site for current opportunities: <http://lunchatthelibrary.org/resources/training-opportunities/>

### *Map Your Program*

CLA and the Coalition, in partnership with USDA, maintain an online map of public library summer meal sites. Don't see your programs on the map? Email Natalie Cole at [ncole@cla-net.org](mailto:ncole@cla-net.org) to be added to the map.

### *Evaluation*

Tools are provided to help libraries set and meet outcomes for their summer meal programs. Our 2015 survey tools will soon be available on the website. If there are other resources you would like to see the California Library Association and California Summer Meal Coalition provide, please let us know.

\* Lunch at the Library is supported by the David and Lucile Packard Foundation and the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

## LIBRARY NEWS:

### Arkansas

#### Call for Proposals

The Association for Rural & Small Libraries (ARSL) invites proposals for break-out session presentations for the 2015 Conference to be held in Little Rock, Arkansas, October 1 – 3.

Proposals for these 1-hour sessions can be submitted using the online form found at <http://goo.gl/forms/HsdcG43X7p>. The deadline to submit the form is March 13, 2015. All proposals will be reviewed by the Conference Programming Committee. Those who submit a proposal will be notified whether or not their proposal was accepted by April 6, 2015.

This year's conference theme is "Rockin' in Little Rock." Themes we hope to see among your proposals include the following:

- Libraries Rock ....
- Building Community Partners
- Solving Problems with New Approaches
- Creative Management
- Technology Tools

We remind presenters that workshops must be geared toward the small and rural library audience, and those that are practical, hands-on, and how-to are preferred. This is not the proper venue for post-graduate dissertations or marketing products. Additional instructions are included on the form.

Workshop presenters will receive **ONE** complimentary conference registration per workshop title selected. (i.e. a team of three presenters working on one workshop will receive one complimentary registration).

The committee is looking forward to receiving your submissions.

### Georgia

#### University of West Georgia Ingram Library Friends Organization Event

The University of West Georgia's Ingram Library sponsored with its friends' organization, the Penelope Melson Society, the exhibit "Over Here and Over There: Georgia and Georgians in World War II." At the center of exhibit was the eighteen-panel display of the same name created by the Bandy Heritage Center for Northwest Georgia, Dalton State College, and the Northeast Georgia History Center at Brenau University. The panels focused on varied aspects of the war's impact on Georgia – from army camps to industry's expansion to the state's urbanization – and also explained the course of the war in

Europe and the Pacific. In addition, our exhibit included numerous display cases filled with World War II artifacts, including military uniforms, ration books, campaign ribbons, wartime propaganda posters, soldiers' gear, and much more. An additional section of the exhibit contained narratives on wartime race riots, the internment of Japanese Americans, the economic transformation of the South, and President Roosevelt's death in April 1945. There were also displays of model fighter aircraft and bombers used by the belligerents together with labels that explained the role played by each airplane. Videos of documentary films on World War were played continuously as was popular music of the era.



Two visiting historians spoke in conjunction with the exhibit. On October 28, Dr. Charles Chamberlain, the president of Historia, a museum consulting firm and the author of *Victory at Home*, spoke at mid-day in the Ingram Library on how the war changed Georgia socially and economically. Two weeks later, Dr. Jennifer Jensen Wallach, Associate Professor of History at the University of North Texas and the author of several works on the history of food, spoke on "Rationing for Victory: Food as a Weapon on the Home Front in World War II."

The highlight of the entire exhibit was "Swing Time," a festive night of World War II music and dancing held on October 17 in the University of West Georgia's Campus Center Ballroom. "Swing Time" featured a twenty-one piece band composed of students and directed by Dr. Dan Bakos of the Department of Music at the University of West Georgia. Three vocalists, all students at UWG, performed songs of the era. A team of dancers under the direction of Dr. Karen Clevenger of the Department of Health and Physical Education performed. A dramatic skit, which emphasized the loneliness of those serving on the front lines and the anguish of their loved ones at home, was performed by students. Dr. Fred Richards was a magnificent M.C. for the event. Over six hundred people attended "Swing Time."

The Melson Society prepared a packet for teachers that included not only John Keegan's marvelous history, *The Second World War*, but a guide to the book and the exhibit. The packet was given to every high school social studies teacher in Carroll County.



Dr. Fred Richards, Swing Time MC

The Ingram Library's Melson Society which has as one of its goals to bridge the gap between academe and the community truly succeeded with this exhibit which drew more interested individuals from the west Georgia region than any of its previous exhibits.

### Mississippi

#### Mississippi State University Libraries Special Collections Offers Increased Access to Manuscript Collections

The Mississippi State University Libraries Special Collections Department is proud to announce the inclusion of over 300 manuscript collection finding aids to the Library's online catalog and OCLC Worldcat. These collection finding aids, which were previously accessible only in-house, have been linked to the library's website and corresponding bibliographic records added to the Libraries' online catalog and OCLC Worldcat.

The digital finding aids, most of which were developed using Archivist Toolkit, cover a wide variety of subjects from the nineteenth and twentieth centuries that will be of interest to both scholars and the general public alike. Subjects include: agriculture, slavery, the Civil War in Mississippi, the lumber industry, African-American history, clubs and organizations, the Civil Rights movement, journalism in Mississippi, church histories, and numerous other subjects.

Frances Coleman, Dean of Libraries, said, "The release of these digital finding aids represents many hours of work on behalf of a variety of people in the Library's Special Collections department. The addition of these finding aids will ensure that these exceptional and unique collections are discoverable by researchers worldwide."

Types of materials found in the manuscripts collections include: correspondence, diaries, journals, plantation records, slave schedules, ledgers, newspaper articles, photographs, audio and video recordings, microfilm, and a variety of articles of clothing and artifacts.

Examples include the Eugene Butler papers (*Progressive Farmer* editor-in-chief Eugene Butler); the Charles Johnson

Faulk papers (Pulitzer prize-winning reporter and later editor of the Vicksburg (MS) Evening Post); the Turner Catledge papers (journalist, and editor of *The New York Times*); the Douglas Conner papers (prominent African-American physician and civil rights activist in Mississippi); and the Lenoir Plantation papers featuring the Lenoir family who migrated to Mississippi from South Carolina in the 1830s, eventually building a plantation home in the late 1840s on 3500 acres at Prairie, Mississippi.

For assistance with finding resources in Special Collections, please visit our website at <http://library.msstate.edu/specialcollections> or call the Special Collections at 662-325-7679.

### North Carolina

#### UNC Library Receives \$75,000 Digitization Grant

*Award will help North Carolina libraries and museums place historic materials online*

More North Carolina libraries, museums, and archives will soon share their treasures online, thanks to a \$75,000 grant to the North Carolina Digital Heritage Center in Wilson Library at the University of North Carolina at Chapel Hill.

The grant from the Digital Public Library of America (DPLA) and the John S. and James L. Knight Foundation brings the Center into the DPLA's Digital Hubs Pilot Project. The Center will collaborate with cultural heritage institutions across North Carolina to digitize materials from their collections, publish them online, and ensure that they become part of the DPLA.

This grant, along with ongoing support from the State Library of North Carolina, enables the Center to provide these services at no charge to partners.

"These are richly informative and frequently unique collections that shed light on North Carolina history and culture," said Nick Graham, program coordinator for the Center. "Adding them to the DPLA, alongside records from the Smithsonian Institution, the New York Public Library and the Getty Institution, amplifies their reach and value."

Among projects that the grant will fund are the digitization of historic high school yearbooks from Caldwell, Johnston and Richmond counties; scrapbooks and photographs from the Oliver Nestus Freeman Round House Museum in Wilson, which documents contributions of the local African American community; and mid-20<sup>th</sup> century photographs showing farming practices in Rocky Mount.

#### UNC Chapel Hill Honors Graduates

The University of North Carolina-Chapel Hill School of Law will honor three exceptional graduates at its annual Law Leadership and Awards Dinner May 1, 2015.



The awards recognize members of the UNC School of Law community who embody the law school's mission to serve the legal profession, the people and institutions of North Carolina, the nation and the world with ethics and dedication to the cause of justice.

Three Alumni Association Awards will be presented:

- The Honorable Sarah E. Parker (JD '69), of Raleigh, N.C., retired chief justice of the North Carolina Supreme Court, will receive The Lifetime Achievement Award for a lifetime career that has been highly distinguished and whose achievements and contributions are widely recognized as significant and outstanding in her field.
- John Charles "Jack" Boger (JD '74), of Chapel Hill, N.C., dean and Wade Edwards Distinguished Professor of Law at UNC School of Law, will be presented with The Distinguished Alumni Award for accomplishments and contributions that have enhanced the school and the profession of law at the local, state, national and international level.
- Christopher Brook '05, of Chapel Hill, N.C., legal director of ACLU of North Carolina, will receive The Outstanding Recent Graduate Award, for achievements that have brought credit to the school, the legal profession or society.

"We are tremendously excited to honor this year's exceptional alumni," says Kris Jensen Davidson, associate dean for advancement. "This event, which annually highlights Carolina Law's outstanding alumni, students and faculty, will be also be, in part, a farewell to Dean Boger, as he completes his tenure as dean."

### **UNC School of Information and Library Science (SILS) Receives \$25.3 Million Award**

The UNC-Chapel Hill School of Information and Library Science (SILS) has been awarded its largest contract ever to operate the Environmental Protection Agency (EPA) Research Triangle Park (RTP) Library over the next five years. The new award, of \$25.3 million, significantly expands the scope of work to manage agency-wide subscriptions to journals and other information products.

SILS is one of the preeminent information schools in the nation with internationally recognized leadership in digital libraries, data curation, and health information services. SILS has operated the EPA-RTP Library since 1975 and more than 300 graduate students have served as interns in the program. Upon completing their master's studies, those interns have gone on to become leaders in libraries and the information industry.

"This contract represents a highly effective and efficient partnership between a public university and a government research organization. SILS attracts experienced librarians to manage the library operations and the EPA library internships attract outstanding students to UNC-Chapel Hill. These interns not only gain practical experience in a

full-service research library but also work with library professionals to create new kinds of services to support EPA scientists and staff," SILS dean Gary Marchionini said.

The EPA-RTP Library serves EPA staff and contractors in the Research Triangle Park, providing access to information that supports the research mission and policy decisions of the EPA. The library is home to an extensive collection of information with a particular focus on air pollution with emphases on chemical toxicity, chemistry, meteorology, geophysics and related sciences. The Library hosts more than 1,000 journal titles, over 6,000 books, 150,000 microfiche documents, and paper copies of more than 13,000 EPA, trade association, international agency and other Federal agency documents. The library serves more than 2,000 EPA employees.

The EPA National Library Network is composed of libraries and repositories located in the agency's offices, research centers and specialized laboratories, as well as web-based access to electronic collections. The combined network collections contain information in many scientific and policy areas, including:

- Environmental protection and management;
- Basic sciences such as biology and chemistry;
- Applied sciences such as engineering and toxicology;
- Extensive coverage of topics featured in legislative mandates such as hazardous waste, drinking water, pollution prevention, and toxic substances.

The EPA-RTP Library is one of only three EPA repository libraries, nationwide; EPA Headquarters Repository is located in Washington, D.C., and the Andrew W. Breidenbach Environmental Research Center Library (AWBERC) is located in Cincinnati, Ohio. The EPA additionally hosts 10 regional libraries, four specialty libraries, and eight research laboratory libraries across the United States.

### **Exhibit Displays UNC Library Treasures from A to Z**

From A ("activism") to Z ("zombies"), the Wilson Special Collections Library at the University of North Carolina at Chapel Hill is full of rare and sometimes surprising treasures.

More than 75 of those documents, books, images, and artifacts are now on view as part of "An Alphabet of Treasures: Special Collections from A to Z." The free public exhibition opened this week in the Melba Remig Saltarelli Exhibit Room on the third floor of Wilson Library.

Some of the items in the exhibition have a special connection with North Carolina. For example, visitors will be able to see an elementary school composition book belonging to future author Thomas Wolfe ("You are

capable of doing English work of the highest quality,” wrote his teacher); a poem by George Moses Horton, a slave in Chatham County who wrote verses for 19<sup>th</sup>-century UNC-Chapel Hill students; and a script and film cans for a 1960 episode of “The Andy Griffith Show,” starring one of UNC-Chapel Hill’s most beloved alums.

Other items reveal the global scope of UNC-Chapel Hill’s special collections. A 4,000-year-old cuneiform clay tablet is among the earliest items in the UNC Library. Copies of “Quotations from Chairman Mao Tse-Tung” (“known as the “Little Red Book”), Charles Darwin’s “On the Origin of Species,” and a report on smallpox vaccines by Edward Jenner (the “father of immunology”) represent key moments in world history.

“Whether you have an hour or an afternoon, the A to Z exhibition lets you stop into Wilson Library and discover something wonderful,” said Rachel Reynolds, Coordinator of Special Collections Exhibits and Outreach.

“An Alphabet of Treasures” will be on view through April 17. Contact Wilson Library at (919) 962-3765 or [wilsonlibrary@unc.edu](mailto:wilsonlibrary@unc.edu) for information and hours. For more information: <http://blogs.lib.unc.edu/news/index.php/2015/01/an-alphabet-of-treasures-special-collections-from-a-to-z/>

#### **UNC Chapel Hill SLIS 2015 Prague/London Summer Seminars**

The UNC-Chapel Hill School of Information and Library Science (SILS) cordially invites you to participate in our 2015 Prague or London Summer Seminars! The seminars are specifically designed with graduate students, library staff and professional librarians in mind.

Now is the time to secure your place in one of our international programs. Don’t miss out on these exciting opportunities! The deadline to register is March 15th.

##### *The Prague Summer Seminar*

- Offered in Partnership with Charles University May 17 - May 30, 2015
- 3 hours of graduate credit (optional)
- Open to students, faculty, staff, and professionals
- Participants experience firsthand how the democratization of the Czech Republic, formerly a communist state, has affected the accessibility of information, in both print and electronic forms.
- The program features visits to museums and libraries, as well as day trips and other planned excursions. View a sample schedule here: <http://sils.unc.edu/sites/default/files/Prague-Sample-Schedule.pdf>

- For more information and a video check out this web site: <http://sils.unc.edu/programs/international/prague>
- To register: <http://tinyurl.com/kzbdcsw>
- Registration deadline: March 15th

##### *The London Summer Seminar*

- Offered in Partnership with University College London May 17 - May 30, 2015
- 3 hours of graduate credit (optional)
- Open to students, faculty, staff, and professionals
- Participants will tour behind the scenes at the British Library, the National Archives, the Imperial War Museum (including its library), the Wellcome Library (including the History of Medicine Collection), and more.
- The program also features day trips to Oxford and Cambridge. View a sample schedule here: [https://www.ucl.ac.uk/dis/conferences/UNC\\_summerschools/UNC\\_summerschool\\_2014](https://www.ucl.ac.uk/dis/conferences/UNC_summerschools/UNC_summerschool_2014).
- For more information: <http://sils.unc.edu/programs/international/london>
- To register: <http://tinyurl.com/mdj73kz>
- Registration deadline: March 15th

Please contact [SILSAbroad@unc.edu](mailto:SILSAbroad@unc.edu) with any questions!

#### **NCSU Libraries Make Student Newspaper Available Online**

As part of our mandate to preserve the history of North Carolina State University and distribute that history widely to scholars, alumni, and the public, the NCSU Libraries has made the first 70 years of the *Technician*, the university’s student newspaper, [available online](#) in a format that is easy to browse and search.

Since it began publishing on February 2, 1920, the *Technician* has been the school’s most powerful way for students to tell their own stories, to give their perspective on the issues of the times, to influence the direction of the university and the community, and—quite often—to tweak the nose of authority.

The 4000 issues from 1920 through 1990 that are digitized and indexed in the NCSU Libraries’ online collection open a valuable window for historians, social scientists, and others who study the history of NC State and the attitudes and accomplishments of this important slice of our population. They will also be a delight for NC State graduates, staff, and faculty who can now go online and relive their own times at the university—silly fashions, fads, serious issues, and all.

Visitors to vintage *Technician* issues can, for instance, explore a 1920 sketch of the proposed Bell Tower, enjoy a story on the doubling of the bleacher capacity in October 1921—“that glorious day in football history when N. C. State College will match her strength and skill against the aggregation from the University” at Chapel Hill—or see how the NC State community reacted to the 1970 killings at Kent State University as the Vietnam war divided a campus proud of its long-standing tradition of patriotism and support for the military.

Visits to the campus by John F. Kennedy (1960) and Ronald Reagan (1985) show the range of political interests and views on campus over time, and the yearly April Fools issues establish an enduring heritage of enthusiastic, irreverent, and impolitic student satire and humor.

The online issues of the *Technician* join a range of other online resources on NC State University history that are available through the NCSU Libraries’ *Historical State, Rare & Unique Digital Collections*, and Student Leadership websites.

Future plans call for adding issues from the years after 1990 to the *Technician* collection. To learn how to support this initiative or others from the NCSU Libraries, please visit [www.lib.ncsu.edu/giving](http://www.lib.ncsu.edu/giving).

#### NCSU Data Mining Licenses

The North Carolina State University Libraries has signed a pioneering license that enables its researchers to data mine the extensive archival collections that the Gale publishing firm holds for texts and other materials important to historians and humanists.

While data mining is widespread in the social and natural sciences, publishers have traditionally not offered blanket rights to mine historical archives. The agreement with Gale marks the first such license ever signed between an academic research library and a major commercial publisher of historic archival collections.

With research-friendly, electronic access to the material in Gale’s databases—including the ability to mine archival data on NC State servers—NC State scholars can further their use of data mining strategies to take the next groundbreaking steps forward in the digital humanities.

Assistant professor in the NC State English Department, Dr. Paul Fyfe will be among the first to use the new license, researching patterns of content within collections of nineteenth-century British newspapers at scale.

“This partnership represents an exciting frontier for scholars interested in exploring new approaches to digital source materials, whether text, metadata, or image,” he explains. “For humanities researchers, digitized historical content helps us to test new methods of inquiry. It also opens doors to collaborating with partners across disciplines, including computer scientists who are intrigued

by how to recognize feature sets and higher-order relationships in large semi-structured bodies of data.”

“We applaud Gale for this bold move,” says Susan K. Nutter, Vice Provost and Director of the NCSU Libraries. “The NCSU Libraries is committed to being at the fore when it comes to opening up electronic and licensed collections for computational research in analytics, content mining, and data visualization. We hope the agreement with Gale further stimulates our many partners in the publishing arena to help us accelerate progress in these promising areas of research.”

#### South Carolina

##### Making It! @ Your Library

The Greenville County Library System is the recipient of a Library Services and Technology Act grant from the federal Institute of Museum and Library Services, administered by the South Carolina State Library. This grant supports the creation of *Making It!* kits containing a variety of stimulating materials for use in programs focusing on Science, Technology, Engineering and Math (STEM) concepts. The kits supplement existing STEM based programming for children and tweens like Science Station and In BeTween Crafts as well as those programs the library system presents at county community centers. Seven *Making It!* kits are to be compiled covering such topics as circuitry, gears, inventing, building and more. One such research and development-themed kit will contain 20 iPads and a 3D printer.



The library system’s Youth Services department, in collaboration with Greenville Rec staff, will use the kits to provide STEM programs to children in the afterschool programs at four county community centers: Brutontown, Freetown, Mt. Pleasant and Slater with the goal of sparking children’s interest in and exciting them about STEM concepts and learning.

“We are excited about offering students these expanded and enriched learning opportunities. They are a perfect complement to the wide variety of print and online resources that we provide,” according to Beverly James, GLCS Executive Director.

Visit <http://greenvillelibrary.org> or call 527-9248 for more information.

**PERSONNEL NEWS:**

**Georgia**

**Georgia Southwestern State University**

**Ru Story Huffman**, Dean of Library Services at Georgia Southwestern State University in Americus Georgia, has received a Textbook Transformation Grant from Affordable Learning Georgia to author a free, open source Information Literacy text. The textbook will go live Spring 2016 and be available as an Open Education Resource.

**Kennesaw State University**

Southern Polytechnic State University (SPSU) located in Marietta, Georgia and Kennesaw State University (KSU) located in Kennesaw, Georgia on January 6, 2015 officially consolidated into the new Kennesaw State University. The L. V. Johnson Library is on the Marietta campus and the Horace W. Sturgis Library is on the Kennesaw campus.



New Personnel at KSU L.V. Johnson Library  
**Ying Chen**- Reference/Hive Lab/Embedded Librarian and  
**Kelly Ansley**- Reference / Instruction Librarian



New Personnel at KSU Horace W. Sturgis Library  
Starting with the back row: **Christina Holm** - Undergraduate Education & Liaison Coordinator Librarian,

**Olga Koz** - Graduate Librarian, **Laurie Aycock** - Science Librarian, **Kimberly Mascara** - Library Technical Paraprofessional II, **Khyle Hannan** - Learning Commons Librarian, **Amanda Albert** - Distance Learning Librarian, and **Caralia Gallagher** - Interlibrary Loan & Information Desk Assistant, Library Technical Paraprofessional I

**Mississippi**

**Dr. Matthew Griffis**, Assistant Professor at SLIS, was awarded a 2015 OCLC/ALISE Library and Information Science Research Grant. Griffis' project, entitled "The Place of the Librarian in the Deskless Library: Do Roaming Reference Models Create a More User-Centered Library?", will investigate the spatial relationships between library users and roaming (also known as "roving") reference librarians in public and academic libraries. An extension of his PhD dissertation, Griffis' new study explores whether roaming reference service models create a more "user-centered" library than traditional, stationary reference models. Griffis will be visiting libraries this spring and summer to collect data and will be presenting his findings at the ALISE Annual Conference in Boston, MA in January, 2016. Griffis joined the faculty at SLIS as a tenure-track Assistant Professor in August of 2013. His research interests include the library as place, library buildings as social architecture, public libraries as community spaces, the history of public libraries and librarianship, and Carnegie libraries. His teaching interests include library foundations, archives and archival science, library history, research methods, and information technology in libraries.



## North Carolina

### UNC-Chapel Hill Recent Appointments

The University of North Carolina at Chapel Hill Library announces three recent appointments, effective Dec. 1, 2014:

- **Mireille Djenno** is Librarian for African, African American, and Diaspora Studies at the Stone Center Library.
- **Kristan Shawgo** is Social Sciences Librarian.
- **Therese Triumph** is Science Librarian at the Kenan Science Library.

### UNC-Chapel Hill SILS Professor Jaime Arguello Receives NSF Award to Study Ways to Make Search Results More Effective and Useful

*Knowledge from the project will help improve search systems (such as Google or Bing) across different domains and develop tools that will enable other researchers to test their own solutions*

**Dr. Jaime Arguello**, assistant professor at the University of North Carolina at Chapel Hill's School of Information and Library Science (SILS), has received a National Science Foundation career award to support his research for the next five years on a project, "Making Aggregated Search Results More Effective and Useful."

Aggregated search systems, such as Google, combine results from multiple independent systems into a single presentation. For example, in addition to web results, Google sometimes includes results from other back-end systems (called verticals) that focus on a specific type of media, such as images, videos, news articles or online products.

Arguello's project has three main goals. The first is to further understand how users interact with aggregated search results. For example, the project will investigate how the results from one source (e.g., the images on the results page) influence a user's interaction with results from a different source (e.g., the web results).

The second goal of the project is to develop aggregated search solutions that are better informed by "real" user behavior. To this end, the project will develop approaches for automatically deciding which results to display and how to display them to a user in particular context. The third goal is to test the generalizability of the algorithms developed on two additional domains: digital library search and news story aggregation.

"Jaime's work illustrates a unique strength of information science in that it entails human-centered studies that serve as the basis for algorithm development," said SILS Dean Gary Marchionini.

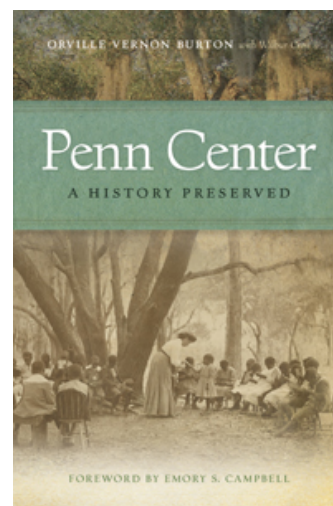


Knowledge gained from the project will improve aggregated search systems across different domains. Additionally, the project will develop software tools and resources that other researchers can use to test their own solutions.

"I am excited to continue working on further understanding how people interact with aggregated search interfaces, and to use that knowledge to develop better solutions that can be applied broadly in any environment where a system has to combine results from different, independent sources," Arguello said. "I'm thankful to have this opportunity and think that SILS is an ideal place to do this kind of research."

## BOOK REVIEWS

**Penn Center: A History Preserved.** Orville Vernon Burton with Wilbur Cross. Athens, GA: The University of Georgia Press, 2014. ISBN 978-0-8203-2602-3. \$24.95



Orville Vernon Burton and Wilbur Cross's book, "Penn Center: A History Preserved", brings us an uplifting story of how determined Northern abolitionists and missionaries came South as the Civil War was still raging and established a school for former slaves on St. Helena island. This was truly a miracle for the little sea island, St. Helena,

as it turned the lives and future of this place in a direction not common to the other sea islands.

In 1862 Laura Towne and Ellen Murray were missionaries who established the Penn School. Their focus was upon teaching liberal subjects—imparting the basics of a European education, reading, writing, history, arithmetic, music and geography. By the time the war was over, the former slaves were freedmen and eager to be educated and own land. Most of the white landowners and slave owners fled the island, leaving it to the slaves who stayed on as freedmen. Given the chance to “catch the learning” (p. xiv *Foreward*) (as the former slaves called it), the idea of the liberal education fueled many to seek admission.

Soon after its beginning, the Penn School was easily attracting and educating St. Helena students. It was clear that some type of vocational training was needed to prepare the students for work in new methods of agriculture and home economics. The Penn School expanded to add industrial education to its training. What began as an experiment offering educational opportunities for enslaved young people on an isolated island proved that slaves “caught the learning” and profited greatly leading them to land ownership and community leadership.

A gradual turn for the Penn School occurred between 1900 and 1948 according to Burton and Cross after “two world wars and the Great Depression” (p.5 *Introduction*) when public schools became available to the islanders. Turmoil in the public arena concerning costs of a Penn Center education for blacks impacted the sustainability of its mission and funding sources. Change led to the Penn School becoming a community center, a center in later days for political activism, a strong voice for equal rights across the nation and today as a center that honors and preserves the Gullah traditions and languages that evolved over the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Burton and Cross’s research is enthusiastically presented and leads us to want to go back in time and be with them on St. Helena in the first days of 1862 as they observe Laura and Ellen under the trees of St. Helena teaching and encouraging the students. A collection of photographs and extensive Chapter by Chapter Notes, a Bibliography and an Index provide valuable primary resources.

*Dr. Carol Walker Jordan  
College of Library and Information Studies  
University of North Carolina at Greensboro*

**From Princess to Chief: Life with the Waccamaw Siouan Indians of North Carolina.** Priscilla Freeman Jacobs and Patricia Barker Lerch. Tuscaloosa, AL: The University of Alabama Press, 2013. ISBN 978-0-8173-1797-3. \$34.95

Professor and ethnographer Patricia Barker Lerch sets her qualitative research of the life of Priscilla Freeman Jacobs in the Waccamaw Siouan community in Eastern North Carolina. The five Chapters of the revealed life of Priscilla

Freeman Jacobs read like the lives of most women with birth, contextual developments in a community, marriage and personal family development. We learn the difference in Priscilla’s life came when she combined a path of Indian activism with a redefined spiritual life and a career choice filled with barriers and unclear outcomes. Many of us who were born in the Southern United States can relate to the daily life that Priscilla lived, infused with strong family ties, and dedication to church and community; however, few of us broke free and became the independent spirit we see in this portrayal of her life.

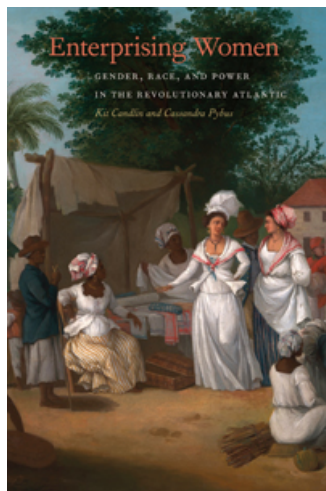


In the *Introduction*, Dr. Lerch tells the reader that numerous voices will come in and out to help tell Patricia’s story. We are invited to hear conversations of everyday life through voices from female relatives. Priscilla also contributes, in the first person, through remembrances of the cultural and political transitions she experienced as a member of the Waccamaw Siouan tribe. She talks of her attempt to leave the Indian community with a move of her young family to Wilmington but after 15 years she and her family returned. She talks of her marriage, her devotion to her heritage, her determination to shed light on the Waccamaw Siouan heritage she treasures and the future she sought.

Readers who like ethnographic studies will enjoy the detail and rich conversations from Priscilla’s life. For those who are fascinated by Native Americans and their strengths and struggles during the 20<sup>th</sup> Century, this research sheds light on a little known tribe and a woman who became its Chief. Priscilla Freeman Jacobs “descended from a family of Indian leaders whose activism dates back to the early years of the 20<sup>th</sup> Century...advocating for local schools for the Indian community children, driving for Waccamaw Sioux to be recognized as Indians in state and federal legislation”, and “working tirelessly to preserve the customs of her people” (cover leaf). This book is an excellent resource for high school and college students.

*Dr. Carol Walker Jordan  
College of Library and Information Studies  
University of North Carolina at Greensboro*

**Enterprising Women: Gender, Race, and Power In The Revolutionary Atlantic.** Kit Candlin and Cassandra Pybus. Athens: The University of Georgia Press, 2015. ISBN 978-0-8203-4455-3. \$49.95



Trying to ignore my lack of knowledge of the history or politics of the British Empire's occupation and control of islands in the Atlantic Ocean in the mid-1750s, I bravely forged ahead and I can say, I am delighted I did.

Reading the *Introduction* (p.1), I was immediately struck with the locations of the archival sites that opened up to Kit Candlin and Cassandra Pybus: (here I note only a few) the University of West Indies in Grenada, the University College London, the School of Philosophical and Historical Inquiry at the University of Sydney, the National Archives of the United Kingdom, the National Archives of Scotland, National Archives of Trinidad and Tobago, the British Library and St. George Church in Benenden. Candlin and Pybus revealed the grants they received from the Australian Research Council which allowed them to dedicate themselves to this amazingly rich archival research on women of color in islands in the Caribbean. (*Acknowledgements* p. 1-2)

To reveal their research, Candlin and Pybus focus upon a series of micro-biographies, life stories that allow the reader to see the unique British colonial Atlantic empire within a cultural perspective. Both say: "We believe micro-biographies provide insight into the connections between historical events and individual experience...each biography serves as a particular case study of the macro-history of the times." (p.13)

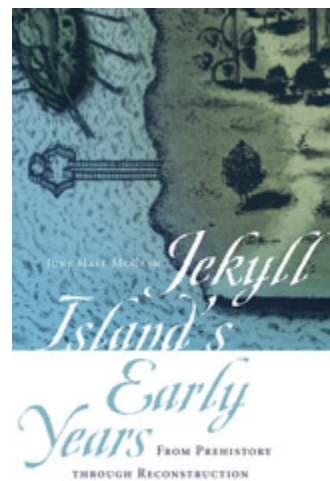
Balancing the focus on what appears to be biographies of wealthy free colored women in an emerging world, Candlin and Pybus write, "those who grew powerful enough to affect colonial justice, make demands of white men, possess many slaves and own hundreds, sometimes thousands, of acres of the most valuable farming land in the world need to be seen in contrast to those free colored women who rarely experienced life beyond the petty world of prostitutes, hucksters, and washerwomen, who would never own land or slaves." (p.8) Reading the biographies

brings the reader into the scenes of the lives of the women and their families and verifies the hope that the authors had for the reader experience.

In the Chapter on *Conclusion*, the authors say: "Micro biographies of a handful of free colored women cannot produce a new reading of the slave Caribbean, but they can demonstrate that the history of Caribbean slave society was more topsy-turvy than we had hitherto understood."(p.180) This rich archival collections produced a book that has of great value to many areas of research in slave history, Caribbean society, the Atlantic Empire, and women's studies. Inside there are 180 pages, plus extensive *Notes*, a *Bibliography* and an *Index*, giving a total of 280 pages. My recommendation is to consider this book a requirement for inclusion in today's history, social studies, policy studies, and women's studies courses at the college and university level.

*Dr. Carol Walker Jordan*  
College of Library and Information Studies  
University of North Carolina at Greensboro

**Jekyll Island's Early Years From PreHistory Through Reconstruction.** June Hall McCash. Athens: The University of Georgia Press, 2014. ISBN 978-0-8203-2447-0. \$31.95



June Hall McCash tells us that "Jekyll Island is the smallest of Georgia's Golden Isles...one of a chain of the barrier islands that stretches like a string of pearls along the Coast.... In prehistoric times, Jekyll was covered with vegetation and inhabited by prehistoric animals—mastodons and mammoths...land that lay many miles inland". (Introduction 1)

She paints a picture for us of the time Jekyll Island was born as she explains the eating away of land areas during the melting of glaciers so that sea levels began to rise. "Only nine miles long and two miles wide, it (Jekyll) lies at a latitude of 31 degrees north and a longitude of 81 degrees...west, separated from the mainland and

Brunswick, Georgia, by a magnificent six-mile stretch of marshland.”(Introduction 1)

Given the footprint of the island, it is fascinating that the author presents her research on 280 pages, which includes 66 pages of Notes, a Selected Bibliography and an Index. Her research centers on the years prior to the formation of the famous Jekyll Island Club of 1886. She explains that human conflict and a natural environment did not always produce the tranquility and refuge many of us seek on an island. She explains how the world and world issues found Jekyll Island and its inhabitants.

For lovers of Sea Island history, McCash’s in depth research gives the reader maps, architectural designs, drawings, portraits, and scenes of daily life. Her research is distinct and unique since previous research on Jekyll focused on the periods following 1886, beginning with the Chicago Literary Club in 1882 and a spoof by its members, “The Legends of Jekyll Island”, that may have started the move to bring the world to Jekyll’s shores.

*Dr. Carol Walker Jordan*  
*College of Library and Information Studies*  
*University of North Carolina at Greensboro*

**The Civil War as Global Conflict: Transnational Meanings of the American Civil War.** Edited by David T. Gleeson and Simon Lewis. Columbia, SC: The University of South Carolina Press, 2014. ISBN 978-1-61117-325-3. \$49.95.



The genesis for this fascinating scholarly collection, *The Civil War as Global Conflict: Transnational Meanings of the American Civil War*, was a 2011 conference held by the Carolina Low Country and Atlantic World Program at the College of Charleston. It is comprised of a collection of essays that frame the American Civil War not as a solely national conflict but as part of larger global events relating to economics, slavery, democracy, and national identity. It moves beyond a purely American perspective of the war into one which factors in the international externalities, revealing the political and economic codependency of the United States and other world powers.

The editors, David Gleeson and Simon Lewis, group the essays into three areas of study. The first describes the prelude to the War in the United States; the second focuses on European sociological perspectives concerning race, abolitionism, and slavery; and the third deals with the aftermath and legacy of the Civil War domestically and abroad.

In the book’s first section, Gleeson and Lewis selected essays that contextualize slavery within the global economy, concentrating on the American South’s confidence in their slave-based agricultural system and the assurance of their political position within the European-dominated world. These chapters show how the South’s fear of economic collapse and slave insurrection ultimately led to the American South holding on more tightly to slavery while Europe began to embrace abolition throughout their colonial holdings. Trusting the international community would eventually return to slavery because of examples of failing island economies led the South to become overconfident in their position – especially with the strength of “King Cotton” in the world economy.

While the first chapters describe the global atmosphere that drove the South’s political calculus leading to the war, the second section focuses on more specific examples of international perspective. Shifting to pure European post-Congress of Vienna politics, Niels Eichhorn’s chapter, “The Rhine River,” describes how the actions taken by the Prussians to block French expansion following annexation of Nice and Savoy, as well as general fears of French ambitions on the German side of the Rhine River, created a tense political situation, which drew potential European support for the beleaguered South. Although these events took place thousands of miles away from the States, the events ultimately bound Great Britain into a politically neutral stance in America, crushing the possibility for Southern success.

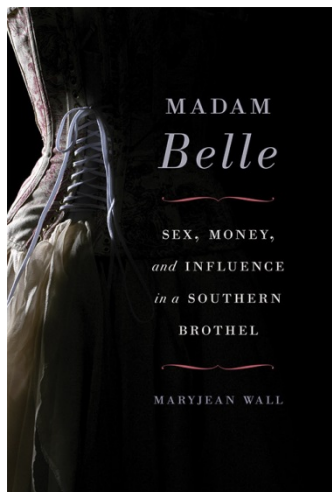
The third section covers a variety of subjects dealing with the legacy of the Civil War, including the impact of Florence Nightingale on women during the Civil War, a South African perspective on *Gone with the Wind*, and a very interesting discussion on memorializing the War. Jane Shultz’s commentary on Florence Nightingale makes interesting points regarding the internationally famous nurse as an icon, heroine, and English role model for many American women facing the horrors of their nation’s war. Her name literally became synonymous with war nursing -- an image of a feminine “saintly warrior.” The idea of legacy takes a completely different turn in Lesley Marx’s “Race, Romance, and ‘The spectacle of unknowing’ in *Gone with the Wind: A South African Response*,” the story of a young girl from South Africa viewing the movie for the first time, creating a nostalgia for American antebellum history while living in a political and social environment of racism. The final essay effectively deals with the larger historic perspective of the war including the thoughts on the subject from a variety of scholars, leading the reader to consider the true legacy of the war.



From illustrations of international policy and historical effects to sociological evolutions, these essays create a compelling series that pulls an American reader out of the conditioned historical isolationism and American exceptionalism fallacies pervasive in U.S views on history and into a view of the Civil War that recognizes the impact of international events and perspectives. It is an interesting read for both historians and others who have an interest in Civil War History.

*Kathelene McCarty Smith*  
*The Martha Blakeney Hodges Special Collections and University Archives*  
*The University of North Carolina at Greensboro*

**Madam Belle: Sex, Money, and Influence in a Southern Brothel.** Maryjean Wall. Lexington, KY: University Press of Kentucky, 2014. ISBN 978-0-8131-4706-2 \$24.95



The superior work has some connection to the southern USA by content since the splendid masterpiece is about Belle Brezing, who managed a famous lady of the evening establishment in Lexington, Kentucky. The author's association with the southern USA is the author Maryjean Wall who teaches at the University of Kentucky History Department. The writing style is superior and enchants the reader's attention from start to finish. The perceived interest to the readership of the journal is outstanding due to the excellent intriguing details on nineteenth century Lexington, Kentucky including horse racing, human living conditions, ladies of the evening, and the movement from horse and buggy to automobiles, dirt roads to brick roads, and the addition of electricity, sanitation, and the telephone.

The magnificently and profoundly researched contents include Preface, Chapter One "The Elegant Miss Belle," Chapter Two "Civil War and Home War," Chapter Three "A Troubled Youth," Chapter Four "A Business Woman Whose Business Was Men," Chapter Five "Networks of Power," Chapter Six "A Wealthy Benefactor," Chapter Seven "Lexington's Exclusive Mansion for Men," Chapter Eight "A Uniquely Powerful Woman in a Changing City,"

Chapter Nine "Crackdown on Vice," Chapter Ten "A Growing Moral Menace," Chapter Eleven "The Passing of a Legend," Epilogue, Acknowledgements, a seventeen page Notes, a Bibliography divided by primary and secondary sources, and an accurate Index. Twenty-six black and white photographs reveal beautiful and exciting places, buildings, and memorabilia of Belle Brezing's life. Twelve black and white photographs disclose the beauty and handsomeness of Belle Brezing and her companions and patrons.

Belle was married to James Keeney who left her so quickly it was as if he was never her husband. Belle's sole child was Daisy May Kenney whose real father is unknown. Belle shipped off Daisy May Keeney to live with nuns because Daisy May was believed to be suffering from retardation. Belle was a lady of the evening at fifteen on her own prior to entering in the ladies of the evening establishment directed by Jennie Hill. Belle's own initial house for ladies of the evening was on Upper Street. Belle had an increase in patrons when horse races were occurring. Horses were bought and sold at Belle Brezing's ladies of the evening establishment. Some race horses mentioned are Lady Thorn, Director, Mambrino Chief, Abdallah, Almont, Harry Wilkes, Goldsmith Maid, Jay-Eye-See, Regret, George Wilkes, Patchen Wilkes, Hindoo, Preakness Stud, Behave Yourself, Bubbling Over, Burgoon King, Broker's Tip, Firenze, Miss Woodford, and Man O' War.

Thirty four people wrote in *Lexington Daily* to stop ladies of the evening. Ms. Brezing and other ladies of the evening were declared nuisances by the court February 13, 1889. Belle's location was around Kentucky University and Kentucky schools which created a frown by Kentucky University president and the Kentucky school board. Belle left North Upper Street for a Megowan Street house purchase using a fifty thousand dollar present from the wealthy George and William Singerly who had money from their father's Philadelphia Germantown Passenger Railway Company valued in 2013 at 16.5 million dollars. Law enforcement did not tamper with the ladies of the evening in the designated red light area Megowan Street.

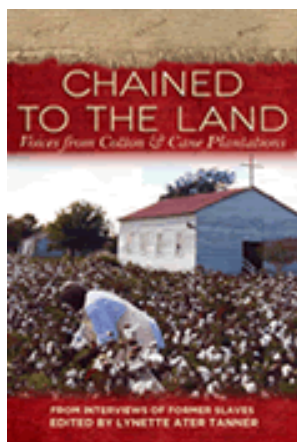
Belle's ladies of the evening were extremely prosperous with utilization of phaetons, drivers and buggies, and extremely elegant attire. Astonishingly, citizens of Argentina where Kentucky horses were sold were aware of Belle. Belle and her ladies were exclusively allowed to shop for clothes in boutiques after the boutiques had closed shop for the day. In 1915, courts were better at ending ladies of the evening. Fines were issued to a person in the red light area and females acting as ladies of the evening. Initially, there was no successful finale to ladies of the evening establishments in Lexington due to the aid by the Lexington city leaders and police for the ladies of the evening. 1800's Victorians were accepting of ladies of the evening, too.

However, Progressives in the 1900's averted ladies of the evening. Business earnings such as rent, doctor bills,

alcohol sellers, taxi fees, eating at restaurants, alcohol purchases such as Kentucky bourbon, telephones, and groceries were less when patrons from Belle's red light area and Belle's red light area itself were permanently gone in 1917. Ovarian cancer killed Belle Brezing on August 11, 1940. Belle Watling in Margaret Mitchell's *Gone with the Wind* is analogous to Belle Brezing who Mitchell's husband John Marsh knew although Marsh and Mitchell disclaimed the parallelism. *Madam Belle* is a delightfully charming scholarly work of genius.

Melinda F. Matthews  
University of Louisiana at Monroe

**Chained to the Land: Voices From Cotton and Cane Plantations.** Edited by Lynette Ater Tanner. Winston-Salem, NC: John F. Blair Publishers, 2014. ISBN 978-0-89587-628-7. \$9.95 (pbk.)



My interest in this book, "Chained to the Land: Voices From Cotton and Cane Plantations", was a response to my visits to Brookgreen Plantation/Brookgreen Gardens along the South Carolina coast in summers and holidays between 1975 and 2010. A yearly trek to the Murrells Inlet and Charleston area included a visit to modern day Brookgreen Gardens, including a water tour of the rice plantation, its waterways and its sculpture gardens. Little did I know or perceive how these experiences might lead me to find plantation life fascinating and deeply troublesome.

Stories, photographs and paintings of plantation life are often glamorous with beautiful women in silk dresses and handsome men in black tailcoats and grey pants—led me to wonder if all that I was seeing in plantation life was superficial. I began by asking a simple question: what is a plantation? The Free Dictionary tells us: A plantation is defined as an estate on which crops such as coffee, sugar, tobacco, cotton or rice are cultivated by resident labor, usually in a newly established settlement ([www.freeditonary.com](http://www.freeditonary.com)).

The words that jumped out at me were "crops/cultivated/resident labor/newly established settlement". These words seemed to me to present a backdrop for stories I heard and read from books and news

articles about plantation owners, plantation workers, buying and selling of slaves and the historical impacts upon the plantation owner families and the slave families during and after the Civil War. Bits and pieces of impressions began to lead me to learn more about plantation life.

John F. Blair, Publisher, and Editor Lynette Alter Tanner, caught my attention with their recently authored and released book, "Chained to the Land: Voices from Cotton and Sugar Cane Plantations". Tanner relied on transcript narrations of 2200 former slaves collected between 1937-1938 by individuals who were employed by the Federal Writers' Project and the Federal Historical Records Survey. Those interviewed were in their 80s and some over 100. Recollections included food, housing, clothing, weddings, funerals, treatment and relationships (p. xii).

Tanner, co-owner of Frogmore Plantation in Louisiana, has contributed an immensely valuable group of narratives to the body of work that gives insight into the life and culture of plantations in Louisiana in the 1700s and 1800s. Her book is a must read for anyone who seeks an understanding of plantation life as seen through the eyes of those who lived and worked the plantation life.

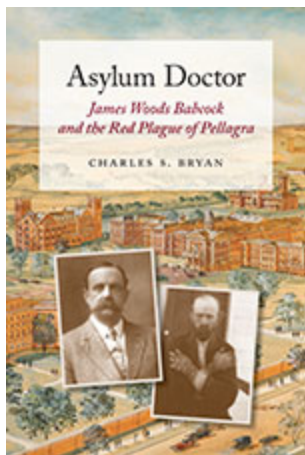
My exclamation upon reading the first narrative of this book which is conducted with Mary Reynolds, age unknown, of Concordia Parish, Louisiana, was, "Is there no limit to man's inhumanity to man?"

For more information about plantations in the State of South Carolina, go to <http://south-carolina-plantations.com/> and for Louisiana, go to <http://www.louisianatravel.com/attractions/plantations>

Dr. Carol Walker Jordan  
College of Library and Information Studies  
University of North Carolina at Greensboro

**Asylum Doctor: James Woods Babcock and the Red Plague of Pellagra.** Charles S. Bryan. Columbia: University of South Carolina Press, 2014. ISBN 978-1-61117-490-8. \$34.95.

*Asylum Doctor: James Woods Babcock and the Red Plague of Pellagra* chronicles the life, work, and struggles of Dr. James Woods Babcock. His work with the cause and cure of the disease which came to be known as pellagra was unceasing, and paved the way for others after him. The disease caused, among other symptoms, dementia and confusion, which would often land patients in insane asylums. Pellagra occurred mostly in southern states. Throughout his career, Dr. Babcock fought for psychiatric institutional rights, and battled racism in the state hospital. He also fought to have his findings concerning pellagra acknowledged among the medical community of his time. The focus of Bryan's work is the years between 1907 and 1914, only a year before Dr. Joseph Goldberger proved the cause of pellagra, through experimentation, which we now know is a lack of niacin in the diet.



Babcock began his career with McLean Asylum, which opened in 1818 as the Charlestown Asylum. Babcock returned to his native state, South Carolina, in 1891, against his better judgment, and spent much of his career as superintendent of the South Carolina Lunatic Asylum. In 1895, through Babcock's efforts, the institution became the South Carolina State Hospital for the Insane. He held little authority in his position, and had many encounters with those in authority, to maintain necessary, qualified staff and equipment. He answered to a nine member board of regents who were appointed by the governor. He made many important relationships during his lifetime and career, but two were extremely important to him. One was with Katherine "Kate" Guion who became his wife and the other with Governor Benjamin Tillman, who "sheltered Babcock as long as he had the power to do so" (pg. 36). He had a close working relationship with Eleanora Bennette Saunders and fought to defend her rights as a female physician.

Housing in the asylum was overcrowded and inadequate, particularly for African Americans. Tuberculosis was rampant, and in 1894, Babcock reported 298 deaths had occurred within the asylum over a 14 year period, with 165 of the deceased being black females, in spite of the fact that black females comprised the smallest portion of the institution. The numbers indicated that black women bore the brunt of the disease in South Carolina. This led to a presentation and publication by Babcock on "The Prevention of Tuberculosis in Hospitals for the Insane." He concentrated his efforts on making living conditions better for the asylum as a whole, and particularly, for African Americans. In 1907, attention turned to pellagra. Babcock believed the etiology of pellagra to be dietary, particularly associated with corn, and championed his beliefs throughout the medical community, opposing other well known doctors of the day, such as Louis Sambon of Italy, who believed it to be insect-born. Babcock, through his study of pellagra, was the founder of the movement which became known as Zeist vs. Anti-Zeist. Zeists (a word based upon the Latin word for corn, *Zea Mays*) believed the disease to be caused by diet, while Anti-Zeists purported that insects were responsible for the disease. The opposing beliefs were discussed throughout the world by physicians, including many European physicians, in papers and

conferences during the Eighteenth and Nineteenth Centuries.

By 1909, conditions at the state hospital had deteriorated, and triggered an investigation by the state administrators. State Senator, Niels Christensen, Jr., chaired the committee to investigate the hospital focusing on allegations from Attorney A. Hunter Gibbes, of Babcock's mismanagement and the inadequacy of his administration. Dr. James Thompson, Babcock's First Assistant Physician, gave reluctant testimony that was unfavorable to Babcock. Christensen proposed a resolution asking that Babcock and the regents resign. Proponents and defenders of Babcock prevailed, and with a vote of twenty-seven to nine, killed the resolution. After all of the political battles, attention was once again turned to pellagra, which by 1912, had become an epidemic. Babcock and Claude Lavinder, of the U.S. Public Health and Marine Hospital Service, tracked the epidemiology, and published the first comprehensive English language treatise on pellagra.

In 1914, after his battle for Eleanora Saunders' reputation, Babcock resigned his post at the state hospital. He borrowed money, and built his own sanitarium. He and Saunders treated both races and genders as outpatients but only white women as inpatients. Bryan's perspective of Babcock as an administrator includes these reflections. "Babcock's career as asylum superintendent serves up a cautionary tale for anyone aspiring to senior management without suitable training and temperament". "Babcock was too shy, passive, and sensitive for the nigh-impossible job description...however, proved to be just right in the role as a catalyst in the American response to pellagra. His honesty, humanitarianism, generosity and courage are traits worthy of emulation". (pg. 260)

The author's research and study of Dr. James Woods Babcock is thorough. His record leaves the reader with a sense of feeling for what it might have been like to be a doctor during that time. Bryan notes that the study began and ended with students, and that six linear feet of James Woods Babcock papers in the South Caroliniana Library were cataloged during the course of the project. (pg. 279) Historical data from many libraries and government agencies went into the work. The book proves to be an education not only about Dr. Babcock, but institutions for the mentally handicapped, and diseases of the period.

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