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What USC Upstate Alumni Say About Information Literacy in the Workplace

Andrew Kearns

Andrew Kearns is a Reference Librarian at the University of South Carolina Upstate and can be reached at akearns@uscupstate.edu.

Librarians have rightly focused their efforts on helping students acquire the information literacy skills needed to complete academic research while in college, but what comes after? While the way we teach information literacy may be a good preparation for those students going on to graduate school, many of us teach in institutions where a majority of our students will be heading directly to the workplace after they graduate. What information literacy skills are most important in the workplace? What are the differences or similarities in the process of finding and using information? What can librarians do to help prepare these students to use their information literacy skills in a new context?

This investigation of the University of South Carolina (USC) Upstate alumni seeks to answer those questions and reveals important differences as well as a few similarities between information literacy as it is experienced in academia and the workplace. It was part of a sabbatical project undertaken in the spring of 2015 inspired by the Project Information Literacy study, *Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace* (Head, 2012). A key finding of that study is that while new employees often display great skill at finding information quickly through online search engines such as Google, employers often need a more comprehensive approach to workplace research that includes closer collaboration with co-workers, a greater variety of sources not limited to web searches, and the ability to dig deeper and better analyze information (p. 3).

I wondered how these issues played out in Upstate South Carolina among the alumni of my university. A strength of the Project Information Literacy study is the inclusion of both employer and employee viewpoints. Although interviews with employers are planned, the completed survey of USC Upstate alumni is interesting enough to report on separately. The survey was created on Survey Monkey and administered from May through September 2015 to alumni. Invitations to participate in the survey were included in an email bulletin and social media sent out by the Alumni Office. The survey was completed by 21 alumni (11 male and 10 female). Ten of them had graduated within the past five years; six were in entry-level positions at the time they took the survey, and 13 (61.9%) were in positions for which a Bachelor's degree was required. One of the respondents is a law school student; the others work in a variety of businesses, health organizations, and educational or government institutions. While the response was too small to be statistically significant, the responses seemed to confirm much of what was apparent in the literature: workplace information

literacy is situational and collaborative; people are a much more important resource in finding information; and there is a much broader range of purposes for seeking information and governing what the end result will be. It occurred to me that the results of this own survey would be more meaningful when compared directly with what the literature has to say about workplace information literacy. Therefore, with the exception of a short summary of the general scholarship on workplace information literacy, a selective discussion of previous scholarship has been interleaved throughout this article, giving context to the results of this survey. This investigation, therefore, will show important differences as well as similarities between information literacy in the academic and workplace settings, as well as put the results of a localized study into a broader perspective. The survey is included as Appendix A with a complete list of employers found in Appendix B.

The Scholarship of Workplace Information Literacy

Because the concept of information literacy has grown up in academia, centered in the disciplines of librarianship, and, to a lesser extent, education, it is easy to overlook the fact that the term has its origins in a workplace context: the 1974 report by Paul G. Zurkowski and the National Commission of Libraries and Information Science (Zurkowski, 1974). Zurkowski was particularly concerned for workers in the private service sector who were experiencing an "overabundance" of information brought on at least in part by computers and other technological innovations (p. 1-2). In this light, "information literacy" was meant as a way of describing the necessary skills and processes, including the use of technology, needed to "find what is known or knowable on any subject" (p. 23). This broader implication influences the classic definition of the term by the American Library Association's Presidential Committee on Information Literacy with its explicit connection to lifelong learning: "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information . . . Information literate people are those who have learned how to learn. . . They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand" (American Library Association, 1989).

Academic librarians have understandably tended to focus on the research and writing skills and processes necessary for academic research. Yet, information literacy as a concept has retained a broader association with analogous skills and processes required to find and use information in daily life and the workplace. In addition to lifelong

learning, information literacy has been associated with critical thinking, which has led to initiatives such as one focused on workforce preparation at the City University of New York (Gashurov & Matsuuchi, 2013). Information literacy also has been considered a core competency (Burnheim, 1992), and identified as a “21st century skill” (Partnership for 21st Century Learning). In spite of this history, information literacy as a term related to a defined concept is still relatively unknown outside the library and education disciplines. Nonetheless, the concept itself is widely recognized, if differently expressed, in the working world. Crawford and Irving (2009) argue that an “understanding of what constitutes information literacy” is more implicit than explicit (p. 3). This observation is also relevant to the finding by Head, Van Hoeck, Eschler, and Fullerton (2013) that formulations such as “solving information problems” and “research” resonate with employers even if they do not use the term “information literacy” (p. 92).

Significant research on information literacy in the workplace began in the 1990s with studies by Bruce, one of which maps seven ways workers experience information literacy (1999). In a recent comprehensive review of the literature on workplace information literacy, Lloyd (2010) traces two approaches: the first growing from the academic concept of information literacy as skills-based and focused on the individual, and the second considering information literacy as a socially enacted practice taking into account the “collaborative aspects of meaning making and information exchange” characteristic of the workplace (p. 72; see also Lloyd, 2012). While much research on workplace information literacy examines what might be described as “white collar” occupations, mainly in the education, information, and business sectors, Lloyd has done a number of studies of how information literacy works in such “blue collar” occupations as firefighting and culinary arts (Lloyd, 2005; Fafeita & Lloyd, 2012). Both of these approaches are important for understanding information literacy in the workplace, and even where this survey seeks to find how alumni perceive individual information literacy skills, the larger social context of information seeking and use in the workplace informs their answers.

Discussion

The following discussion of survey results is organized around four principal findings that are placed in the context of the literature: the situational and collaborative natures of workplace information literacy; the resources used in the workplace; and the use and acquisition of information literacy skills. Two sections on search strategies and the difficulties encountered by alumni round out the discussion.

Workplace Information Literacy is Situational

The situational nature of workplace information literacy was explored by three questions on the survey (Questions 7-9 in Appendix A), addressing the amount of time spent seeking information on the job, the kind of information being sought, and the categories of information needed.

Question 7, asking how much time alumni devoted to finding information to answer questions or solve problems on the job, is summarized in Figure 1.

Figure 1. How much of your time is devoted to finding information to answer questions or solve problems? (n=20)

It is notable that 65% of respondents reported that half or more of their time on the job is devoted to finding information to answer questions or solve problems, a result that shows most alumni spend a significant amount of time on the job using their information literacy skills. This finding reflects a trend noted by Head et al. (2013) that “information work has become an identifiable and fundamental component of more jobs, whether one works in a cubicle, a restaurant, or a hospital” (p. 93).

Question 8 asked about the kind of information alumni needed to find on the job, giving five choices and instructing them to select all that apply. The answers to this question are likely to vary depending on the information needs of the particular jobs involved. The results for this group of respondents are shown in Figure 2.

Figure 2. What kind of information do you need to find? (Select all that apply) (n=19).

That 78.9% need knowledge from co-workers is notable in light of the situational nature of information seeking in the workplace, where other people may be important sources of information, as well as the more collaborative nature of workplace research. Quick answers to specific workplace questions and internal information from the company or organization were also important for this group, while just over half had a need to assemble detailed information from multiple sources. While people as sources of information is sometimes important in academic research, it is far more common to emphasize information found in published sources, and the synthesis of detailed information from multiple sources takes on a greater importance.

The third question in this series asked what categories of information alumni needed (Figure 3).

Figure 3. Which categories of information do you need to find? (Select all that apply) (n=18).

An important finding here is that more than half of alumni needed information on internal procedures and processes of their employer. Beyond that, the category of information is related to the information needs of the company or organization, and a variety of responses is to be expected. It is notable that the need for scholarly and scientific information, which would have been emphasized in college, is rather low for this group of respondents. Of course, without further definition, categories like health and medicine, company and industry, financial, and legal information might include some of the scholarly literature or scientific studies.

While research resulting in reports and presentations does occur in the workplace, much work lacks the formal product that is often the goal of academic research. Moreover, the mission and aims of the organization often dictate the specific information needs, and therefore how information literacy is experienced in the organization (cf. Abram, 2013, p. 207; Crawford and Irving, 2009, p. 35; Head, 2012, p. 17). Thus, information problems in the workplace might take several forms, from simply needing facts or statistics related to a workplace question to a large-scale research project that seeks to improve or even invent new products or procedures. Workplace research may not seem as self-contained as academic research, bleeding into and influencing other projects. Nor is it always the case, as discussed below, that an individual will be engaged in the entire research process affecting a particular question.

Bruce's seminal 1999 study of knowledge workers at Australian universities is relevant here, as each of the "seven faces" she identifies is a product of the situational nature of information literacy in the workplace. Both the individual background and job-related information needs of workers influence each "face"—the way that technology, information use and a variable third element are combined to create a distinct experience of information literacy.

Zurkowski, Bruce, and others have emphasized the importance of technology in the workplace and its relation to information literacy. Bruce (1999) makes a particularly important formulation when describing the "intellectual manipulation of information" gained by using technology (p. 35). Abram (2012) makes a point with relevance to the intersection of technology and information literacy when he writes that "search, retrieval, and usage [of information] rarely suffice to create a competent and successful employee. Success in the workplace requires the integration of specific software, network environments, collaboration tools, learning tools, multiple content formats, and more" (p. 32). It is apparent from answers to several questions on the survey just how important technology is for communication in the modern workplace as well as finding and producing information.

Workplace Information Literacy is Collaborative

The collaborative nature of workplace information literacy is clearly seen in the response to Question 6 of the survey (n=20):

- Work as part of one or more designated teams in which all members have similar experience – 5%
- Work on my own with minimal consultation with co-workers – 10%
- Very little of my time – 15%
- Work on my own but have frequent consultations with co-workers – 40%
- Work as part of one or more designated teams with more experienced co-workers as team leaders or supervisors – 40%

In describing their work situation, 45% of respondents reported working as part of a designated team while another 40% said that they had frequent contact with co-workers. Email, discussion lists and meetings were among the most frequently used ways to communicate with co-workers. Nearly 80% said that they often need knowledge from a co-worker about a question or problem.

Bruce (1999) notes the importance of “social collaboration or interdependence between colleagues, rather than an emphasis in individual capability” (p. 35), and many others have echoed the importance of collaboration in the workplace (cf. Leavitt, 2011, p. 15; Sokoloff, 2012, p. 11). Lloyd has explored information literacy as a socially-enacted practice that depends on co-workers as important sources of information and processes (Lloyd, 2010, pp. 88-90). The prime importance of work colleagues as sources of information is also noted in studies by Crawford and Irving (2009, p. 34) and Eyre (2012, p. 345). Information literacy in the workplace is often experienced as part of a team, and in terms of workplace research, any individual may participate actively in only part of a complete process. Oman’s Information Process model for workplace research, for example, contains eight steps arranged in a circular pattern (Recognize, Find, Gather, Use/Evaluate, Organize, Comply, Measure, and Share) with the observation that “individuals may move in and out at any point in this process, or they may recycle at specific steps” (Oman, 2001, 40). A real difference between academic and workplace information literacy is just this: that in academia an individual will more likely than not be involved with an entire research process, whether working independently or in collaboration with others, whereas in the workplace individuals are more likely to be engaged in only part of a complete process.

Workplace Resources

Question 10 gave a list of resources and asked alumni to rate the frequency with which they used them on the job (Figure 4).

Figure 4. What resources do you use to find the information you need? (Likert scale: Frequently, Sometimes, Never) (n=20). The choices are presented in the order of the weighted ranking.

Given the collaborative nature of workplace research, it is not surprising that co-workers via email and meetings are first and second in these results. Web sites recommended or required by the employer and free web searching are also important for many alumni. Other resources would seem to depend more on the specialized needs of the position and the type of information sought. It may be significant that resources such as public and academic libraries and government offices are used at all. That social media and Web 2.0 applications are lower on the list than one might expect may have to do with company/organizational policies or established lines of communication.

Librarians may feel a pang of regret that subscription databases bring up the tail of this ranking, but it may be more significant that they appear at all, given the employers and information needs of this group of respondents. Also, without further definition of terms, it cannot be ruled out that “websites recommended by employer” might include some subscription databases.

These results are broadly consonant with Head’s (2012) finding that newly-employed graduates often used search engines and consultation with co-workers to solve many information problems on the job (p. 16).

Information Literacy Skills

When asked to rank a series of information literacy skills in terms of their needs on the job, alumni responded as in Figure 5.

Figure 5. (Question 12.) Please indicate the level of importance (High, Moderate, Low) of each of the following skills in your current position. (n=17). Presented in order of weighted ranking.

It is perhaps not surprising that some of the skills most valued in academia - critical evaluation of sources, finding print and non-digital sources when needed, and guarding against plagiarism - are of lesser importance in the workplace. What is interesting is the importance given to defining an information need in relation to a problem or question, which librarians will recognize as an essential part of the research process. Interesting, because students largely do not seem to be aware of process, and it is difficult to imagine them articulating this on their own, without prompting. It is also interesting in light of a certain amount of research that suggests that defining an information need is less important in the workplace because on an individual level the need may have been defined by others before a task is assigned (cf. Lloyd, 2011, p. 282). But perhaps the very experience of working in teams has made the respondents in this survey more aware of the importance of that skill when given as a choice among several.

It is worth unpacking a little of what the literature says about specific workplace information literacy skills, mostly in the context of studies that explore what employers expect of their employees. Ali and Katz (2010) report on an Educational Testing Service study of which information and communications technology (ICT) skills employers

feel are important in new hires, in relation to the ICT literacy framework: “recognize and respect authorship, copyright, trademark, and confidential information; recognize and treat confidential or sensitive information appropriately; recognize and follow security procedures; recognize and respect legal and ethical considerations regarding information use; assure appropriate care of confidential information; refrain from using insensitive language with respect to culture, race, ethnicity, or gender while communicating information to an audience” (p. 9). In an analysis of descriptions for 21 business and finance occupations found in the U. S. Department of Labor’s O-Net, Klusek and Bornstein (2001) identified several important skills with information literacy components: active learning, active listening, critical thinking, complex problem solving, instructing, judgement and decision making, learning strategies, monitoring, speaking, and writing (p. 12-13). Sokoloff’s (2012) study of employers who hire recent business graduates noted necessary research skills for entry-level employees as including “the ability to work independently, quickly, and efficiently;” technological competence; “organization, presentation, communication, writing, and interpersonal skills;” “the ability to synthesize, summarize, and present information; ability to perform data analysis; and the ability to think critically and creatively about research topics and findings” (p. 11).

Some skills seem not too far removed from academic information literacy skills. Hoyer’s (2011) study of information “best practices” in the nonprofit sector, for example, mentions “recognizing information needs in non-traditional contexts, navigating community networks and relationships for the purpose of gathering new data, accessing and evaluating publications produced by the nonprofit sector, including grey literature, non-academic report writing and writing for funding applications, and presentation and communication skills for non-academic audiences” (p. 14). One can easily relate these skills to analogous skills in academic research, making due allowance for the difference in situation.

Head (2012) identifies three baseline information competencies expected by most employers at the recruiting stage (knowing how and where to find information online, using a search strategy that goes beyond Google and finding an answer on the first page of results, and articulating a “best solution” and conclusion from all that was found) as well as four “optimal” competencies that employers feel new college graduates rarely show: engaging team members during the research process, retrieving information using a variety of formats, finding patterns and making connections, and “taking a deep dive into the information reservoir” (p. 12).

These lists not only show the situational differences with which similar skills are defined in different contexts, but also the problem of the imprecise use of words like *skill* and *competency*. Clearly, using a Boolean operator strategically in a search phrase is a skill, but is “defining an information need” a skill, a skill set, or a competency? This needs to be taken into consideration when deciding how to

alert students to what alumni and employers say are important skills and competencies for the workplace.

Acquisition of Information Literacy Skills

Question 14 asked alumni to rank the importance of seven factors in learning information literacy skills they used on the job, as shown in Figure 6.

Figure 6. Please rank the importance . . . with which the following helped you to acquire the information seeking and use skills that you use in the workplace. (n=17). Ranked order.

It is not surprising that job training and orientation for the current position would be considered the most important means of learning information literacy skills used on the job. It is also not surprising that courses and class assignments in college rate highly. Nor is it very surprising that librarians and library instruction sessions, mainly associated with academic sources, rate low on the list. What is concerning is how high trial and error on the job rank and the relatively low position of co-workers, given the collaborative nature of workplace research. This mirrors a finding reported by Head (2012) that employers felt new employees did not consult with co-workers enough (p. 12), a situation that indeed may lead to an undue amount of learning by trial and error.

Few studies have asked employees directly about how they acquired their information literacy skills. Travis (2011) reports that alumni in her survey do attribute academic experiences such as writing research papers and using library resources as important in acquiring these skills (p.

26), and shows that students do value their college experience with librarians.

This survey did not directly ask alumni which skills they learned in college courses and assignments. Head (2012), however, did address that question, and it is worth noting that graduates in that study identified the critical evaluation of information and synthesizing large quantities of information as skills they had learned in college that carried over into the workplace (p. 20). Travis (2011) found that alumni attribute learning such skills as finding relevant information, critical thinking, evaluating information, problem solving, oral and written communication, and recognizing bias as things they learned in college courses (p. 27).

Search Strategies

A free-response question on the survey asked alumni to “briefly describe a search strategy (e.g., the method or steps) you used to solve a recent information problem,” in order to get an impression of the kind of search strategies used on the job. The answers to this question bring the collaborative and situational nature of information seeking in the workplace to the forefront.

- Working as part of a team, some respondents emphasized the need to ask the manager or team members for help in problem solving, reinforcing the importance of people as an information source:
- “When I need to solve a problem I will think it out myself but if I do not come t[o] a conclusion I will ask a supervisor or the big manager. My co-workers and I are a team and we will work together to figure out the problem.”
- “Encounter[ed] a code issue I d[idn’t] know how to work around. Ask[ed] team lead[er] for guidance. Team lead[er] pointed me to a coworker who was well versed with that particular code function. Conversd with coworker over email for general details. Met with coworker at his desk to go over specifics. Employed information received from my coworker to address my problem.”

Others discussed knowing the proper resources to use, such as educational web sites and internal company resources:

- “I needed to find the brand standards for a section of our cafe. I went to our company’s internal site and found the info[rmat]ion.”
- “I was trying to teach my students to annotate text. I went on the internet to search for lesson plans.”

One implied the importance both of online research and contact with people:

- “Needed to find specific specifications for a competitor and did research through online

sources, personal interviews and actually operated the equipment personally.”

Alumni on Difficulties and Preparation

A second free-response question asked, “What difficulties do you encounter when seeking and using information on the job? How do you overcome them?”

Difficulties experienced by this group of alumni include language barriers, job-related information changes without clear notification, needing to locate a specific person out of state, time constraints, finding lesson plans for college, locating company documentation, communication issues in a building with little technology, and making sure a customer understands all of the information related in an exchange.

Overcoming difficulties often involves the advice and support of other people, especially co-workers, but also a willingness to take as long as needed to get the job done. One respondent mentioned dealing with a “weak” search engine by learning to refine searches.

The challenges and means of overcoming them related by USC Upstate alumni reflect those identified by Head among recent college graduates, who identified three particular challenges specific to the workplace: an increased sense of urgency, research tasks assigned with little structure or direction, and information seeking and use that is highly contextual and fundamentally social (Head, 2012, p. 17). Participants in that study were also likely to find co-workers or others who could help with information problems or teach processes for completing research tasks (Head, 2012, pp. 21-23).

The final question asked, “How might college better prepare you for information seeking and use in the workplace?” Although only about half (n=11) of the respondents answered this question, and some responses were off topic, several answers were interesting. They suggested a business etiquette course, required courses in each field of study to teach these skills, and better career guidance (especially as regards the communication between employers and educational institutions). One suggested more assistance in research classes, and another suggested more practical application of research skills: “Don’t make everything school related. Treat it like a job project.”

What Can Librarians Do?

This last observation takes us back to one of the questions I posed at the beginning of this article: What *can* librarians do to help prepare students to use their information literacy skills in a new context in the workplace? Treating an assignment like a job project is, of course, more realistic for disciplinary faculty responsible for an entire course than for librarians doing one-shot sessions, though for those teaching information literacy courses it is certainly possible. But the larger question raised here is one of making students aware of the nature of workplace information literacy, what information literacy skills

learned in academia transfer to the workplace, and giving them practice with workplace situations.

Making students aware of workplace information literacy is probably the easiest, and for most of us, the most important of these tasks, both due to time constraints and the problems inherent in the transfer of information literacy skills between academia and the workplace.

Several studies have shown that such transfer may be limited because of differences in context (Eyre, 2012; Ferran-Ferrer, Minguillon, & Perez-Montoro, 2013) and point to the need to broaden the way information literacy is articulated and taught to students (D’Angelo, 2012; Hoyer, 2011). While confirming that people who develop information competency in one context will also be information competent in other contexts, Ferran-Ferrer et al. (2013) observe that transfer of information competencies occurs on the basic level of searching for and retrieving information, with more advanced skills being not directly transferrable: assessing the quality of information resources, assessing which resources are best for each situation, how to manage information resources, and how to respect ethical issues when using information resources (p. 1119).

These findings are consonant with the educational literature on transfer of learning, which supports the notion that transfer occurs on only a basic level. Haskell summarizes the issues involved with transfer of learning, including problems of definition and conceptualization. While the prognosis for transfer of learning beyond a basic level is often discouraging, he notes the importance of theoretical knowledge in aiding transfer (Haskell, 2004, par. 51-3). The key seems to be recognizing that skills are not confined to the context in which they are learned. The way information literacy is taught often precludes students recognizing this fact. The paradox for librarians is that the best practices for one-shot library instruction sessions (occurring at point of need, focused on an assignment, learning skills through hands-on experience) seem opposed to best practices for broader information literacy instruction (scaffolding the development of skills pegged to a broader concept across a course or curriculum).

This goes some way to explain why transfer of information literacy skills between academia and the workplace is often problematic, and is exacerbated by the different goals and needs of each setting. For example, Ali and Katz (2012) found that the issues of ethical use of information and confidentiality, especially prized by employers, were less emphasized by business school faculty (pp. 11-12). Eyre (2012) makes the point that the traditional teaching of information literacy skills in academia, focused as it is on academic sources and needs, reinforces the dichotomy between “theory” and “practice,” thus hindering transferability (p. 346). Hoyer (2011) observes that an emphasis on the use of specific tools and skill sets drawn from an academic context “will not be adequate in a setting where social relationships are important for finding and evaluating information. Most students will not identify the

need to transfer these competencies to their new context or be able to recognize their application” (p. 12).

It would seem that teaching information literacy as a process and giving students a model of that process would help in emphasizing the transferability of information literacy skills to new contexts. USC Upstate has long used a reduction and student-friendly adaptation of the *Information Literacy Competency Standards for Higher Education* (ACRL, 2000) as a model of the research process for our first-year students. Other models are possible, including one based on the new *Framework for Information Literacy for Higher Education* (ACRL, 2015). Beyond a basic model of process, reminding students of research in daily life and the workplace and how such research relates to academic research is important, and can be addressed on a number of levels within an information literacy program. For librarians teaching credit courses, bringing workplace information literacy into the course curriculum is desirable. For the credit course I teach, I assign the summary of the Project Information Literacy report (Head, 2012) and an infographic of the results of my own survey. This gives students both a national and local context for knowing how they may experience information literacy in the workplace.

Conclusion

The responses of USC Upstate alumni to this survey generally support the findings of the literature on workplace information literacy, with some interesting variations noted above. More importantly, they give a local

perspective on that literature for librarians and classroom faculty at USC Upstate, making the literature more useful as a guide for approaching the topic of workplace information literacy. Their answers show the situational and collaborative natures of workplace information literacy while giving rich detail in the kind of information they seek, resources they use, and the skills they think are important. It would be valuable to follow up and expand on these findings in future studies, and it would also be important to add the perspective of employers.

There is much here, too, that can be used as a way to make students more aware of the future importance of the information literacy skills they develop in college. In addition to the above-mentioned steps librarians can take, the testimony of peers collected in a survey such as this one can be a powerful way to do this. I close with the response of one alum, who, to the question about college preparation, commented on the general importance of information literacy skills: “It is very paramount and critical. It makes work easier in the work place and you do not have to waste time doing some form of training that aids information seeking.”

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Appendix A. Survey Questions: Information Use in the Workplace

Welcome! If you have graduated from [institution name] within the past three years and are in an entry-level position, you are invited to participate in this survey of information seeking and use in the workplace. The purpose of this survey is to learn more about your workplace experience with information seeking and use in order to help us better prepare students for their future careers. "Information seeking and use" is understood to mean a range of activities from informal seeking and communicating answers to workplace questions to full-fledged research projects. It is assumed that information seeking and use in the workplace may be done individually, but is often done in collaboration with co-workers or in designated teams.

The results of this survey may be published. Most data will be reported in aggregate and comments will be reported anonymously. Your answers will not be reported directly to your employer. If you have any questions, please feel free to contact me.

Thank you for your participation!

(Part One. Demographic Information)

1. Gender: Male/Female
2. When did you graduate from USC Upstate? (free response)
3. What company or organization do you currently work for? (free response)
4. Is your current job considered an entry-level position? Yes/No
5. Did the requirements for this position specify a Bachelor's degree? Yes/No/Don't Know

(Part Two. Information Seeking and Use)

6. Which of the following best describes your work situation?
 - a. I work on my own with minimal consultation with co-workers.
 - b. I work on my own, but have frequent consultations with co-workers.
 - c. I work as part of one or more designated teams with more experienced co-workers who act as team leaders or supervisors.
 - d. I work as part of one or more designated teams in which all members have similar experience.
 - e. None of the above.
7. How much of your time is devoted to finding information to answer questions or solve problems?
 - a. Most of my time
 - b. Two-thirds of my time
 - c. Half of my time
 - d. One-third of my time
 - e. Very little of my time
8. What kind of information do you need to find? (Select all that apply)
 - a. Quick answers to specific questions.
 - b. Detailed information from multiple sources to provide solutions to problems or to answer a research question.
 - c. Statistics.
 - d. Knowledge from co-workers about a question or problem.
 - e. Internal information from your company or organization about a question or problem.
9. Which categories of information do you need to find? (Select all that apply)
 - a. Company or industry information.
 - b. Financial information.
 - c. Health and medical information.
 - d. Legal information.
 - e. Legislative and regulatory information.
 - f. Scholarly and scientific information.

- g. Other government information.
- h. Information from non-governmental organizations.
- i. News.
- j. Statistics.
- k. Internal company/organization procedures and processes.
- l. Other (please specify) (free response)

10. What resources do you use to find the information you need? (Likert scale: Frequently, Sometimes, Never)

- a. Internet search (e.g., Google).
- b. Specific web sites recommended by employer.
- c. Subscription database or service (e.g., Lexis-Nexis, CINAHL, etc.).
- d. Company/organization library or archives.
- e. Public or academic libraries.
- f. Government offices.
- g. Blogs, vlogs, wikis and other Web 2.0 resources.
- h. Meetings with co-workers.
- i. Co-workers and others by e-mail or lists.
- j. Co-workers and others by social media.

11. Briefly describe a search strategy (e.g., the method or steps) you used to solve a recent information problem. (free response)

12. What difficulties do you encounter when seeking and using information on the job? How do you overcome them? (free response)

(Part Three. Information Seeking and Use Skills)

13. Please indicate the level of importance of each of the following skills in your current position. (Likert scale: High importance, Moderate importance, Low importance)

- a. Define an information need in relation to a problem or question.
- b. Access online resources through effective search techniques.
- c. Find print and non-digital sources when required.
- d. Critically evaluate sources of information.
- e. Process and synthesize information from sources.
- f. Articulate a best solution or answer to a question based on sources found.
- g. Credit sources and avoid plagiarism.
- h. Communicate results to co-workers and members of the team.
- i. Formal (oral, written, multimedia) presentation of results to others.

14. Please rank the importance, with 1=most important and 7=least important, with which the following helped you to acquire the information seeking and use skills that you use in the workplace.

Job training and orientation for your current position.

Co-workers on the job.

Trial and error on the job.

Courses and class assignments in college.

Library instruction sessions in college.

Consultation with college professors.

Consultation with librarians in college.

15. How might college better prepare you for information seeking and use in the workplace? (free response)

Appendix B. Employers of Survey Respondents

Ace Bakery

Anson County Schools (NC)

Bobcat of Spartanburg (SC)

Equifax (Greenville, SC)

Greer Commission of Public Works (SC)

Hubbell Lighting (Greenville, SC)

Limestone College (Gaffney, SC)

Onward Healthcare

Palmetto Health (Columbia, SC)

QS/1 Data Systems (Spartanburg, SC)

School District of Oconee County (SC)

SHIFT Marketing Communications (Greenville SC)

Sisters of Charity Providence Hospital (Columbia, SC)

Sodexo

Tennessee Technological University (Cookeville, TN)

Total Storage Services, LLC (Roebuck, SC)

United States Army

Walmart

WellStar Health Systems (GA)

SELA/GENERAL NEWS:

SELA Mentoring Committee

Would you like to be a part of something new and exciting? We are re-launching our Mentor/Mentee Program and we want you to be a part!

We are now recruiting Mentors and Mentees to be a part of our trial run of the format. Here is the deal:

To Be a Mentor:

- Fill out the mentor form <https://goo.gl/forms/1A89PQImCdMIsd6c2>
Requirements:
 - Be a SELA member
 - 5(+) years of professional library experience
 - Be a professional librarian or a library assistant/support staff/paralibrarian
 - Willingness to communicate with mentee as often as necessary -- at least 4 - 6 times per year

To be a Mentee,

- Fill out the mentee form <https://goo.gl/forms/QEqD2tRgZsIxbzdk2>
Requirements:
 - Be a SELA Member
 - 0-4 years of professional library experience
 - Be a professional librarian, library assistant/support staff/paralibrarian, or current library science student
 - Willingness to communicate with mentor as often as necessary -- at least 4 - 6 times per year

You can find more information about the [SELA Mentoring Program](#) on the SELA website. Thank you for your time and we are looking forward to hearing from you soon!

SELA Scholarship

The Southeastern Library Association is now accepting applications for the Ginny Frankenthaler Memorial Scholarship.

The Ginny Frankenthaler Memorial Scholarship in Library Science is made possible through the generosity of Bud Frankenthaler, husband of Ginny Frankenthaler. Mrs. Frankenthaler believed that our free library system is the basis for a good life and that the greatest gifts a human being can have are good memories and education, both of which are supplied free by our public library system.

The purpose of the scholarship is to recruit beginning professional librarians who possess potential for leadership

and commitment to service in libraries in the Southeastern United States. The scholarship provides financial assistance towards completion of the graduate degree in library science from an institution accredited by the American Library Association.

The \$1,000 scholarship is awarded every two years. The recipient of the scholarship will be notified in July, with funding to begin with the fall school term.

For information on how to apply, please visit: <http://selaonline.org/sela/awards/10scholarship.html>

LIBRARY NEWS

North Carolina State University Libraries

ORCID: The Number That Every Academic Needs

Do you have your ORCID identifier yet? You might not even know what that is. But if you're a researcher or academic, or planning to become one, you're going to need one.

The Open Researcher and Contributor identifier—or [ORCID](#)—easily connects a researcher to his or her research output and allows others to access and share that body of work. ORCID streamlines publication submission and enhances discoverability. And, increasingly, granting bodies are requiring the ORCID as part of their application process.

ORCID itself is a nonprofit that draws upon a global community of researchers, students, publishers, funders, professional associations, and others in the research realm. Several ORCID ambassadors at the NCSU Libraries want to help faculty, students, and staff at NC State join that community and to ensure that their research and professional activities are better recognized.

The ORCID is a unique, 16-digit, ISO-compatible number. For instance, NCSU Libraries Chief Strategist for Research Collaboration Christopher Erdmann's ID is [0000-0003-2554-180X](#). Once you register for free, you can then add information to your ORCID record (some of which will be automatically populated), and link your record to other identifier systems and profiles you might already have such as Scopus, ResearcherID, DataCite, or LinkedIn.

You can link to your ORCID on your website and use it to submit to publications and apply for grants. ORCID automatically connects to an academic's other profiles and updates itself with each new publication. So instead of the tedium of duplicate entries, or having to maintain multiple profiles, ORCID saves researchers time and avoids inconsistencies by enabling that information to flow between different systems with minimal effort.

Currently adopted more widely across Europe, with over 4 million researchers listed worldwide, ORCID is quickly catching up in North American institutions. Although NC State is not yet an official “ORCID institution,” over 650 NCSU faculty, students, and staff have publications listed on ORCID. Campus ORCID users have tripled in the last year, and departments including Physics, MEAS, Chemistry, Civil Engineering, Libraries, CBE, and Nuclear Engineering have over 20 profiles listed. Also, 23% of the ORCID authors at NC State are staff, 32% are students, 45% are faculty. This speaks to the range and universality of the platform.

Even though ORCID automatically discovers a lot of your information, you still have to sign up to use it. Increasingly, academic libraries are advocating for signups across their campuses. “At my old university, we got quite a lot of emails from the library,” says Katharina Stapelmann, an Assistant Professor of Nuclear Engineering. “They wanted to connect our research from the university with the ORCID to make it easier to keep the scholarly repository up to date, so they connected it.”

Major academic publishers such as Wiley require an author’s ORCID as part of their submission process. This enables them to instantly update an author’s ORCID record upon the moment of publication of their work, which then triggers an update to an institution’s scholarly repository.

Libraries Partners With ASPCA on Large-scale Digitization of Animal Welfare Materials

The NCSU Libraries and the American Society for the Prevention of Cruelty to Animals ([ASPCA](#)) are honored to receive a major grant award from the Council on Library and Information Resources ([CLIR](#)).

The Libraries will partner with the ASPCA on the three-year project “The Animal Turn: Digitizing Animal Protection and Human-Animal Studies Collections.” A \$360,384 Digitizing Hidden Special Collections and Archives award from the CLIR will fund the digitization of some 239,000 pages of archival materials from the Libraries’ nationally significant animal rights and welfare collections, and approximately 150,000 pages from the ASPCA’s records documenting its history as a national leader in animal protection since its founding in 1866.

“The animal turn” describes the shift in scholarly interest in the growing field of human-animal studies which incorporates diverse and multidisciplinary components of animal advocacy discourse housed in the Libraries’ collections and the ASPCA’s records.

Together, these important historical materials will become available to users and researchers through a single online access point, forming an unprecedented resource on human-animal studies that emphasizes the intersectionality between humans and non-humans. The ASPCA records, along with the Libraries’ holdings, will help scholars piece together a more complete historical narrative about animal

protection and human-animal studies, and will allow researchers to identify new historical connections within the field.

“We are honored and excited to have been awarded this grant from CLIR,” says Gwynn Thayer, Acting Department Head of Special Collections at NCSU Libraries. “We are especially thrilled to be partnering with the ASPCA. We believe that the archival materials that will be digitized during the next three years will allow scholars from NC State as well as around the world to have better access to important primary source materials that will help further scholarship in the field of human-animal studies.”

“This collaborative effort with the NCSU Libraries is an important step in documenting and safeguarding the ASPCA’s rich history and the legacy of our founder, Henry Bergh,” noted Elizabeth Estroff, Senior Vice President of Communications for the ASPCA. “We are thankful for this generous grant from the CLIR to ensure future generations have access to the ASPCA’s extensive history of progress and innovation in the fight against animal cruelty.”

Leading scholars in the field of human-animal studies have expressed their support and enthusiasm for the project. “This is a project of monumental scholarly and public significance,” University of Texas American Studies professor Janet M. Davis notes, adding that the partnership between the NCSU Libraries and the ASPCA is a “truly outstanding collaboration.”

This project will digitize many materials in the Libraries’ key collecting area of [Animal Rights and Welfare](#), housed in our Special Collections Research Center ([SCRC](#)). The ASPCA collection to be digitized includes annual reports, awards, manuscripts, photographs, publications and visual resources that document and provide insight into both the ASPCA’s history, development and growth as an institution, and its position as a leader in the field of animal advocacy and protection. The archives document the growth of the animal welfare movement through the lens and experience of the ASPCA, which was the first animal welfare organization in the country.

The Council on Library and Information Resources is an independent, nonprofit organization that forges strategies to enhance research, teaching, and learning environments in collaboration with libraries, cultural institutions, and

communities of higher learning. Its Digitizing Hidden Special Collections and Archives awards program, which is generously supported by funding from The [Andrew W. Mellon Foundation](#), supports the creation of digital representations of unique content of high scholarly significance that will be discoverable and usable as elements of a coherent national collection.

Wolf Tales Recordings Fill in the Gaps in NC State's History

In a family, generations roll over about every 30 years. But within a large university community like NC State, which graduates over 8,000 students each year, generations roll over much more quickly. Historical preservation is as important as it is challenging, in such a rapidly changing place.

[Wolf Tales](#), the mobile video oral history program of the NCSU Libraries Special Collections Research Center (SCRC), is devoted to preserving the university's many stories with a special focus on documenting student and alumni voices and other historically underrepresented narratives. And now, it has a new online presence. The NC State community can now more easily access many of the program's 99 recordings to date, and can look forward to more recordings being made available soon.

Wolf Tales recordings are beginning to be used for all sorts of purposes across the university, a testament to the quality and relevance of the archive. Student groups are excerpting the recordings in documentary video projects. The Military and Veteran Resource Center leverages their Wolf Tales partnership in their student veterans orientation materials each August. The recordings are showing up in workshops and classes, too. With this in mind, the Libraries prioritized easy access in this site rebuild.

The Libraries' Brian Dietz (Digital Program Librarian for Special Collections) and Jason Ronallo (Department Head, Digital Library Initiatives) used the new *Technician* site as a model for the new Wolf Tales site. As recording projects and partnerships continue and thematic collections reach a critical mass, they may be gathered into their own discrete sections on the site.

Access is one priority, and equitable representation is another. Wolf Tales has been expanding along those lines, partially thanks to funding from an [NCSU Office for Institutional Equity and Diversity \(OIED\) 2016-2017 Diversity Mini-Grant](#), which supported partnerships and recording events to create a more diverse and representative archive of the university.

Over the last year, the Libraries held recording events at the student group EKTA's Oak City Revolution South Asian dance competition, the Native American Student Affairs' NCSU Pow Wow, the GLBT Center's Lavender Graduation, and the Ebony Harlem Awards of Excellence Celebration presented each by the African American Cultural Center in conjunction with the Department of Multicultural Student Affairs. All of these partners

represent traditionally underrepresented campus communities. The SCRC generally, and the Wolf Tales program specifically, aims to break that exclusionary tradition.

Organizational partnerships aren't the only way for university community members to contribute to the archive. Individuals without a specific group affiliation can come to open recording days, which are held about twice each semester. Groups can contact the SCRC to plan a recording session or even to integrate one into a group event, such as a reunion, meeting, or celebration.

Ferris brings a basic set of questions to the open recording days, and she can tailor those to a partner—or even work with them to bring in completely new questions to bring out the stories they want to invite and preserve.

University of North Carolina at Chapel Hill

The personal papers of legendary college basketball coach Dean Smith have a new home at the University of North Carolina at Chapel Hill (UNC) Libraries. They will be part of the Southern Historical Collection at the Wilson Special Collections Library.

Smith was the head coach of the UNC Tar Heels from 1961 to 1997, retiring as the winningest coach in college basketball. He led the Tar Heels to national championships in 1982 and 1993, to 13 ACC Tournament titles, 11 Final Fours, and an NIT championship, and directed the United States Olympic Team to a gold medal at the 1976 Summer Games.

Smith died in 2015 at the age of 83. The collection was donated by his family.

Tennessee

Come one, come all to the Tennessee Library Association (TLA) annual conference at the Memphis Hilton Hotel, Memphis, TN on April 4-6, 2018. The conference theme is "All In" and features programming both educational and fun plus many networking opportunities with library professionals. To sign up for pre-conferences and/or the full conference, registration is available online through the TLA website at: <https://tnla.site-ym.com/page/2018Conference>, which includes Early Bird Registration pricing for a limited time. The speaker for the Trustees/Friends of the library luncheon speaker will be Joy Bailey Bryant and featuring the All Conference Reception onsite at the Memphis Hilton, for a small additional cost on registration site. The Hilton Hotel is fabulous and features a special conference rate of \$129 per night, plus 19% TN taxes/fees. Don't forget no matter where you may be located, if you are a current member in good standing with any of these library organizations TLA; SELA, FOTL; TASL; or TheSLA, remember to check off the group on the registration form to generate the membership rates/costs you will pay. Why not join us?

PERSONNEL NEWS:

Alabama

Marcia Boosinger, Associate Dean for Public Services of Auburn University Libraries (AUL), has retired after 32 years at AUL. Boosinger was instrumental in the continued development of the libraries of Auburn University, including two building expansions of the main Ralph Brown Draughon Library and the repurposing of library spaces to make the Auburn libraries a one-stop study help location for students. During her tenure at AUL she was awarded the Auburn University Women of Distinction Leadership Award for Faculty; Significant Contribution Award, Alabama Association of College and Research Libraries; and the Blackwell North America Award for Research Promise in Librarianship. Boosinger began her career at Auburn University in 1986 as the first coordinator of bibliographic instruction, a program that grew to offer more than 650 classes to over 14,000 students annually during her tenure. In 1998 she assumed the newly-created position of head of reference and instruction services, consolidating all library reference services into a single operating unit within the libraries. Boosinger was appointed associate dean for public services in 2007. She has solely authored or contributed to numerous articles and various other publications, professional presentations, and posters. Boosinger has also been active in service to the university community as secretary of the Auburn University Senate, the first librarian to serve on the University Promotion and Tenure Committee, co-chair of the University Writing Initiative Task Force, and founding and continuing member of the Auburn University Common Book Committee. She served as the University Faculty Athletics Representative, chair of the Committee on Intercollegiate Athletics, member of the NCAA Academics/Eligibility Cabinet, and member of the Southeastern Conference Executive Committee. Her professional organization service included her election to four consecutive three-year terms as the Alabama chapter councilor serving on the American

Library Association Executive Council, and as president of the Alabama Association of College and Research Libraries.

North Carolina

University of North Carolina at Chapel Hill

The University Libraries is pleased to announce the appointment of **Nathan Kelber** as digital scholarship specialist. As part of the Digital Research Services team, Nathan will provide technical expertise for digital scholarship projects and will work with researchers who wish to use library collections in innovative ways, such as online exhibits, digital mapping, and text mining. He will identify emerging trends and campus needs regarding digital scholarship and will help develop forward-looking services in these areas.

Nathan will work closely with other campus units that support digital scholarship, including the Carolina Digital Humanities Initiative and the Digital Innovation Lab.

Prior to this appointment, Nathan worked as manager of digital projects at the Detroit Historical Society in Detroit, Michigan, and previously as an adjunct professor at Lawrence Technological University in Southfield, Michigan.

Nathan holds a Ph.D. in English with a concentration in digital humanities from the University of Maryland in College Park, Maryland; an M.A. in English with a concentration in textual criticism from Loyola University Chicago; and a B.S. in English and mathematics from Eastern Michigan University.

Sarah Hoover has been hired as special collections cataloger, effective December 4.

In this position, Sarah will provide cataloging and metadata for rare and specialized published materials in UNC's Wilson Special Collections Library. She will work with formats that include monographs, newspapers, maps, serials, music, and audiovisual materials. Sarah will also manage or contribute to special projects in the Wilson Special Collections Library.

Prior to this appointment, Sarah worked as project cataloger and collection support assistant for the Rare Book and Manuscript Library at the University of Illinois at Urbana-Champaign.

Sarah holds an M.S.L.I.S. with a certificate in special collections and an M.A. in art history with a medieval studies concentration from the University of Illinois at Urbana-Champaign, and a B.A. in medieval and Renaissance studies from Lafayette College in Easton, Pennsylvania.

Terri Ottosen began her position as community engagement and health literacy librarian at the Health Sciences Library (HSL) on November 6.

In this position, Terri will manage and continue the development of consumer health and patient education resources and services—including health literacy training—for health professionals and students in the UNC Health Affairs schools, UNC Health Care, and community partners throughout the state. She will serve as the HSL liaison to the UNC Hospitals's patient education committees, information resources centers, and other units of UNC Health Care.

Terri will also direct HSL outreach to the citizens of North Carolina through NC Health Info, and she will direct work with public libraries and community agencies.

Prior to this appointment, Terri worked as the outreach and education coordinator and previously as the consumer health outreach coordinator at the National Network of Libraries of Medicine, Southeastern Atlantic Region, in Baltimore, Maryland.

Terri holds an M.L.I.S. from San Jose State University, in California; a certificate in patient advocacy from the University of Miami, in Florida; and a B.A. in sociology from California State University, San Bernardino.

Anna Goslen became metadata librarian October 1.

In this position, Anna will design and implement metadata standards, policies, workflows, and tools to support access to collections of digitized and born-digital materials. She

will help evaluate existing organizational systems and play a role in planning and managing data migrations between systems. She will also support the long-term preservation of materials deposited into the Carolina Digital Repository. Prior to this appointment, Anna worked as metadata librarian for the Swarthmore College Libraries in Swarthmore, Pennsylvania. She holds an M.S.L.S. from the UNC School of Information and Library Science and a B.S. in biology from UNC.

Josephine McRobbie started in the role of community archivist October 9.

Josephine will serve as project manager and coordinator for a major grant from the Andrew W. Mellon Foundation to the Southern Historical Collection (SHC) at the Wilson Special Collections Library. The grant will help the SHC further develop its model of community archiving.

Josephine will manage a small team, document the community-driven methodology, facilitate relationships with peer practitioners and community liaisons, and develop tools and programs for community-driven archives. Josephine will also articulate the community-driven philosophy to all project stakeholders.

Before this appointment, Josephine worked as the assistant director and chief of staff at the North Carolina State University Libraries, where she previously was a Libraries Fellow for Collection Management and Research and Information Services. While at Indiana University, she worked as a graduate assistant for Traditional Arts Indiana, the IU Libraries Moving Image Archive, and the Media Preservation and Digitization Initiative. She holds an M.L.S. and an M.A. in ethnomusicology from Indiana University in Bloomington, Indiana.

University of North Carolina at Greensboro

University Libraries welcomes **Suzanne Sawyer** as the new Library Technician in Preservation Services.

Sawyer earned her Bachelor of Fine Arts degree in Art Education from Virginia Commonwealth University and a Master of Fine Arts degree in Book Arts from The University of Alabama.

Prior to joining University Libraries, Sawyer was an Assistant Book and Paper Conservator for Etherington Conservation Services, a Book and Paper Conservation Technician at Emory University Libraries, an Education Director at Atlanta Printmakers Studio, an Instructor of Two Dimensional Design at The University of Alabama and a High School Grade Chair and Art Teacher at The Westminster Schools. Sawyer is also an exhibiting book artist and sculptor, as well as the proprietor of Down Home Girl Studio.

As Library Technician, Sawyer's major categories of work include conservation for damaged materials and newly acquired materials, preservation of the University Libraries' collections, which include the Harold Schiffman Music Library, Special Collections, University Archives and the general Walter Clinton Jackson Library holdings, repairing rush items requested by patrons and constructing special housing for unique items for both the general collections and holdings in Special Collections and University Archives.

University Libraries also welcomes **Tiffany Henry** as the new Discovery Cataloger in Technical Services. Henry holds a Master's degree in Library and Information Studies from The University of North Carolina at Greensboro (UNCG) and a Bachelor of Arts with a major in English

and a minor in Information Studies from The University of North Carolina at Chapel Hill.

Prior to joining University Libraries, Henry served as a Metadata and Digital Initiatives Librarian at Campbell University and as an Assistant Coordinator for NC DOCKS at UNCG.

As Discovery Cataloger, Henry joins a team that supports the access and discovery needs of UNCG's students, faculty, staff and other patrons. Her work will focus on metadata for print and digital materials, and she will contribute to open access initiatives that showcase UNCG scholarship, such as [NC DOCKS](#) and [UNCG's Open Journals project](#).

University Libraries welcomes **Maggie Murphy** as the new First-Year Instruction and Humanities Librarian in Research, Outreach and Instruction (ROI). Murphy holds a Master of Library and Information Science from Rutgers University and a Bachelor of Arts in Liberal Studies from Sarah Lawrence College. She is also pursuing a Master of Science in First-Year Studies from Kennesaw State University.

Prior to joining University Libraries, Murphy served as a Reference and Instruction Librarian at Georgia Highlands College, a Visual Resources Curator at Queens College-City University of New York and an Evening and Weekend Reference Librarian at St. Francis College.

In Memorium

Remembering **Lorraine Summers**, December 14, 1946 - November 14, 2017

Former Southeastern Library Association President, Lorraine Dey Summers, 70, passed away in Tallahassee, Florida, on November 14, 2017. She was born to Joseph William Dey and Hilda Ritchey Dey. She is predeceased by her husband F. William Summers. She is survived by her sister Deborah Rudd (Douglas) of Keystone Heights,

Florida, and her brother William Dey (Ellen) of Danville, Virginia; three nieces and three nephews and many friends. Lorraine grew up in Keystone Heights, Florida, and graduated from Keystone Heights High School. She graduated from Florida State University with a B.A. in history and a B.A. in library science and an M.S. in library science.

Lorraine had a long and distinguished professional career. First employed as Extension Director at the Gainesville Public Library; she then became Federal Projects Coordinator for the State Library of Florida. She was promoted to the Assistant State Librarian position from which she retired in 2001.

During her career, Lorraine received many honors and recognitions and served as a leader in the national, regional, and state library community. Among her achievements were service on the Council of the American Library Association, its governing body; President of the Association of Specialized and Cooperative Library Agencies of the American Library Association; President of the Southeastern Library Association; and as an officer and Board member of the Florida Library Association. She was a member of Beta Phi Mu Library Science Honor Society and a member of Gamma Phi Beta Sorority.

These honors and recognitions only tell half the story. Many long-term SELA members can share remembrances that highlight her love of life and her interest in her friends and co-workers.

Kathleen Imhoff, former SELA President and Florida colleague of Lorraine added: "What I remember about her is how hard she worked to improve library service throughout the state. She mentored many new librarians and was a role model."

Linda Stith, former Kentucky Representative to the SELA board and ALA Chapter Councilor recalled: "I remember Lorraine as the consummate professional in the way she carried herself and served as a respected leader in the library world."

Another SELA President, Gordon Baker summed up Lorraine's life and career: "Lorraine Summers was a consummate librarian and library advocate. When she saw something that needing doing, she did it!"

Joe Forsee, preceded Lorraine as SELA President. He remembered how inclusive and welcoming Lorraine was even before she became an officer of our organization. "I can still see her in my mind's eye at one of the first SELA dinners I attended, strolling around tables talking to individuals, dramatically waving her cigarette in a holder, while wearing dress black slacks and a blouse--not a look one would often see at a dinner during those days! She sort of looked like a larger-than-life "Auntie Mame" kind of character...at least to me. She could be serious AND have a joking, fun time--not everyone can manage that."

Like Joe Forsee, I think of Lorraine as the life of the party but also as a leader and mentor to many. She would use every occasion from a black-tie event to a committee meeting to encourage young librarians to become more engaged and vested in our library organizations and profession. Untold librarians thank Lorraine for nudging them forward in their careers and providing sound counsel when needed.

Lorraine Summers will be missed by those that knew her and respected her throughout the library community.

The family requests that donations be made to Pisgah United Methodist Church, P.O. Box 165777, Tallahassee, Florida 32317.

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Contributed by Judith Gibbons

BOOK REVIEWS

Miriam Hopkins: Life and Films of a Hollywood Rebel.

Allan R. Ellenberger. Lexington: University Press of Kentucky, 2018. ISBN: 9780813174310 (Hardcover: acid-free paper); 9780813174327 (pdf); 9778-813174334 (epub) \$44.98. 360 p.

This matchless masterpiece is part of the University of Kentucky Press Screen Classics series, a group of monographs produced by University of Kentucky on movies connected to Kentucky. Miriam Hopkins grew up in Georgia. She was friends with Tennessee Williams and starred in his play *Battle of Angels*. Seventy-five black and white photographs of Miriam Hopkins and associates beautify the book encompassing pictures of Miriam Hopkins with her family, in films, television, and radio, family members, and one of her residences at Sutton Place, New York. The writing style is superior and enchants the reader with the glitzy and adventurous life of a beautiful actress Miriam Hopkins and her friends, family, boyfriends, coworkers, her adopted son Michael, and four husbands.

The Epilogue details facts about eighteen people very involved in Miriam Hopkins life. The bibliography consists of ninety-five excellent references. Eight hundred and eighty-three notes incorporates Notes divided by Prologue, the twenty-one chapters, and Epilogue. The Appendix covers all the performances of Miriam Hopkins partitioned by Stage Appearances, Filmography, and Television Appearances. The Stage Appearances include the name of the performance, the year and where the performance occurred, the cast, how many times performed, when it premiered, and who produced and wrote the performance. The Filmography embraces the name of the film, the year of the film, the film industry producer, cast, director, the length of the film, and when released. Television Appearances notes names and dates of the television shows, the television network such as NBC, ABC, or CBS, and the cast.

The fascinating book in addition lists the names and authors of the other forty-nine books in the University of Kentucky Screen Classics series. Some films Miriam Hopkins starred in are *Dr. Jekyll and Mr. Hyde* with Fredric March, *Design for Living* in conjunction with Gary Cooper, *The Stranger's Return* along with Lionel Barrymore, *She Loves Me Not* together with Bing Crosby, *The Old Maid* with Bette Davis, and *The Heiress* in the company of Olivia de Havilland and Montgomery Clift. Other films featuring Miriam Hopkins consist of *Virginia City* next to Errol Flynn, *Old Acquaintance* as well as Bette Davis, *Barbary Coast* alongside Edward G. Robinson and David Niven, *Fast and Loose* with Carole Lombard and Frank Morgan, and *The Smiling Lieutenant* plus Maurice Chevalier and Claudette Colbert.

Curiously, Miriam Hopkins was related to Charles Dickens and signers of the American Constitution and the Declaration of Independence. Miriam Hopkins resided in Palm Springs, New York Sutton Place, Santa Monica, and Beverly Hills. Hopkins displayed Monet, Picasso, and Rembrandt and vases from 1700s China in her homes. She was friends with Dorothy Parker, Theodore Dreiser, Kitty Carlisle, and Gertrude Stein. Miriam Hopkins vacationed in Munich, Budapest, and Russia and the Moscow Art Theatre. Further enchanting places where Miriam Hopkins vacationed are highlighted like Italy and Palazzo in Rome, Paris and Versailles, Catskills, and Key West. Miriam dined at New York's Quo Vadis. The book reveals her

exciting relationships with her four husbands, coworkers, family, friends, and various boyfriends. She worked with Paramount, MGM, Goldwyn, RKO, and Warner Brothers. Allan R. Ellenberger, the author, in addition wrote five other books such as *The Valentino Mystique: The Death and Aftermath of the Silent Movie Idol* and *Celebrities in the 1930 Census*. The recommendation for audience is anyone interested in dazzling film and theatre and film and theatre celebrities. The astonishingly detailed stunning success on Miriam Hopkins is perfect for public and academic libraries.

Melinda F. Matthews
University of Louisiana at Monroe Library

My Curious and Jocular Heroes: Tales and Tale-Spinners from Appalachia. Loyal Jones. Urbana: University of Illinois Press, 2017. ISBN 978-0252041136. \$95.00 (Cloth). ISBN 9780252082672. \$25.00 (Paper) 246 p.

Anyone who appreciates entertaining stories, plaintive ballads, and ribald humor will enjoy this collection of biographies of four of the pre-eminent folklorists of Appalachia. In *My Curious and Jocular Heroes: Tales and Tale-Spinners from Appalachia*, Loyal Jones, a recognized scholar in Appalachian folk life and lore, provides biographical sketches and samples from the collections of four Appalachian folklore luminaries: Bascom Lamar Lunsford, Josiah H. Combs, Cratis D. Williams and Leonard W. Roberts.

The former executive director of the Council of Southern Mountains and later director of the Appalachian Center at Berea College till 1993, Loyal Jones is a noted scholar in Appalachian studies with significant publications to his credit. His profiles of these four individuals and the selected material he includes to represent them, highlight the importance he places on entertaining to illustrate and instruct.

While all four men were eminent in their field, each brought something unique to the study of Appalachian folklife. Hailing from North Carolina, Bascom Lamar Lunsford, music collector and performer, was perhaps best known for his tireless promotion of the Mountain Dance and Folk Festival in Asheville, the first festival to focus on authentic Appalachian dance and music. Generous with his time and knowledge, he donated hours to recording memorized tales and songs for the archives at Columbia University and the Library of Congress.

Josiah H. Combs, born in the Kentucky mountains, achieved scholarly recognition with his dissertation from the University of Paris in 1925, *Folk-Songs of the Southern United States*, that was both a collection and examination of the Appalachian ballad tradition. Author of several other books devoted to the Kentucky highlands, he was also a dialectician and instrumental in applying his linguistic knowledge to studying the speech of his native mountain Kentuckians.

Cratis D. Williams, another Kentucky native, received academic kudos for his 1600 page dissertation *The Southern Mountaineer in Fact and Fiction* (New York University, 1961), and was an authority on Appalachian folklore and traditions, as well as a performer and raconteur. From 1946 to 1976 he served at Appalachian State University, formerly Appalachian State Teachers College, as faculty and later administrator.

Leonard Roberts, author of several books on Kentucky folklore, collected and documented the folktales and songs from his native East Kentucky and studied the evolution of tales and stories through expression and performance. He recognized that while the tales themselves were important, it was more crucial to understand how people thought about and told the stories, to truly comprehend Appalachian culture. He's remembered for his performances and narratives of local families with their collections of Appalachian folk tales and songs.

The charm of the book, however, lies in the ballads, tales, humorous stories and songs accompanying each of the short profiles. From the chosen selections, the reader gains an understanding of each man's interests and performance repertoire and can appreciate their contributions to the study of Southern Mountain folklore. With footnotes, bibliographical references, pictures and index, the book serves as an introductory resource to celebrated scholars in the field of Appalachian folklore, while also delighting the reader with samples of the oral traditions of the southern highlands. Recommended for academic and public libraries.

Melanie Dunn
University of Tennessee at Chattanooga

Patriots and Indians: Shaping Identity in Eighteenth-Century South Carolina. Jeff W. Dennis. Columbia, SC: The University of South Carolina Press, 2017. ISBN: 978-1-61117-756-5 (hardcover), 978-1-61117-757-2 (ebook), \$29.99. 240 p.

In his new book, Jeff Dennis closely examines the relationships between Native American and colonial leaders in the time period before, during, and immediately following the American Revolution in South Carolina. While other books have also looked at the history of Native Americans in South Carolina during the 18th century (M. Thomas Hatley's *The Dividing Paths*, Daniel J. Tortora's *Carolina in Crisis*), this book focuses specifically on how the interactions between the Native American and colonial leaders influenced the course of events and the beginnings of the formation of an American identity. In the introduction, the author points out that the "full story of American Revolutionaries and Native Americans is too rich and multifarious to examine comprehensively in one text" and that instead the book focuses primarily on South Carolina. South Carolina was the colony which was geographically closest to the greatest number of Native Americans in the pre-revolution time period covered by the book, making it an important location for examining the interrelationships and interactions between these cultures.

The book is arranged chronologically, beginning near the start of the Cherokee War of 1759-61 and ending in the time period immediately following the American Revolution. South Carolina colonial leaders discussed in the book include Thomas Sumter, Francis Marion, Andrew Pickens, William Henry Drayton, Henry Laurens, Christopher Gadsden, and William Moultrie. A small selection of primary source illustrations, maps, and paintings are also included in the text, as well as an extensive reference section and bibliography. For libraries where there is interest in Revolutionary War or Native American history, this book will fill a gap in collections and is highly recommended.

Allison Faix
Coastal Carolina University

Beyond the Crossroads: The Devil and the Blues Tradition Adam Gussow. Chapel Hill: The University of North Carolina Press, 2017. ISBN 978-1-4696-3366-4 (pbk: \$29.95); 978-1-4696-3365-7 (Hard: \$90); 978-1-4696-3367-1 (Ebook: \$19.99). 416 p.

In the little southern town where I was born and lived in the 40s and 50s there was a small white lone clapboard house on a hill overlooking the town center. The town consisted of a gas station, a bank, a post office, a few retail shops, a library and two churches.

The little house seemed to be closed to the public and no one appeared in the yard or on the porch. One day I asked Daddy, "who lives there?". He hesitated and then said, "That house is a place where people "drink, play cards, smoke and cut each other with knives so never go there".

At home, one day, I asked Mom if I could learn to play cards with the kids in the neighborhood and she said it was a sin to play cards. Later I asked if I might go to the Friday night dances at the music hall or go to the new movie theatre that recently opened. She said it was a sin to play cards, to dance and to go to movies (unless the movie was about Jesus or cowboys).

Neither parent took the leap to tell me that sin and the devil were linked but I took that leap and believed that the places I wanted to go and the things I wanted to do were "the devil's workshop".

Reading the amazingly intense research Adam Gussow provides in "Beyond the Crossroads--The Devil and the Blues Tradition", I am reminded of that little town of my birth. I am reminded of my parents who saw sin and the Devil in places that fill the lyrics of blues music.

Most fascinating was my learning of Robert Johnson, 1911-1938, and his spiritual experiences at the "Crossroads in Clarksdale, Mississippi". Venturing beyond Gussow's writing to scanning various blues websites and listening to

recordings of blues music was great fun for me. This book is a treasure for anyone who loves blues music. Gussow led me to appreciate blues music beyond my expectations. He encouraged me to see blues music as a means of expression for life's struggles.

Gussow's research has a double focus which he says is: "a thematic study that pays attention to the lyrics of recorded blues songs and ...a cultural study that seeks to tell a story about blues-invested southern lives, black and white, by mining an extensive array of sources, including government documents, church archives, telephone directories and personal interviews" (p.1). I recommend this 404 page book as a must for academic, public and music libraries.

See www.youtube.blues

*"The blues is like the devil...it comes on you like a spell
The blues is like the devil...it comes on you like a spell
Blues will leave your heart full of trouble...and your poor
mind full of hell"*

Lonnie Johnson, "Devil's Got The Blues" (1938) (p.1)

Carol Walker Jordan, PhD.

University of North Carolina, Greensboro (retired)

The Three Graces of Val-Kill: Eleanor Roosevelt, Marion Dickerman, and Nancy Cook in the Place They Made Their Own. Emily Herring Wilson Chapel Hill: The University of North Carolina Press, 2017. ISBN 978-1-4696-3583-5 (Hard: \$25); 978-1-4696-3584-2 (Ebook: \$19.99). 232 p.

Women in the United States who were born and grew up in the 40s through the 80s might have come to form strong opinions of Eleanor Roosevelt. I know I did. I developed great respect for her devotion and advocacy of social issues of the lives of poor and underprivileged citizens.

From Eleanor's life, I came to believe that families deserved opportunities to live in safe and dependable housing, work at jobs that provided a livable wage, have access to medical care and medicines, and have equal educational opportunities. To me, Eleanor Roosevelt was a heroine who sacrificed her privileged life as a wealthy patron of society and the arts to become a social advocate to better the lives of men and women who were suffering in our country.

Through Eleanor, I learned and believed that the wealthy of society need to form a government and government programs that secure opportunities for the poor citizens of our country and guarantee the rights laid out in our Constitution and the Bill of Rights.

Little did I know of her personal life of friends, family and acquaintances. Emily Herring's research into those avenues of Eleanor's life opened doors to an Eleanor I did not know. A simple suggestion by Franklin Roosevelt, "Why shouldn't you three have a cottage here of your own?" (p.33) "Here" to Franklin and Eleanor was a piece of property Franklin gave to Eleanor on the Roosevelt estate in Hyde Park in New York. The suggestion that Eleanor have a cottage in which she and two friends might live and develop a private life of away from him, his Mother, her children, and others seemed a completely new "Eleanor" I did not know existed.

Emily Herring Wilson will take you as she took me to discover the Eleanor I did not know. I leave the discovery to you as you will find an Eleanor who learns her interpersonal relational strengths and weaknesses beyond the socialite patron. You will see a political savvy that is tested against personal desires and political American and international responsibilities.

Recommended for university, public and historical society libraries.

Carol Walker Jordan, PhD.

University of North Carolina, Greensboro (retired)

Hitchhiker: Stories from the Kentucky Homefront. Bob Thompson. Lexington: University Press of Kentucky, 2017. ISBN 978-0-8131-7428-0 (cloth); 978-0-8131-7429-7 (web pdf); 978-0-8131-7430-3 (epub). \$29. 166 p.

This is a book of stories! For all who love a book that ties chapter after chapter together while offering different settings, different characters, and different endings that surprise and startle, this is the book for you! Author Bob Thompson is presented to us as a storyteller “who never tells the same story twice and doesn’t tell other people’s stories” (p vii). As a raving fan of Ron Rash, my favorite writer of Western North Carolina fiction, I began to scan Bob Thompson’s book with doubts I’d be able to find the writing and storytelling of comparable interest.

However, Thompson’s background as a “professional engineer, storyteller, writer, event producer, Kentucky Colonel, Self-appointed “Commissioner of Kentucky Front Porches, and Resident Front Porch Philosopher on his National Public Radio Show” (p.vii) enticed me flipped through the pages and try out one story! After “Tommy” and “Turtles” and “Fox” and “Hal and George”, I was hooked! I returned to his “Introduction” and sped from story to story. The delightful gallery of black and white photos of his family and his adventures enlivened my experiences with the stories.

Can I say that Bob Thompson’s story telling is as enjoyable as Ron Rash’s “Burning Bright” and “Chemistry and Other Stories”? Yes, I can without hesitation recommend the stories in “Hitchhiker—Stories from the Kentucky Homefront”. I will leave the comparisons to you! Enjoy!

Recommend for public libraries and liberal arts course material for faculty and students in colleges and universities.

*Carol Walker Jordan, PhD.
University of North Carolina, Greensboro (retired)*

The Beer Cheese Book. Garin Pirnia. Lexington: University Press of Kentucky, 2017. ISBN 978-0-8131-7466-2 (hardcover: acid-free paper). \$24.95. 197 p.

This terrific read takes you on a journey to the world of beer cheese that started in Winchester, Kentucky. The author Garin Pirnia has lived in Covington, Kentucky since 2011. Ms. Pirnia has been a contestant and a judge in the Winchester Kentucky Beer Cheese Festival. Two pictures of the Beer Cheese Festival in Winchester, Kentucky are shared. The Beer Cheese Festival has music, crafts, wine selling, jewelry selling, and other product selling. The writing style is clear and catches the reader’s attention. The book gives great details on where to obtain the delicious beer cheese and how to prepare the tasty beer cheese. The charming contents include Contents, Introduction, 1. History, 2. Recipes, 3. The Trail, 4. The Festival and the Contest, 5. Restaurants and Bars, 6. Makers and Brands, Retail and Restaurant Guide, Acknowledgments, and Index.

The fifteen good quality black and white photographs are expressive and engage the readers in the fascinating discussion of beer cheese and yummy beer cheese recipes. Delectable sounding concoctions pictured are the beer cheese cupcake, beer cheese on French fries or potato chips, beer cheese with pickles, crackers, celery, and pretzels, and beer cheese in a biscuit, a burger, and a cheese ball. The detailed narration of beer cheese supplies twenty-one beer cheese recipes and nine short beer cheese recipes such as grilled (beer) cheese sandwich and beer cheese pizza using beer cheese rather than tomato paste. The text is supported by a map of Winchester, Kentucky’s Winchester’s Beer Cheese Trail covering eight locations with names, addresses, and phone numbers offering beer cheese such as Cairn Coffee House, Hall’s on the River, Waterfront Grille & Gathering, JK’s at Forest Grove, Full Circle market, Woody’s Sports Bar & Grill, Gaunce’s Deli & Café, and DJ’s Bar and Grill. A marvelous Retail and Restaurant Guide lists names of producers of beer cheese, the cities they are established, and websites. Twelve spots to buy beer cheese and their addresses and websites are furnished. Eateries that deal in beer cheese, their addresses, and phone numbers are mentioned including the following. Two restaurants are noted in Harrodsburg and Danville of Kentucky and Ohio. Eleven eating places are mentioned in Lexington. Thirteen eating locales are documented in

Louisville. Eleven spots to partake of beer cheese in Northern Kentucky and Southern Ohio are furnished. The monologue mentions ten places to dine on beer cheese in Winchester. Also alluded to are two locations in Up North Chicago that have beer cheese on their menus. The guide also notes four restaurants in New York City. The dynamic beer cheese volume bestows a restaurant in Wisconsin and a restaurant in Michigan to have a meal of enjoyable beer cheese.

The delightful beer cheese small chef-d'oeuvre points out gluten-free beer cheese created by Bell's Beer Cheese and Full Circle Market can be purchased at Lexington's Good Food Co-op. Bell's Beer Cheese gluten-free beer cheese is available at Louisville's Baptist Health Hospital's cafeteria, Lexington's Critchfield Meats, and Edgewood, Kentucky's Discount Wine and Spirits. Numerous ingredients can be included in beer cheese such as cayenne pepper, sharp cheddar cheese, garlic, bourbon, pimento cheese, flat beer, boiled beer, snappy cheese, Worcestershire sauce, and onions. More are Tabasco sauce, cream cheese, Velveeta, processed cheese, red pepper, chili powder, red hot sauce, anchovies, and oleo. Others are jalapenos, soy sauce, horseradish mustard, olives, ketchup, paprika, chicken broth, and dry mustard. Additional fixings consist of tomato paste, Swiss cheese, and caramelized onions. Several names of cookbooks with beer cheese recipes are alluded to.

Fascinatingly, Hall's on the River restaurant in Winchester, Kentucky the birthplace of the legendary beer cheese wine and dined the Queen of England with beer cheese who bought a supply to return to England. A superb tourist magnetism to Kentucky in addition to beer cheese are discussions of Kentucky attractions. A few are Beaumont Inn, Kentucky's longest in business bed and breakfast, Holly Hill Inn, Equus Run Vineyards, the Kentucky Derby, bourbon, Old Friends Thoroughbred Farm, Jim Beam Nature Preserve, Kentucky Doughnut Trail, Sergio's World Beers, 21c Museum Hotel, NuLu, and Kentucky Rushmore. Locations with beer cheese in New York City, Chicago, Wisconsin, Cincinnati, and Dayton are related. The recommendation for audience is anyone interested in beer cheese. The enchanting dainty beer cheese guide is marvelous for public and academic libraries and as a gift.

Melinda F. Matthews
University of Louisiana at Monroe

The Southern Foodways Alliance Guide to Cocktails. Sara Camp Milam and Jerry Slater. Photographs by Andrew Thomas Lee. Athens: The University of Georgia Press, 2017. ISBN 978-0-8203-5159-9 (hardcover: alk.paper) \$29.95. 202 p.

The fabulous achievement features eighty-eight recipes on delicious cocktails and eleven tasty food recipes. The compendium includes Contents, List of Sidebars, Preface, Introduction, ten enchanting chapters, Vishwesh Bhatt's Cocktail Bites (or, Never Drink on an Empty Stomach), Tools, Techniques, Glassware, Drink Categories, Acknowledgments, Credits, Bibliography, Contributors, About the Southern Foodways Alliance, Index of Names, and Index of Drinks and Ingredients. The ten chapters are Day Drinking, Shake It Up, Top with Bubbles, Juleps, Cobblers, and Their Kin, Have Fun with Your Drink, Stirred and Boozy, Spirits, Enhanced, Potent Prescriptions, Strong Finishes, and Enough to Go Around. This work discusses beautiful hotel bars, eateries, and delightful drinks and food in the South. The writing style is entertaining and articulate. Oxford, Mississippi is the residence of Sara Camp Milam who graduated from University of North Carolina Chapel Hill with a folklore M.A. degree. She is the editor of Southern Foodways Alliance. Southern Foodways Alliance, located at University of Mississippi's Center for the Study of Southern Culture, researches cookery in the southern United States. *Gravy* is a periodical by Southern Foodways Alliance. Bostwick, Georgia is the residence of Jerry Slater. Mr. Slater and his wife Krista will start a new eatery in Athens, Georgia.

Enchanting data on cocktails and their fascinating histories initiates each chapter followed by the recipes for the concoctions. Twenty-three bright vividly colored photographs of some of the refreshing blends entice readers to try the delightful combinations. An example is instructions for brandy milk punch from Brennan's restaurant of New Orleans complemented by an inviting

picture of the brandy milk punch. A color photograph of five scrumptious cuisine items commences the section Vishwesh Bhatt's Cocktail Bites (or, Never Drink on an Empty Stomach) including eleven delectable cooking recipes from Snackbar eatery in Oxford, Mississippi. A world class shrimp toast recipe from China and Vietnam is showcased.

An interesting color picture of tools to create the mixtures adds to a list of twenty cocktail tools and their descriptions. A part named Glassware supplies details on seven lovely types of glasses along with a pretty picture of the seven glasses. The Drink Categories section clarifies twelve terms related to cocktails such as collins, cobbler, crusta, daisy, fizz, flip, frappe, highball, julep, rickey, sour, and toddy. Fifteen thought-provoking divisions Sidebars are one to two page coverage of data about drinks. For example, Sidebar Church Lady Punch discusses drinks without alcohol such as freezing Tom Collins mix or combining sherbet with carbonated items. The part Techniques explains twenty-four methods to developing cocktails. Eight good quality color photographs of the techniques catch the attention of the readers reading about the techniques. Two accurate and useful indexes are Index of Names and Index of Drinks and Ingredients. The book provides twenty-seven good quality color photographs of the contributing authors with biographical descriptions. The Bibliography consists of eighty-one references divided by twenty-eight books, thirty-seven articles, and six multimedia items.

Recipes of legendary cocktails and the celebrated places that sell them are disclosed. A few unusual drinks are Charleston, South Carolina's natural blonde Bloody Mary using yellow tomatoes, Oregano Cobbler containing fresh oregano, Savannah Georgia's Chatham Artillery Punch, Ruby Slipper utilizing grapefruit juice, and Bitter Heart with artichoke amaro, Cynar. The brilliant detailed collection of cocktail instructions and histories is excellent for public and academic libraries and researchers of cocktails.

Melinda F. Matthews
University of Louisiana at Monroe Library

Who Killed Betty Gail Brown? Murder, Mistrial, and Mystery. Robert G. Lawson. Lexington: University Press of Kentucky, 2017. ISBN 978-0-8131-7462-4 (cloth); 978-0-8131-7464-8 (epub); 978-0-8131-7463-1 (epub). \$34.95. 216 p.

Who Killed Betty Gail Brown? Murder, Mistrial, and Mystery follows the final hours of life for Betty Gail Brown, the investigation into her death, and the trial that ensued. Brown was 19 and in her second year at Transylvania College when she disappeared on the evening of October 26, 1961. She was leaving a gathering at one of the dormitories on campus to go home but never made it home. Shortly after midnight, worried about her daughter and the lateness of the hour, Quincy Brown began a search for her around campus, and called police when she did not find her. Around 3:00 A.M., Betty Gail's body was found, strangled, in her car on campus only a few blocks from the dormitory where she had been earlier. She had an upstanding reputation; a young lady who was liked by everyone she knew, and very active religiously.

Forensics of the time determined that Betty Gail had died from "suffocation from strangulation by external force applied in such a manner as to produce abrasions about the neck with crushing and hemorrhage into the larynx." The murder weapon was determined to be the victim's bra, although, no rape seemed to have occurred and the rest of her clothes were intact. There was no obvious answer concerning why she was killed, or who may have been responsible. From more than one hundred interviews conducted, investigators learned very little that was considered relevant enough to be included in the police report. One thing they did learn, Betty Gail was very careful about locking the doors of her car and would not have opened them to a stranger. This made some investigators believe that the victim and killer were acquaintances.

During the following months, as frenzied newspapers printed many details of the murder (some of which were not public disclosure), numerous suspects arose. All of the suspects were dismissed for lack of evidence. Perhaps one of the most plausible suspects detained for the crime included a former student of Transylvania College who was found and arrested in a New York City park possessing several newspaper clippings about the girl's death. He claimed the clippings had been sent to him by a friend who was a student at the time of the murder. Both the man arrested, as well as the person who had sent him the newspaper clippings, were properly investigated and dismissed.

On January 16, 1965, a thirty three year old man named Alex Arnold Jr., was in Klamath Falls, Oregon. He had stopped in Klamath Falls amidst a cross country journey that he was taking after being released from prison in Kentucky. He had been born, and had lived most of his life in Lexington, with the exception of two years during the Korean War, and one year of incarceration in LaGrange, Kentucky. On this day, Arnold had become intoxicated and lost control of his behavior. He was arrested for disorderly conduct in a public place. Little did he know, this would be the end of his cross country trek, and land him as the major suspect in the murder of Betty Gail Brown, specifically because he confessed to the crime but was released after trial because of a deadlocked jury.

In telling the story of the brutal murder of a beautiful young woman and the hunt for closure, Lawson weaves together a combination of statements from the investigation, with firsthand knowledge and good research. It is interesting to view these events through the eyes of someone who was in law school at the University of Kentucky at the time of the murder, and who later served as an attorney for the defense of the man who confessed to committing the crime. At the time of the event, Lawson followed newspaper account of the killing for months, and found the story to be, in his own words, "sadly intriguing". Lawson says he never dreamed that he would enter the case as a player but when Arnold was arrested, he was asked to serve this post by a senior member of the firm. Like the jury that ended deadlocked, causing a mistrial, Lawson admits that he is not sure if Arnold was guilty or not. He states that he is not even sure if Arnold knew if he was guilty or innocent. Lawson's writing is interesting and compelling. He logically follows the course of events, coming to the conclusion that there is really no conclusion at all.

The question remains, who killed Betty Gail Brown? The mystery remains to this day, and an even more mysterious question that Lawson poses is, who would **want** to kill Betty Gail Brown?

*Barbara Kelly
Faulkner University*

Guidelines for Submissions and Author Instructions
The Southeastern Librarian

The Southeastern Librarian (SELn) is the official publication of the Southeastern Library Association (SELA). The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective.

1. Articles need not be of a scholarly nature but should address professional concerns of the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
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3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.
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SELn Editor
503A Steely Library
Northern Kentucky University
Highland Heights, KY 41099
bratcher@nku.edu

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Louisville, KY 40292
tylergoldberg@louisville.edu

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Tuscaloosa, AL 35487-0252
astephen@bama.ua.edu

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800 University Way
Spartanburg, SC 29303
CMcCutcheon@uscupstate.edu

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SELA State Representatives

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Arkansas:
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crystal.gates@lamanlibrary.org

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Louisiana:
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Nicholls State University
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Thibodaux, LA, 70310
Hayley.johnson@nicholls.edu

Sarah Simms
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Ellender Memorial Library
Nicholls State University
PO Box 2028
Thibodaux, LA 70310
sarah.simms@nicholls.edu

Mississippi:
Melissa Dennis
Outreach & Instruction Librarian
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1 Library Loop
University, MS 38677
mdennis@olemiss.edu

North Carolina:
Wanda Brown
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brownw@wfu.edu

South Carolina:
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Tennessee:
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Library
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breanna.bowen@cabell.lib.wv.us

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