President’s Column ...................................................................................................................................................................................................................... 2

Articles

A Comparative Study of Resource and Service Needs of International Students at an Academic Library
Jia He .......................................................................................................................................................................................................................... 3

The Value of the American Council of Learned Societies (ACLS) Humanities E-Book Collection: Is It Worth the Cost?
Rickey D. Best and Jessica B. Hayes ..............................................................................................................................................................................15

Four Weeks in Normandy: A Reference Librarian in France
Carley Knight ............................................................................................................................................................................................................ 23

News Items

SELA/General News ................................................................................................................................................................................................. 25

Personnel News .................................................................................................................................................................................................... 25

Book Reviews

Charleston: City of Gardens
Review by Melinda F. Matthews ............................................................................................................................................................................... 25

A South Carolina Upcountry Saga: The Civil War Letters of Barham Boho Foster and his Family, 1860-1863
Review by Tim Dodge ................................................................................................................................................................................................... 26

Order and Ardor: The Revival Spirituality of Oliver Hart and the Regular Baptists in Eighteenth-Century South Carolina
Review by Carol Walker Jordan .................................................................................................................................................................................. 28

Mothers and Strangers: Essays on Motherhood From the New South
Review by Carol Walker Jordan .................................................................................................................................................................................. 28

Lethal State: A History of the Death Penalty in North Carolina
Review by Carol Walker Jordan .................................................................................................................................................................................. 29

Regular Features

Guidelines for Submission and Author Instructions ........................................................................................................................................... 30

Editorial Staff & State Representatives ......................................................................................................................................................... 31
PRESIDENT’S COLUMN

An important part of getting a new SELA biennium underway is to ensure as many leadership positions are filled as possible. Without SELA members serving as chairs or chairs-elect or secretaries, etc., the numerous committees, sections, and round tables comprising SELA would not be able to function. I am truly grateful to the several dozen people I contacted and who kindly agreed to be nominated for election to office or agreed to be appointed or reappointed or confirmed in office. As of this date all committees, sections, and round tables have a chair and several have a chair-elect or co-chair as the case may be. Most SELA state representatives are in place although at least three states can be expected to elect a new state representative this year. Without these active SELA members who have volunteered to serve in these positions and without the Executive Committee, SELA really can’t function as a professional association. Many of you reading this are members of one or more of these SELA units. Please consider responding when the chair of your committee, section, or round table calls for volunteers on a project or initiative. We need your active participation and, for those interested in serving in SELA leadership, this is how you get noticed and appreciated – and nominated.

Be sure to watch the SELA listserv for more information concerning the forthcoming joint conference with the Arkansas Library Association taking place September 27-29 at the Embassy Suites in Hot Springs. I hope many of you reading this will have submitted a program proposal. I’m looking forward to my first visit to Arkansas since the last time SELA and ArLA hosted a joint conference which was in Little Rock in 2010.

Finally, I’d like to take this opportunity to encourage people to read The Library Book by Susan Orlean (New York: Simon & Schuster, 2018). This is an absolutely riveting account of the 1986 Los Angeles Public Library fire. In addition to covering the tragedy itself and the not completely conclusive investigation into who set the fire, Orlean provides a fascinating account of the library’s operations and the many library employees whom she interviews decades after the fire itself. The history of the Los Angeles Public Library and some of its very colorful directors makes for great reading. As a librarian I really take heart from reading about the many amazing, hard-working, dedicated, and, yes, sometimes eccentric people who make up the staff past and present of that library. The portrait of librarians and libraries in general painted by Susan Orlean is positive and inspiring. So glad back in the Summer of 1979 that I made a then seemingly casual decision to seek a career as a librarian. Little did I know just how fulfilling this career would be. I would not be surprised if some readers of The Library Book, casting about what to do after college, as I was that Summer of ’79, decide to become a librarian.

Tim Dodge
Auburn University
Introduction

International students constitute a large part of the student population on campuses in the United States. According to Open Doors Report of the U.S. Institution of International Education (2017), the number of international students in the United States was 582,984 in 2007. Ten years later, this number increased by 85% to 1,078,822, which means the total population of international students in the United States nearly doubled in the last decade (Institution of International Education, 2017). In 2017, the population of foreign students in Alabama was 9,549, which ranked 29th in the United States (Institution of International Education, 2017).

The University of South Alabama is a public university in the city of Mobile, Alabama. At 1,391 international students’ enrollment, University of South Alabama has the 3rd highest number of international students in Alabama for 2017 (Institution of International Education, 2017). International student enrollment brought challenges to different departments on campus involved with helping students become accustomed to the learning environment, deal with language issues, and be successful in their academic study. University libraries face the same challenges due to the increased appearance of international students on campus. To better serve this group of students, it is necessary for university libraries to understand the needs, satisfaction, and expectations of international students at the library.

The Liaison Librarian for International Students at University of South Alabama conducted a research survey of two groups of international students: incoming and currently enrolled. This survey seeks to understand the needs, satisfaction, and expectations of international students at academic libraries and to discover relevant library programs to better serve international students. This will be accomplished by comparatively analyzing two groups of international students’ demographic data, previous library experiences in their country of origin, and academic library experiences at the University of South Alabama.

Literature Review

Research about library and information services for international students at academic libraries has been conducted for two decades. Generally, researchers analyzed the challenges and difficulties international students face at the library, discovered international students’ library needs and information-seeking behavior, and suggested effective solutions to better serve them at academic libraries.

Baron and Strout-Dapazb (2001) revealed “language/communication problems; adjusting to a new educational/library system; and general cultural adjustments” (p. 314) as three challenges of international students at the library. Due to these challenges, international students studying in the United States, especially for those whose native language is not English, “may face several hurdles not experienced by their American counterparts. Such differing expectations can lead to accusations of plagiarism, which can then bring about consequences ranging from lost points on an assignment to severe academic penalties” (Amsberry, 2010, p. 31).

Plagiarism is a serious issue among international students at universities in the United States; however, plagiarism should be avoidable if these students are prepared with the adequate information literacy skills after they begin study in the United States. Baron and Strout-Dapazb (2001) suggested a model for librarians to help international students build their library skills “by weaving together ACRL’s Information Literacy Competency Standards with the communication, educational and cultural adjustments international students encounter when studying in the USA” (p. 314).

Researchers frequently used survey questionnaires to discover international students’ library needs and information-seeking behaviors. Jackson (2005) conducted a survey to assess incoming international students’ library and computer experience at San Jose State University. Results showed that “technical computer skills no longer appear to be a barrier to successful library research for incoming international students, strong information competence programs for these students do not need to focus on computer literacy” (Jackson, 2005, p. 207). Instead, Jackson (2005) recommended “library programs can concentrate on critical thinking and higher-level information competence skills, such as developing search strategies, and choosing and evaluating resources appropriate to university-level research” (p. 207).

Yi (2007) surveyed international students at Texas Woman’s University to understand their perceptions of information needs and use. His study demonstrated library and information needs of international students as “frequently need[ing] information for augmenting their academic course work, improving library skills, and
enhancing their use of software application” (Yi, 2007, p. 671). His study additionally stated that the higher education level international students attained, “the more likely they are to use databases, remote access to the library offerings, and e-journals frequently” (Yi, 2007, p. 671). These research findings helped librarians to understand international students’ information-seeking preferences and provide target-oriented library service to them.

Liao, Finn, and Lu’s study (2007) surveyed the information needs of international and domestic graduate students at Virginia Tech. Their research found that “library electronic resources are preferred to other information sources and all graduate students value accessibility and convenience of access as the most important factors when seeking information resources” (Liao et al., 2007, p. 23). However, results of their study found “that international students use libraries much more actively and often than American students during their graduate studies” (Liao et al., 2007, p. 23). Further, “compared with American graduate students, the bond between international students and their departments is much tighter” (Liao et al., 2007, p. 24). Therefore, they suggested university libraries should increase the cooperation with other academic departments by using the advantage from this integration into the instructional and research fabric of different academic units (Liao et al., 2007, p. 24).

Outside the United States, researchers from other countries also tried to discover international students’ library experiences to find ways to better serve them. Hughes, Hall, and Pozzi (2017) researched the library experience and information literacy learning needs of first-year international students at a university in Australia. Their study showed the similarity of information literacy learning needs between international students and domestic students (Hughes et al., 2017, p.318). However, “low attendance at information literacy classes, infrequent consultation with librarians, and minimal use of online help” (Hughes et al., 2017, p.318) are still the problems in international students’ information literacy learning. According to the research findings, they recommended “an extensive, targeted promotion of the library to international students” (Hughes et al., 2017, p.318).

In Canada, Ishimura, Howard, and Moukdad’s (2007) study identified Japanese students’ information literacy skills and their needs in completing assignments at their universities (p.7). Their study showed that Japanese students do have certain information literacy skills; however, they still need further supports from the library (Ishimura, et al., 2007, p.18). To help international students improve their information literacy skills, outreach and campus-wide collaboration are very important for academic libraries (Ishimura, et al., 2007, p.18).

Previous research did attract academic librarians’ attention and they began to think about how best to serve international students. However, most previous research was conducted ten years ago or earlier, which means some research findings may need to be adjusted or may no longer apply to the new generation of international students. In addition, most previous research focused on the differences and similarities between international students and domestic students at academic libraries. By contrast, research rarely was conducted to compare the differences and similarities of library service and resource needs between different groups of international students. However, international students’ library needs may vary due to their different ages, countries of origin, and length of stay within the United States. In order to better serve international students, it is necessary to investigate different library needs, levels of satisfaction, and expectations between different groups of international students.

**Methodology**

The research utilized a survey method to explore the differences and similarities of library resource and service needs between incoming and currently enrolled international students. An anonymous online survey was published on Qualtrics survey software from July 13 to September 28, 2018. With the assistance of the Office of International Education and Global USA at the University of South Alabama, a cover letter and survey link were sent to international students via their email list or distributed in person. A request for survey respondents was also posted on the University Daily Digest mass mailing list. In total, 120 valid responses (52 from incoming international students and 68 from enrolled international students) were collected by September 2018.

The research was carried out by a 17-item online survey questionnaire which consisted of four parts. Part 1 was structured to discover the demographic information of incoming and enrolled international students. Part 2 was structured to discover the previous library experience of incoming and enrolled international students in their home countries. Part 3 was structured to explore the library experience of incoming and enrolled international students at the University of South Alabama. Part 4 was structured to include open-ended questions concerning library satisfaction and the expectations of incoming and enrolled international students.

The research utilizes statistical analysis methods to study the following areas:

Investigate the relationship between the length of stay in the United States of international students and their information-seeking behavior.

1. Investigate the relationship between previous library experience in the home countries of international students and their current library utilization at the University of South Alabama.
2. Explore the plagiarism acknowledgement and citation class experience of international students in their home counties and in the United States.
3. Investigate the relationship between English proficiency and international student library experiences at the University of South Alabama.
4. Compare the library resource and service expectations and satisfaction of incoming international students to that of currently enrolled international students.

5. Discover targeted library resources and services for incoming and enrolled international students.

Results and Discussion

Part 1: Demographic Data

At the University of South Alabama, despite earlier growth, international student enrollment began to decline in 2016. According to the University of South Alabama Fact Book, international student enrollment decreased by nearly 33% from 1,407 to 937 between Fall 2016 and Fall 2017 (University of South Alabama, 2016-2017). This is indicative of an overall downward trend in which 45% of American universities reported a drop in incoming international students the following year (Redden, 2017). Reasons for the drop in international students coming to the United States include competition from universities in other nations such as Australia and Canada, as well as a travel ban ordered by President Donald Trump on people from several Muslim-majority nations. (Lynn, 2018).

For currently enrolled international students, there are 68 survey respondents representing a total of 28 countries. India (18%), China (13%), and Kuwait (10%) are the primary countries represented. For incoming international students, there are 52 survey respondents representing a total of 14 countries. China (31%), India (25%), and Germany (18%) are the top three countries represented (see Figure 1).

For currently enrolled international students, majors of study can be categorized as Engineering (28%), Computer Science/Information Technology (16%), Business (15%), Medical Science (12%), and other (29%). Comparatively, new students’ majors of study are Medical Science (35%), Computer Science/Information Technology (21%), Engineering (15%), Business (14%), and other (15%). Survey responses show Medical Science becoming a new preferred study area for international students at the University of South Alabama.

Degree levels of international students’ study at the University of South Alabama have changed slightly as well. Survey results show the status of enrolled international students on campus break down as undergraduate (56%), master graduate (26%), doctoral graduate (15%), and other (3%). By contrast, for incoming international students, 51% are master graduates, 37% are undergraduates, and 12% are doctoral graduates, which indicate an increasing number of international students enrolled in master’s programs at the University of South Alabama.

Length of time in the host country is one of the main factors that impacts successful information-seeking behavior of international students because “they would be more familiar with library facilities, education system, self-study and searching in e-databases” (Meratian Esfahani & Chang, 2012, p.5). Therefore, survey responses from enrolled international students will help university libraries better understand their library resource and service needs. In comparison, responses from incoming international students help university libraries better understand international students’ first impressions of the library. At the University of South Alabama, survey results indicate nearly half of currently enrolled international students (43%) have lived in United States for one to three years. For incoming international students, the majority (81%) have been in the United States less than a month (see Figure 2).

Part 2: Previous Library Experience of International Students in their Home Countries

Survey responses indicate that online library databases, online library catalogs, circulation, and the Ask a Librarian service are the main library services both incoming and enrolled international students used in their home countries. This identifies that international students are familiar with similar library resources and services provided in both their home country and the United States. However, survey responses also show that library services such as WorldCat, writing center, course reserve, and interlibrary loan are comparatively new concepts to international students (see Figures 3 and 4).

When asked about plagiarism and information literacy class experience, only 4% of incoming international students acknowledge plagiarism and take information literacy classes in the United States. By contrast, for enrolled students, 51% acknowledge plagiarism and take information literacy classes in the United States. This indicates an improvement of plagiarism acknowledgement and information literacy class experience after international students began study at the university. However, 38% of enrolled international students and 62% of incoming international students acknowledge plagiarism but do not take information literacy classes in either their home country or the United States. Even more troubling, nearly 6% of enrolled international students and 13% of incoming international students neither acknowledge plagiarism nor take information literacy classes (see Figure 5).

When survey responses are divided by international students’ degrees, it shows master students are the weakest population of plagiarism acknowledgment and information literacy skills (see Figure 6). Even though 21% of master students acknowledge that plagiarism exists, there is no information literacy class provided to them. Compared to undergraduates (21%), only 7% of master students take information literacy classes in the United States. The problem is, unlike domestic graduate students, international graduate students rarely took information literacy classes in their home countries before coming to the United States. In addition, introductory English composition classes such as EH 102 are not provided to graduate students at the University of South Alabama. This means international students who come to the university for their master’s or
doctoral degree may miss the chance of taking any information literacy classes. Universities assume these international graduate students have taken these classes in their home countries and have attained the information literature skills needed for their research papers, which is often not the case. Therefore, it is necessary to provide information literacy classes to international students and especially to these graduate students.

Part 4: Library Satisfaction and Expectations of International Students at the University of South Alabama

Survey results indicate similar preference of using major library resources and services from both groups of international students. Print materials, databases and e-references, and electronic resources are the top three useful library resources and services that both enrolled and incoming international students select. By contrast, government documents, media, course reserve, interlibrary loan, and research consultation are rarely used by either group of international students (see Figures 7 and 8). As mentioned before, government documents, course reserve, interlibrary loan, and research consultation are new library concepts to international students because such resources and service are rarely provided at the libraries in their home countries. Most international students do not use these library resources and services often due to unfamiliarity. Some international students do not even realize such resources and services are provided to them at the university libraries. Therefore, it is necessary to provide a library tour or library orientation to introduce available library resources and services to international students before they begin their studies at the university.

English proficiency is an important factor which impacts successful information-seeking behavior of international students (Meratian Esfahani et al., 2012, p.4). When asked about English proficiency, a number of incoming international students think they have problems in English speaking (32%), listening (27%), reading (15%), and writing (29%). By comparison, a smaller number of currently enrolled international students believe they have problems in English speaking (5%), listening (5%), reading (3%), and writing (9%), which indicates a comprehensive improvement in their English proficiency after they begin study at the university (see Figure 9). Overall, most international students are confident in their English and do not believe it to be a problem when using the library.

Part 3: Library Experience of International Students at the University of South Alabama

Survey results indicate similar preference of using major library resources and services from both groups of international students. Print materials, databases and e-references, and electronic resources are the top three useful library resources and services that both enrolled and incoming international students select. By contrast, government documents, media, course reserve, interlibrary loan, and research consultation are rarely used by either group of international students (see Figures 7 and 8). As mentioned before, government documents, course reserve, interlibrary loan, and research consultation are new library concepts to international students because such resources and service are rarely provided at the libraries in their home countries. Most international students do not use these library resources and services often due to unfamiliarity. Some international students do not even realize such resources and services are provided to them at the university libraries. Therefore, it is necessary to provide a library tour or library orientation to introduce available library resources and services to international students before they begin their studies at the university.

Recommendations and Future Study

University of South Alabama Libraries currently offer a 15-minute on-site library tour for incoming international students at their orientation. However, no information literacy class has been designed for this group of students thus far at the University of South Alabama.

The effectiveness of the current on-site library tour for international students is questionable. First, some incoming students cannot attend this for various reasons such as conflicting schedule, culture shock, or other reasons. Second, one liaison librarian regularly needs to reach more than 20 students during the on-site tour. This student-to-librarian ratio makes it difficult to ensure the quality of the tour, let alone its efficacy for international students. Third, due to time limitations, there is no chance to get student feedback after the tour.

A virtual library tour would solve these problems. This virtual tour would contain information about library resources, services, facilities, and layout. English proficiency issues can be resolved by adding subtitles on the screen of the virtual library tour. Time would no longer be a constraining factor as a virtual tour need not be scheduled in advance, can be taken at any time, and can cover topics in sufficient detail. Additionally, a virtual tour can relieve pressures from the personnel shortage of librarians and rush traffic inside and around the library.

Similarly, online information literacy classes could be provided to international students on campus. Different from on-site instruction, online information literacy instruction could be an effective way to reach a large number of international students at one time. English subtitles would be added on the screen so it will be easy for them to understand the instruction. This class would be an
information literacy instruction concentrating on research development, online library resource discovery, and citation assistance. Research consultation requests would be attached to online class to make sure students still can reach librarians in person when further assistance is needed.

The videos of the virtual tour and online information literacy class can be conducted by the Liaison Librarian for International Students, who is professionally trained in outreach to these students. Once videos are completed, their web links can be sent to the Office of International Education at the University of South Alabama to be shared with all international students on campus. An online evaluation survey can be attached to be completed by students after they watch the videos to get their feedback.

Future studies could conduct further research to evaluate the effectiveness of virtual library tours and online information literacy classes among international students. Research data would be collected from class evaluations, online surveys, and in-person interviews for further research.

Conclusion

In conclusion, this paper conducted survey research concerning library resource and service needs for incoming international students and enrolled international students at an academic library. Survey responses indicate similar preferences in using major library resources and services from both groups of international students in their home countries. Survey results also indicate similar preference of using major library resources and services from both groups of international students in the United States. However, government documents, course reserve, writing center, interlibrary loan, and research consultation are rarely used by international students at the University of South Alabama. Because such resources and services are rarely provided at the libraries in their home countries, most international students do not use them due to unfamiliarity or they do not even realize such resources and services are provided to them at the university libraries. Therefore, it is necessary to provide a library tour or library orientation to introduce available library resources and services to international students before they begin their studies at the university.

Survey results indicate an improvement of plagiarism acknowledgement and information literacy skills after international students began to study at the university. However, plagiarism and inadequate information literacy skills are still serious problems for international students. Especially for international graduate students, universities assume these students have adequate information literature skills for their research papers, which is often not the case. Therefore, academic libraries should pay more attention to and provide information literacy classes for this group of students.

Survey results shows both groups of international students are satisfied with peaceful and relaxed study environments, friendly and helpful library staff, organized library collections, and convenient library layouts. English study materials, information literacy classes, and multicultural library events are top three recommended library resources and services by both groups of international students. To better serve them, academic libraries, liaison librarians, and the Office of International Education on campus should collaborate to discover more innovative and targeted library collections, programs, and services for different groups of international students. All efforts are to create a better academic library and a better learning environment for them, which will benefit their academic success in the future.

Figure 1. Countries of origin of international students at University of South Alabama.
Figure 2. Length of time international students at University of South Alabama have been in the United States.

Figure 3. Library resources and services enrolled international students use in their home country.
**Figure 4.** Library resources and services incoming international students use in their home country.

**Figure 5.** Plagiarism acknowledgement and information literacy class experience of international students at University of South Alabama.
Figure 6. Plagiarism acknowledgement and information literacy class experience of international students’ degree type at University of South Alabama.

Figure 7. Usefulness of library resources and services for incoming international students at University of South Alabama.
Figure 8. Usefulness of library resources and service for enrolled international students at University of South Alabama.

Figure 9. International students with English difficulties at University of South Alabama.
**Figure 10.** Enrolled international student satisfaction with library layout and facilities at University of South Alabama.

**Figure 11.** Incoming international student satisfaction with library layout and facilities at University of South Alabama.
Figure 12. Library resource and service suggestions from international students at University of South Alabama.

<table>
<thead>
<tr>
<th>Resource and Service Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Suggestion</td>
</tr>
<tr>
<td>Onsite Library Tour</td>
</tr>
<tr>
<td>Native Language Resources</td>
</tr>
<tr>
<td>Information Literacy Class</td>
</tr>
<tr>
<td>English Study Materials</td>
</tr>
<tr>
<td>Embedded Translation</td>
</tr>
<tr>
<td>International Events</td>
</tr>
<tr>
<td>1% 2%</td>
</tr>
<tr>
<td>13% 11%</td>
</tr>
<tr>
<td>14% 12%</td>
</tr>
<tr>
<td>20% 18%</td>
</tr>
<tr>
<td>28% 29%</td>
</tr>
<tr>
<td>10% 13%</td>
</tr>
<tr>
<td>14%/15%</td>
</tr>
</tbody>
</table>

References


Rickey D. Best and Jessica B. Hayes

Introduction

Auburn University at Montgomery (AUM) is a regional university located in Montgomery, Alabama. The enrollment consists of 3,990 FTE undergraduate and graduate students (Auburn University at Montgomery, 2017). The library at AUM holds nearly 600,000 volumes, excluding government documents, along with more than 100 journal databases, which support student and faculty research. Over the past five years, the materials budget has decreased more than 30%, requiring collection reductions. Initial analysis determined that in addition to other items, one of the recommended products for elimination was the American Council of Learned Societies (ACLS) Humanities E-Book project.

started in 1999, this Andrew Mellon Foundation grant-funded project sought to produce 500 backlist titles and 85 new titles before 2002 (Andrew W. Mellon Foundation, n.d.; Berger-Barrera). Titles covered in the project have publication dates ranging from 1895 to the present. (ACLS Humanities E-Book Collection – Overview, n.p.) The initial project included five learned societies (American Historical Association; Middle East Studies Association; Organization of American Historians; Renaissance Society of America; and the Society for the History of Technology) and ten university presses (University of California Press; Columbia University Press; Harvard University Press; Johns Hopkins University Press; the MIT Press; University of Michigan Press; New York University Press; University of North Carolina Press; Oxford University Press; and Rutgers University Press). To date, the ACLS E-Book project has published close to 5,150 titles (ACLS Humanities E-Book Collection – Overview, n.d.) After achieving financial self-sustainability in 2005, the project was renamed in 2007 as the Humanities E-Book (HEB) collection which allows “wide and unrestricted access” without limitations on simultaneous access (Bullington, 2012, 32). The library did not wish to part with such a valuable resource like the HEB collection; however, financial reality required us to ask the fundamental question: is it cost-effective to continue providing access to this collection? To answer this question, the library 1) determined HEB titles with usage, 2) identified duplicated print titles of those HEB titles, and 3) analyzed the cost effectiveness of continued HEB subscription, or print title replacement. Using data-driven results, a proposal could be made to the library administration that both addressed financial reality as well as user needs.

Literature Review

It is a professional truth that collection development is one of the most essential operations in academic librarianship; however, as evidenced by the vast amount of existing literature, most academic librarians feel underprepared when tasked with managing a collection (Walters, 2016). This research adds to the literature to which individuals can refer when required to make difficult material reductions, specifically when handling print vs. electronic collections.

The first element to consider in analyzing collections, especially when required to make difficult choices, is the preferred format preference of their users (Littman & Conneway, 2004; Yuan, Ballegooie & Robertson, 2018; Christianson & Aucoin, 2005). While Littman and Conneway found in the early 2000s that e-book usage was “substantial” in comparison to their print counterparts, researchers are now noting that patron preference varies between print and electronic formats dependent on the user’s subject or discipline. Yuan, Ballegooie and Robertson confirmed other scholarship when they noted in their 2018 article that “scholars in the humanities expressed a preference for print books” as opposed to medical faculty who preferred digital access (Christianson and Aucoin, 2005; Carroll, Corlett-Rivera, Hackman and Zhou, 2016). User type also influenced the format preference with graduate students and faculty having a slight preference for e-books over the print equivalent. In preparation of this research, the authors reviewed literature that discussed the importance of evaluating usage statistics and cost-per-use data when analyzing print and electronic collections (Bailey, Scott, Best, 2015; Goertzen, 2016; Torbert, 2015).

Research Methodology

In the winter of 2018, a review took place of approximately five thousand titles in the Humanities E-Book collection with the titles’ usage statistics provided by the University of Michigan’s Digital Library Production. Next, identification of duplicate HEB titles were identified from the Library’s print collection with an analysis of usage. Using the library’s integrated library system, Voyager, monthly circulation reports for the print titles were compared to their twin e-titles usage statistics. In examining the circulations, care was taken to ensure that only the corresponding edition of a title was counted, and not later printings or editions. Lastly, a cost effective analysis divided the annual usage of the HEB titles by the
annual subscription cost. This was used to calculate the estimated print title replacement costs of identified HEB titles should the library discontinue the HEB subscription. Humanities E-Book collection subscription costs were current as of 2018, book vendor pricing were averages (Gobi, Baker & Taylor, etc.). Research findings provided the necessary information to strategically move forward in decision making.

Research Findings

Collection Review, Title Duplication and Usage Analysis

Research found that 88 Humanities E-Book titles had been used over 2,000 times – an average of 26 uses per title. Of these 88 e-titles, 39 had print duplicates. The usage analysis determined that of these duplicative items, the usage of the e-version far outpaced that of the print version: e-titles had 1,041 uses, an average circulation of 27 per title, while the print titles circulated 326 times, an average circulation of eight circulations per title (see Table 1).

Cost Effective Analysis

Research also concluded that based on the monthly usage and the annual subscription cost to Humanities E-Book collection the average cost per use is $3.74. This was compared to the estimated costs for purchasing the 56 titles - the difference between the 88 HEB titles used and the 39 print title duplicates. Gobi pricing was used as a baseline, when pricing was available. If a title was not listed in Gobi, Alibris was used as a source. If a title was not available in either Gobi or Alibris, ABE Books was utilized (see Table 2).

In utilizing GOBI, the e-book title was matched against publication date, publisher, and editor (where available). A total of 48 titles were listed in Gobi, utilizing original retail prices. The average price for the Gobi print titles were $51.24. With Alibris, five titles were priced, with an average cost of $112.70. Only one title was listed only in ABE Books, with a cost of $167.00. The two volumes of Catalogus translationum et commentariorum: Mediaeval and Renaissance Latin translations and commentaries : annotated lists and guides were not discoverable in any of the sites.

Reviewing the results of usage for both those group of titles which had print counterparts available, and those that did not, 95 titles of collection had 2,372 uses for an average of 25 uses per title. The total collection of ACLS books used represents only 2% of that collection, however, the use of the titles is significant.

Discussion

Research findings provided detailed information regarding this collection’s value, better equipping subscription discussions with library administration. Findings show that amongst the duplicative titles, e-titles far outpaced that of the print versions; indicating a favorable usage pattern for the Humanities E-Book collection. The cost analysis shows that it is more effective to continue the subscription than to discontinue and replace with print items. Having data that showed steady usage and reasonable cost per use for average cost per use gave support for continuing the subscription to the e-collection and provided the “ammunition” library administration needed to make the pragmatic decision for continuation of the subscription (Rogers, 2015).

In addition to the practical data offered, this study enriched understanding on the broader issues regarding academic libraries management of print and electronic collections. One significant issue encountered in this research was the inconsistent ways in which e-title usage is measured; usage can mean a hyperlink click and quick exit, a thirty-second site visit, or download. This inconsistent data can become problematic when compared with print title usage, which typically involves either borrowing data for circulating items, or other formal statistical record for non-circulating materials. This research further confirmed that though academic libraries consider finances – some more so than others – other motivators exist regarding print and electronic titles collections. First, some consider the issue of space; either they, or their institutions are limiting the library’s physical facilities, and thus necessitating their transition from print to electronic (Bailey, Scott, & Best, 2015); Second, as evidenced in the literature review, several institutions must consider the format that their user groups preferred, which can really depend on the discipline of their users (Chrzastowki & Wiley, 2015; Yuan, Ballegooie and Robertson, 2018; Carroll, Corlett-Rivera, Hackman, & Zou, 2016).

Conclusion

After reviewing the data, the following determinations were made: 1) although a relatively small corpus of the titles available in the ACLS Humanities e-book collection has been used, the quality and subject areas covered are consistent with the curriculum offered at the university and are thus, a valuable resources; and 2) the average cost per use of the titles is small, and, given the costs of adding print versions of the titles the e-books used, quite inexpensive. The costs for cataloging and shelving the print copies acquired are not justifiable given the reduction in space that has taken place for library collections. Additionally, it was determined that the average number of uses per electronic titles (25) provides justification for maintaining the collection.

The heavy utilization of some titles is indicative of the research and instruction levels at the university, and demonstrates valuable support for the undergraduate and graduate programs in the humanities and social sciences, particularly in history, fine arts, political science and sociology. The ACLS Humanities e-Book collection is a worthwhile addition to the library, indicating students are concerned with access as compared to a specific format preference.
Table 1: E-book and print usage comparison of 39 duplicated titles

<table>
<thead>
<tr>
<th>Title</th>
<th>ACLS E-Book Usage</th>
<th>Print Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil defense begins at home: militarization meets every day life in the fifties</td>
<td>363</td>
<td>24</td>
</tr>
<tr>
<td>The strange career of Jim Crow</td>
<td>139</td>
<td>26</td>
</tr>
<tr>
<td>Labor of love, labor of sorrow: Black women, work, and the family from slavery to the present</td>
<td>104</td>
<td>10</td>
</tr>
<tr>
<td>The murder of Charles the Good, count of Flanders</td>
<td>66</td>
<td>1</td>
</tr>
<tr>
<td>Righteous discontent: the women’s movement in the Black Baptist Church, 1880-1920</td>
<td>56</td>
<td>5</td>
</tr>
<tr>
<td>Hellenism and homosexuality in Victorian Oxford</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Origins of the new South, 1877-1913</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Guatemalan Indians and the state, 1540-1988</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>White supremacy: a comparative in American and South African history</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>To the glory of her sex: women’s roles in the composition of medieval texts</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Mind-forg’d manacles: a history of madness in England from the restoration to the regency</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>When abortion was a crime: women, medicine, and law in the United States, 1867-1973</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>The Atlantic World, 1450-2000</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Holy women of the Syrian orient</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Margaret Fuller: an American romantic life</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Populism to progressivism in Alabama</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>The encomienda in new Spain: the beginning of Spanish Mexico</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Authentic fakes: religion and American popular culture</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Strangers in the land: patterns of American nativism, 1860-1925</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Women’s silence, men’s violence: sexual assault in England, 1770-1845</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>In search of history: historiography in the ancient world and the origins of Biblical history</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Title</td>
<td>ACLS E-Book Usage</td>
<td>Print Usage</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>The Theatre in America during the revolution</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>American renaissance: art and expression in the age of Emerson and Whitman</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Note-books and unpublished prose manuscripts by Walt Whitman</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>The politics of rage: George Wallace, the origins of the new conservatism, and the transformation of American politics</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Weapons of the weak: everyday forms of peasant resistance</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>A world at arms: global history of World War II</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>The Alabama catalog: Historic American Buildings Survey: a guide to the early architecture of the state</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>The Columbia guide to the American Indians of the Great Plains</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>The wages of whiteness: race and the making of the American working class</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>America’s forgotten pandemic: the influenza of 1918</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Bibliography of English translations from medieval sources, 1943-1967</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Medieval marriage: two models from twelfth-century France</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Narrative of the life of Frederick Douglass, an American slave</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Thayer’s life of Beethoven</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>The medieval idea of marriage</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Anatomy of criticism: four essays</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Shakespearean negotiations: the circulation of social energy in Renaissance England</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>The Obama victory: how media, money, and message shaped the 2008 election</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,041</strong></td>
<td><strong>326</strong></td>
</tr>
</tbody>
</table>
Table 2: Pricing for e-titles used, but not held in print by AUM Library.

<table>
<thead>
<tr>
<th>Title</th>
<th>E-Usage</th>
<th>Gobi Listed Cost</th>
<th>Alibris Listed Cost</th>
<th>ABE Books Listed Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing the chains: resistance to slavery in the British West Indies</td>
<td>316</td>
<td>$35.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Columbian voyages, the Columbian exchange, and their historians</td>
<td>108</td>
<td>$77.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The old social classes and the revolutionary movements of Iraq: a study of Iraq's old landed and commercial classes and of its Communists, Ba'athists, and Free Officers</td>
<td>82</td>
<td>$135.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Chetnik movement &amp; the Yugoslav resistance</td>
<td>80</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rethinking American history in a global age</td>
<td>74</td>
<td>$60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Byzantine mosaic decoration: aspects of monumental art in Byzantium</td>
<td>71</td>
<td>$66.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soul by soul: life inside the antebellum slave market</td>
<td>70</td>
<td>$29.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The triumph of the moon: a history of modern pagan witchcraft</td>
<td>67</td>
<td>$140.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay New York: gender, urban culture, and the makings of the gay male world, 1890-1940</td>
<td>52</td>
<td>$24.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying medieval women: sex, gender, feminism</td>
<td>51</td>
<td>$15.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roman homosexuality: ideologies of masculinity in classical antiquity</td>
<td>36</td>
<td>$60.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval handbooks of penance: a translation of the principal &quot;libri poenitentiales&quot; and selections from related documents</td>
<td>26</td>
<td>$61.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salvation and suicide: Jim Jones, the Peoples Temple, and Jonestown</td>
<td>26</td>
<td>$31.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious experience reconsidered: a building-block approach to the study of religion and other special things</td>
<td>25</td>
<td>$26.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddhism after patriarchy: a feminist history, analysis, and reconstruction of Buddhism</td>
<td>24</td>
<td>$49.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The chronicle of Jean de Venette</td>
<td>24</td>
<td></td>
<td></td>
<td>$170.49</td>
</tr>
<tr>
<td>Title</td>
<td>E-Usage</td>
<td>Gobi Listed Cost</td>
<td>Alibris Listed Cost</td>
<td>ABE Books Listed Cost</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Catalogus translationum et commentariorum: Medieval and Renaissance Latin translations and commentaries: annotated lists and guides. Vol. 1</td>
<td>18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Power, caste, and law: social conflict in fourteenth-century Montpellier</td>
<td>15</td>
<td>$26.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual marriage: sexual abstinence in medieval wedlock</td>
<td>15</td>
<td>$52.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burial and ancient society: the rise of the Greek city-state</td>
<td>14</td>
<td>$42.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A spirited resistance: the North American Indian struggle for unity, 1745-1815</td>
<td>12</td>
<td>$46.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek papyri: an introduction</td>
<td>9</td>
<td>$16.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New religions and the theological imagination in America</td>
<td>9</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matewan before the massacre: politics, coal, and the roots of conflict in a West Virginia mining community</td>
<td>7</td>
<td>$27.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metahistory: the historical imagination in nineteenth-century Europe</td>
<td>7</td>
<td></td>
<td>$170.66</td>
<td></td>
</tr>
<tr>
<td>On the future of history: the postmodernist challenge and its aftermath</td>
<td>7</td>
<td>$59.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prostitution and Victorian society: women, class, and the state</td>
<td>6</td>
<td>$35.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women, history &amp; theory: the essays of Joan Kelly</td>
<td>6</td>
<td>$18.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holler if you hear me: searching for Tupac Shakur</td>
<td>5</td>
<td>$24.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-inventing Africa: matriarchy, religion, and culture</td>
<td>5</td>
<td>$65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surviving death</td>
<td>5</td>
<td>$47.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilan Stavans: eight conversations</td>
<td>4</td>
<td>$24.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No sweat: fashion, free trade, and the rights of garment workers</td>
<td>4</td>
<td>$65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ritual and metaphor: sacrifice in the Bible</td>
<td>4</td>
<td>$121.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The animal that therefore I am</td>
<td>4</td>
<td>$80.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>E-Usage</td>
<td>Gobi Listed Cost</td>
<td>Alibris Listed Cost</td>
<td>ABE Books Listed Cost</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>The case for women in medieval culture</td>
<td>4</td>
<td>$75.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim Crow New York: a documentary history of race and citizenship, 1777-1877</td>
<td>3</td>
<td>$89.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keepers of the game: Indian-animal relationships and the fur trade</td>
<td>3</td>
<td>$29.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lupus of Ferrieres as scribe and text critic: a study of his autograph copy of Cicero's De oratore</td>
<td>3</td>
<td></td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>October fifteenth: a history of modern Hungary, 1929-1945</td>
<td>3</td>
<td>$167.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography and the American scene: a social history, 1839-1889</td>
<td>3</td>
<td>$13.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sources for the early history of Ireland: an introduction and guide</td>
<td>3</td>
<td>$94.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arms and the woman: just warriors and Greek feminist identity</td>
<td>2</td>
<td>$65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalogus translationum et commentario rerum: Mediaeval and Renaissance Latin translations and commentaries: annotated lists and guides. Vol. 2</td>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Karl Popper, the formative years, 1902-1945: politics and philosophy in interwar Vienna</td>
<td>2</td>
<td>$160.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memoir of James Jackson: the attentive and obedient scholar, who died in Boston, October 31, 1833, aged six years and eleven months</td>
<td>2</td>
<td>$37.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural particulars: nature and the disciplines in Renaissance Europe</td>
<td>2</td>
<td>$58.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-dressing America's frontier past</td>
<td>2</td>
<td>$23.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To 'joy my freedom: southern Black women's lives and labors after the Civil War</td>
<td>2</td>
<td>$27.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce and social standing in ancient Rome</td>
<td>1</td>
<td>$29.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecotheology and the practice of hope</td>
<td>1</td>
<td>$70.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empire to commonwealth: consequences of monotheism in late antiquity</td>
<td>1</td>
<td>$35.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five films by Frederick Wiseman: Titicut follies, High school, Welfare,</td>
<td>1</td>
<td>$65.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school II, Public housing</td>
<td>Inside Soviet film satire: laughter with a lash</td>
<td>1</td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Linguistic means of determining the dates of Old English literary texts</td>
<td>1</td>
<td>$32.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The revolution of the dons: Cambridge and society in Victorian England</td>
<td>1</td>
<td>$52.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,331</strong></td>
<td><strong>$2,459.65</strong></td>
<td><strong>$563.53</strong></td>
<td><strong>$167.00</strong></td>
</tr>
</tbody>
</table>

References


In the fall of 2016, I sent off a short email to the University of Caen-Normandy requesting an informal internship in their library over the summer. It was inconceivable that I would find something so promptly, but in June of 2017 I was there. In past years I had looked to see what opportunities were available to librarians, and short of a Fulbright program I could find very little. It was at that point that I decided to try a more DIY approach. Before becoming a reference librarian at Jacksonville State University in Alabama, I studied French. As a librarian, part of my responsibility is to oversee and collect books and resources for foreign languages. I also teach beginning level French classes as an adjunct professor, and I was looking for a way to enhance my summer vacation in a meaningful way. *Savoir recevoir* is an expression meaning to give a warm welcome, and it is certainly true that *les Normands savent recevoir*. I was overwhelmed by their generosity in letting me take part in their daily library world. However, there was one unwelcome surprise upon my arrival. Caen, which is located about 20 minutes from the coast of the English Channel, is normally cooler than the rest of France. On the day we arrived the city was in the throes of a heat wave, and without air conditioning in our apartment, I could feel every bit of 90 degrees Fahrenheit. The *canicule* (heatwave) persisted for the first two weeks, and I was absolutely unprepared to the extent that I had to go out and buy clothes at the fashionable big box store, *E. LeClerc*. Unlike anything I’d ever seen, this store sold close to twenty different brands of mineral water and flavors of yogurt, as well having an in-house fishmonger and a rather extensive selection of books.

In early July, 1944, the University of Caen was destroyed in Allied bombings which took place after the D-day landings in June. The entire university had to be rebuilt and as soon as November of 1944 plans were underway. The new site was a large swath of land to the north of the remains of the castle built by William the Conqueror and within walking distance of downtown. Henry Bernard, the architect chosen for the reconstruction, was like many modernist architects of the era. His extensive use of concrete and imposing style are reflected not only in the rebuilt campus, but also in the massive university hospital located on the outskirts of town. The university, when seen from above, could well be imagined as an assemblage of interconnected shipping containers. The expanse of outside walls feature a repetition of oblong rectangles and act as an accentuated outline for the inset windows. There is little ornamentation, except for some engraved columns. These columns which support the porticoes, connect the two rectangular halves of the building into one enormous and sprawling unit. The engravings give the appearance of line drawings etched into stone and feature various historical figures who were prominent at the time of the founding of the university. Nicolas V, who founded the Vatican library in 1450 and Henry VI, king of France and England (1421-1471) are two notable examples. Bernard borrowed inspiration from the American or British-style of college campus by grouping the university buildings into a vast and open green space. It is not surprising that some citizens lamented the project as being too expansive. Most post-war French universities are built on the outskirts of the city and do not take up such valuable downtown real estate. (Quellien et Toulouse, 2012)

The main entrance to the library is inconspicuously located to the back left of the large main university complex. I remember following the flow of foot traffic and guessing as to where the entry was located. A well-appointed sign above the doors directed me towards the entrance. While I was there, the library was called *Bibliothèque Droit-Lettres*, or Law and Humanities Library. *Lettres* is the French expression for studies which comprise the subjects of history, philosophy, languages, and literature. It stands in contrast to *sciences*. However, if a student were to pursue a degree in *lettres* it would indicate that they studied literature. Two of the library directors I met had a background in *lettres classiques*, Latin and Greek literature as opposed to *lettres modernes*. Since my internship at Caen, the library has undergone a name change and is now known as the *Bibliothèque Pierre Sineux*, in honor of a recent, former university president.

The library’s physical collection is divided into closed and open stacks. Upon entering, there is an elevator, which can be a rarity in France, or three flights of stairs which lead to the main lobby. Advancing through the security gates to the left are a bank of computers set against a window at standing height and to the right is a small selection of circulating books on modular shelving. The combination reference/circulation desk is in the middle of the main lobby directly past the entrance. It is staffed by three people, usually a combination of librarians and student workers. In surprising contrast to many American university libraries, the upper-level librarians also take shifts to cover the reference/circulation desk. I recall even seeing the director work at the reference desk which was a rather surprising revelation. In relation to job specifications, the term *polyvalent* was one I often heard. In English, it’s primarily a chemistry term which describes the ability of an element to combine with another element, but its tertiary definition evokes the idea of having multiple functions or facets. This shared workflow really impressed me, and I envied the good natured and interactive teamwork I witnessed. There were two other *stagiaires* or interns, and their work seemed to be well integrated into
fulfilling the mission of the library. One intern was in charge of researching and processing a selection of bequeathed books from a former university historian, and the other was sifting through a stack of post-war gift books and searching for decorative ex-libris or bookplates. Other tasks such as basic cataloging and acquisitions were shared. There was still a head cataloger, but she was not responsible for updating authority files as well as cataloging. Her responsibilities were mainly involved with original cataloging and included the upload and description of dissertations which were submitted to the theses.fr database. In France doctoral students have the option to submit their dissertation or theses as it is called in French to the open-access database theses.fr. The idea of a subject-specialist was a new concept, and had not been fully integrated, but there were librarians who were responsible for certain subject areas and cataloged them if there was an attached MARC record. Shared workspaces were the norm, and I never saw a single cubicle. Most librarians either shared an office or were grouped four to five in a larger room. Oddly enough, there was an upper-level administrator working out of a converted closet. Lucky for him there was a window, and I am fairly sure that this was a temporary placement even though the extent of decoration such as posters and pictures hanging on the walls in his converted office-cum-closet indicated otherwise.

Throughout my four-week internship I was primarily working at the Bibliothèque Droit-Lettres which is located on the post-war main campus. I did have the occasion to visit additional libraries across campus and see how they functioned. I also made two separate presentations in French and in English on my academic library, the Houston Cole Library. Each day, I was assigned to several librarians of varying levels of responsibility, and taken around to see the mechanics of their department. On one day I would work with the public services librarians, and then on another day I would work with the technical services or the administration. I even got to work one day with the student interns and the recent library school graduates.

The University of Caen-Normandie has four main libraries: Bibliothèque Pierre Sineux (Droit-Lettres), Bibliothèque Sciences STAPS (Sciences et techniques des activités physiques), Bibliothèque ESPE (Les Écoles supérieures du professorat et de l’éducation), and the Bibliothèque Santé. I was very fortunate to see every main library except for the BU (Bibliothèque universitaire) ESPE which was the education library. The most impressive university library that I had the opportunity to see was the BU Santé, the health and medical library. It opened in September 2014 and lies outside the original main campus which dates from the 1957. Its airy and open interior is ornamented with curving slats of woods that form gothic-inspired arches. There were open workspaces for collaboration as well as smaller individual spaces that could be reserved in advance. There were plans to redesign the interior of BU Droit-Lettres, but since the library is a classified historic building, nothing can be done to change the outward appearance.

It was refreshing to get out of Alabama for the summer and see the inner-workings of a French university library. I was shocked to see the differences and laughed to myself as I realized a lot of it was the same. There were the same oddball patrons who wanted to complain about something the library had done, but never wanted to leave. There were those little squabbles between librarians who didn’t share the same point of view, but still managed to work together. Overall I could feel the same shared love and pride of working in a library. Things were in flux. The director was preparing for retirement, and the new director was waiting patiently in the wings. Before I left, I had embarked on an elaborate plan to return for a year, but was dismayed when things didn’t work out. I did however learn another French expression: la réponse de Normand, which means “maybe yes, maybe no”. Despite this, I feel driven to try again and undertake another DIY, maybe next time I will try Burgundy?

References


SELAGENERAL NEWS:

The South Carolina Library Association and the Southeastern Library Association Joint Conference was held October 31 – November 2, 2018 in Greenville, South Carolina.

SELA Members were well represented at the conference as program speakers and attendees.

Future SELA joint conferences were announced at the SELA Board meeting on October 31. We will be meeting with the Arkansas Library Association in 2019, the Georgia Library Association in 2020 and the North Carolina Library Association in 2021. More information, dates and locations to follow.

Thanks to SELA South Carolina State Representative Faith Line, SELA Conference Co-Chair, Tim Dodge, and SCLA leaders and members for a great conference!

In other news, Bonnie Thornton, Continuing Resources Librarian, Mississippi State University Libraries, has been duly elected to the position of Chair of the SELA Resources & Technical Services Section.

PERSONNEL NEWS:

Alabama

Auburn University

Gail Barton joined Auburn University Libraries on February 1, 2019 as the new head of the Interlibrary Loans/Document Delivery Department.

Florida

University of Central Florida

The University of Central Florida (UCF) Libraries is pleased to announce that Rachel Edford is the new Instruction & Engagement Librarian.

Edford assumed a full-time faculty position on the main UCF campus as of December 28. Edford has her PhD in English from the University of Oregon. She received her MA in Liberal Studies from the University of Michigan-Dearborn, and both her MLIS and undergraduate degree in English from Wayne State University.

Edford has worked as an adjunct in both Teaching & Engagement and in Research & Information Services at the UCF Libraries. She also has extensive experience as an English Instructor. In addition to coordinating and conducting library instruction sessions, she will serve as the subject librarian for psychology and social work and developing programming for transfer students.

BOOK REVIEWS


One hundred fifty four beautiful photographs enrich the work revealing the wonderful lush plant life of Charleston.

The intriguing masterpiece shows six diagrams of designs for Charleston. Fascinatingly, Charleston has Noisette roses grown from China and Asia ten decades before that were brought to Charleston in 1842. Several types of magnificent foliage are mentioned like camellias, azaleas, hydrangeas, impatiens, lilies of the Nile, poppies, marigolds, daffodils, hyacinths, crape myrtles, morning glories, ginger lilies, elephant ears, jasmine, and gardenias, dogwoods, roses, and live oaks. Several kinds of outside décor are commented on such as loggia, pots of terracotta, fountains, benches, a bluff waterfall, courtyards, a terrace for dining, and a statue of a lion from London. Numerous living creatures in Charleston to be seen are made known like marsh rats, black racers, possums, raccoons, squirrels, egrets, quail, bats, wood ducks, black bears, turkeys, pigs, snakes, songbirds, small owls, fox, box turtles, and herons.

The Appendix: Fifty-Two Weeks of Bloom is handy and excellent for visitors to Charleston enchanted with blossoms. The appendix lists seventeen forms of foliage blooming in December, January, and February for example azaleas, camellias, magnolias, poineettas, and roses. It lists forty-one varieties of vegetation flowering in March, April, and May for instance honeysuckle, iris, pear trees, and peach trees, white and peppermint. In addition, the appendix lists twenty-seven types of greenery growing in June, July, and August like crape myrtles, caladium, shrimp plant, pomegranate, hydrangeas, magnolia (southern), hibiscus, and geranium (hardy). Finally, it lists seven types of plants developing in September, October, and November such as chrysantheums and camellias. Charleston areas to set eyes on are shared such as the Gateway Walk which allows people to view a Unitarian, Episcopal, Lutheran, and Congregational Church from the seventh century where daisies abound. Over two thousand Civil War soldiers are in the 1850 Magnolia Cemetery consisting of one hundred twenty-eight acres. Tradd Street, Meeting Street, and Queen Street residences plant window displays are lovely. The Medical University of South Carolina titled Tree Campus USA by the National Arboretum in 2013 enjoys over two thousand trees. Museums mentioned include Heyward Washington House, Aiken-Rhett House, Nathaniel Russell House, Edmondston-Alston House, Calhoun Mansion, and Joseph Manigault House. There are one hundred twenty parks in Charleston Hampton Park described to be the grandest. Frederick Law Olmstead, creator of Central Park in New York City, assisted in creating Hampton Park part of the World’s Fair in South Carolina in 1901. Charleston City of Gardens is a superior accomplishment for academic and public libraries. The recommendation for audience are people seeking an awareness of Charleston and the best locations for gorgeous beautiful scenery.

Melinda F. Matthews
University of Louisiana at Monroe


For the reader or researcher seeking a first-person account of the Civil War, this volume is the perfect book.
Consisting of letters exchanged primarily among Barham Bobo Foster (1817-1897) and several family members, primarily his sons, Lewis Perrin Foster (“Perrin,” 1837-1862) and James Anthony Foster (“Tony,” 1839-1862), this is a fascinating, disturbing, and sometimes poignant account of a Spartanburg, South Carolina family’s experience of the early years of the Civil War.

The Fosters were a fairly substantial planter family owning 43 African American slaves in 1860. Thus, this correspondence reflects the values and world view of the white upper class although the Fosters did differentiate themselves from the truly wealthy low country planter class occasionally in their letters. However, the devotion of the Fosters to the cause of the Confederacy, their love of South Carolina, the bravery, especially of Perrin and Tony Foster, in the face of sometimes brutal combat conditions, and their family affection and devotion makes for inspiring reading on a purely human level no matter one’s personal background or opinion regarding the rightness of the Confederate cause.

One of the more fascinating things to catch this reader’s attention was the dawning realization that the war would not be over quickly and that the Yankees (spelled variously) were far from the craven conscripts mocked by Perrin in his early letters home. Attending the Secession Convention in Charleston, Barham B. Foster wrote to his daughter Sallie on December 25, 1860, “It is believed by the wise men that there will be no war” (12). As it turned out, Barham and his older son Perrin eagerly volunteered to join the forces being raised in South Carolina; Barham serving as Lieutenant Colonel and Perrin eventually being promoted to Captain. Younger son Tony joined about a year later and served in the rank of Corporal. All three ended up serving in Virginia with Perrin and Tony reaching Maryland. A typical early assessment of the supposed inferiority of the Union forces is expressed by Barham in a September 19, 1861 letter to his wife, Mary Ann Perrin Foster: "...the truth is our boys out shoot them and they are afraid of us. I am of the opinion in a fair open field fight we can easily whip three to one” (119-120).

Ill health was a reality conveyed by these letters too. Barham B. Foster eventually resigned his commission in very early 1862 suffering from dropsy (edema, the build-up of fluid in his limbs). Ironically, Barham would live until 1897 outliving his sons and, later, his wife as well. Perrin suffered from jaundice, a severe cold, and later abscesses on his lip and his right arm but, otherwise, was very active and saw combat several times. Perrin was killed by a bullet through the forehead at the Battle of Fredericksburg December 10, 1862 having been preceded in death by his brother, Tony, who was killed by a bullet through the chest September 13 at the Battle of Harpers Ferry.

What little mention is made of African Americans in these letters is intriguing. Typically, a well-to-do Confederate would be attended by one of his slaves brought along to tend to chores like such as cooking.. Less expected by this reader was the account related by Perrin to his mother. Mary Ann, in a July 20, 1861 letter in which a slave from a Louisiana regiment captured a Union officer and was rewarded by being given the officer’s guns (63 and 73). This suggests there was, at least for some slaves attending the Confederate forces, a surprising amount of freedom of movement and permission to bear arms. More typical is the employment of a family slave by both Barham Foster and his son, Perrin, named Mid for camp tasks such as doing their laundry and cooking. In an August 7, 1861 letter from Barham to his wife, Mary Ann, he notes that some slaves are running away to the nearby North but in regard to Mid, “…he has had thousands of chances to be free he choses [sic] to stay with us...he could not be induced to leave us” (91). Barham was wrong; Mid did run away. Perrin refers to Mid in several later letters speculating that Mid probably had died in his attempt to seek freedom in the North.

Some of the early letters also provide interesting insights into topics such as wartime profiteering and the unreliability of newspapers in terms of accurate reporting of what really was going on.

One very helpful feature of this book is the explanatory text and notes supplied by A. Gilbert Kennedy. This helps to both clarify family and local community connections mentioned in these letters and also to interpret the meaning of these letters in connection to the broader history of the Civil War. The book is scrupulously footnoted as well. The serious historical researcher will find this book exhibits appropriate standards of scholarship and is not simply an uncritical compilation of family letters by an admiring descendant.

A South Carolina Upcountry Saga is recommended for both academic and public libraries. The serious academic researcher and students seeking primary sources in Civil War history will find this book to be very helpful and informative. The more casual reader with an interest in Civil War history will also find this to be an enjoyable read. The humanity of the Fosters and others with whom they corresponded is appealing. This reader, a descendant of at least one Union soldier, felt sorrow upon reading of the death in battle of the Confederate brothers, Tony and then Perrin Foster.

Tim Dodge
Auburn University

To tell a person’s life story, one must have a passion for the life that was lived. There must have been a value of the person to history and to the future of society. Dr. Eric Smith found that passion in a class in his graduate school days.

Eric Smith says of his selection of Oliver Hart to be the focus of his dissertation, “I realized how little attention had been paid to the man who seemed to stand at the headwaters of Baptist life in the South”. (Preface)

Smith’s research reviews Hart’s call to serve. Defined as an evangelical revivalist Oliver Hart brought life into the Baptist congregations across the South in the mid-1700s. Called to be pastor of The First Baptist Church of Charleston (Regular Baptists), Hart eventually created the Charleston Baptist Association, which in later years became the Southern Baptist Association.

Smith tell us that Oliver Hart realized differences existed between the Regular and Separate Baptists of the day. Yet, his determination to blend and merge differing opinions regarding church order and love of Christian principles was highly successful.

Smith’s research into the life of Oliver Hart expands into Hart’s life story beyond Charleston and his return to his New Jersey home and roots. Here also, we learn Hart became involved in building a second association of Baptist congregations.

Eric Smith’s research is filled with valuable and enlightening narrative histories of the awakening of the Baptist faith by the footsteps of Oliver Hart in the 18th century. This book is recommended for public, church, and academic libraries. There are no illustrations, but a good set of Notes on Page 121, a Bibliography on page 133 and an Index on page 143.

Carol Walker Jordan
Librarian and Consultant


“An anthology of creative nonfiction, twenty-eight writers set out to discover what they know, and don’t know about the person they call ‘mother’. Celebrated writers Samia Serageldin and Lee Smith have curated a diverse and insightful collection that challenges stereotypes about mothers and expands our notions of motherhood in the South”. (back cover leaf).

The recurring theme for me, from the beginning to the end of the 239 pages of revelations about the mothers of famous men and women writers, was “what I didn’t know about my mother, i.e., the Stranger”. Each of the writers was given a group of questions to ponder as they crafted their essay. Some examples were “what do we not know about these most intimate of strangers, the women who raised us? What do we see when we look at them not through the familiar lens of filial relationship but as individuals in their own right and products of their time and place? How did they fit in, or stand out, or evolve in the context of their era?” (p. 1). The writers were also challenged to guard against their own subjectivity of memory and unreliable recollections they may have to share.

Allow me to challenge you: As you read and reflect upon your Mother, you will gain insights as I did about my Mother. Born into a mill village house in a small town in the South, put to work in the cotton mill at age 8, eloped with my Dad at age 16, lived in the home of her husband’s parents when I was born and then spent the rest of her life
as a wife and mother of three children, until in her 70s she died of Alzheimer’s disease.

I ask myself if I might be able to take the questions given to our writers and create an essay about my Mother, the Stranger. Might it be inspiring? I feel incapable of the task. I am sure Samia and Lee’s book will be an inspiration to you as it is to me.

Highly recommended for public libraries, academic libraries, seminary libraries, and church libraries. In the end of the book, there is an excellent list of the contributing writers with good biographical information on each, pgs. 241 to 246. Also very helpful is the opening Contents where you will find assembling of the essays into topics such as Angels, Career Women, Manners and Mores…Enjoy and recommend to others.

Carol Walker Jordan
Librarian and Consultant


Gina Mahalek, Editor of The University of North Carolina Press, writes in her promotional essay, “For years, American states have tinkered with the machinery of death, seeking to align capital punishment with evolving social standards and public will. North Carolina has long stood out as a prolific executioner with harsh mandatory sentencing statues. But as the state sought to remake its image as modern and business-progressive in the early twentieth century, the question of execution preoccupied lawmakers, reformers and state boosters alike.”

While Seth Kotch reviews and explains the hesitancy of North Carolinians to conduct executions, he also documents that due to citizens’ harsh and determined attitudes about punishment, they called for executions. Even when the Supreme Court called for executions being illegal, North Carolinians declared that executions were required to keep its citizens safe.

We learn from Kotch a history of public lynchings and executions (pgs. 180-239). According to Kotch, North Carolinians continued the call for these types of punishments for crimes both simple and complex. From well-founded research, all white juries and biased legislatures demanded the option of execution for simple crimes. It was revealed that the majority of men executed and or lynched were black, indicating overt racism.

Kotch’s research is thorough and complete as he reveals the history of lynchings and executions (pages 191-239). He helps us to understand that North Carolina professes to be against capital punishments yet will not take a firm stand nor endorse the Supreme Court directive that execution is not legal. Additionally he provides evidence that there are those who decry lynchings and executions but see North Carolina as a state that approves the option of execution for some crimes.

This book is recommended for public and academic libraries. The excellent data revealed in Appendix A, B, C, plus the Notes section, the Bibliography and the Index give many opportunities for in-depth research. See pages 189 to 295.

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

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

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

3. Submissions should be directed to: Perry Bratcher, Editor SELn, 263 Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309. Email: bratcher@nku.edu.

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

5. The Notes should appear at the end of the manuscript in a section titled "References." The editor will refer to the latest edition of APA for capitalization, punctuation, quotations, tables, captions, and elements of bibliographic style.

6. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else in the document.

7. Digital images should be sent as separate email attachments rather than in the body of the text.

8. No other publisher should be simultaneously considering a manuscript submitted to SELn until that manuscript is returned or the editor provides written permission.

9. If the manuscript includes analyses of survey results, please acknowledge approval by the appropriate Institutional Review Board either through direct reference in the manuscript or acknowledgement as part of the manuscript submission.

10. Upon receipt, a manuscript will be acknowledged by the editor. Incoming manuscripts are added to a manuscript bank from which articles are selected for each issue. The editor assigns manuscripts to at least two reviewers who receive the manuscript with no direct information on the author or the author's affiliation. Following the review, a decision will be communicated to the writer. A definite publication date is given prior to publication. Publication can be expected within twelve months.

11. Beginning with Vol. 51, #3 (2003), The Southeastern Librarian has entered into an agreement to license electronic publishing rights to H. W. Wilson Company. Authors agree to assign copyright of manuscripts to The Southeastern Library Association, subject to certain limited licenses granted back to the author.

12. Advertisements may be purchased. The appearance of an ad does not imply endorsement or sponsorship by SELA. Contact the editor for further information.

13. Readers who wish to comment on articles in the journal should address the letters to the editor. Letters should be succinct, no longer than 200 words. Letters will be published on a space available basis. It is the author’s responsibility to obtain permission from the appropriate institutional review board regarding human subject research performed as part of focus groups, surveys, etc.
Editorial Board

Perry Bratcher
SELn Editor
503A Steely Library
Northern Kentucky University
Highland Heights, KY 41099
bratcher@nku.edu

Tyler Goldberg
Director, Technical Services
Ekstrom Library
University of Louisville
Louisville, KY 40292
tylergoldberg@louisville.edu

Dr. Annabel K. Stephens
Associate Professor Emerita
School of Library and Information Studies
University of Alabama
Tuscaloosa, AL 35487-0252
astephen@bama.ua.edu

Camille McCutcheon
Coordinator of Collection Management Librarian
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303
CMCCutcheon@uscupstate.edu

Nancy Richey
Assistant Professor – Image Librarian
Kentucky Library
Western Kentucky University
1906 College Heights
Bowling Green, KY 42101
Nancy.Richey@wku.edu

Alabama:
Margie Calhoun
Mobile Public Library
701 Government Street
Mobile, AL 36609
mcalhoun@mplonline.org

Arkansas:
Crystal Gates
William F. Laman Public Lib. Sys.
2801 Orange St.
North Little Rock, AR 72114
crystal.gates@lamanlibrary.org

Florida:
Vicki L. Gregory
Univ. of South Florida
4202 E. Fowler Ave.
Tampa, FL 33620
vlgampa@aol.com

Georgia:
Rita J. Spisak
Horace W. Sturgis Library
Kennesaw State University
385 Cobb Ave. NW
MD 1701
Kennesaw, GA 30144
rspisak@kennesaw.edu

Kentucky:
Cindy Cline
Integrity
401 M I King Library
University of Kentucky Libraries
Lexington, KY 40506
ccline@uky.edu

Louisiana:
Haley Johnson
Nicholls State University
Ellender Memorial Library
PO Box 2028
Thibodaux, LA 70310
Hayley.johnson@nicholls.edu

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

Mississippi:
Ashley Dees
103 JD Williams Library
University of Mississippi Libraries
PO Box 1848
University, MS 38677
aesorey@olemiss.edu

North Carolina:
Wanda Kay Brown
C. G. O’Kelly Library (227)
Winston-Salem State University
601 S. Martin Luther King Dr.

South Carolina:
Faith Line
Anderson Co. Library
300 N. McDuffie St.
Anderson, SC 29621
fline@andersonlibrary.org

Tennessee:
Sue Knoche
Cataloging/Serials/Acquisitions
ETSU Quillen College of Medicine Library
Box 70693
Johnson City, TN 37614
knoches@mail.etsu.edu

Virginia:
Kathy Bradshaw
VCU Libraries
Virginia Commonwealth Univ.
901 Park Ave.
PO Box 842033
Richmond, VA 23284-2003
akbradshaw@vcu.edu

West Virginia:
Breana Brown
Cabell County Public Library
455 9th Street
Huntington, WV 25701
breanna.bowen@cabell.lib.wv.us

SEL A State Representatives

Winston Salem, NC 27110
brownwa@wssu.edu

Alabama:
Margie Calhoun
Mobile Public Library
701 Government Street
Mobile, AL 36609
mcalhoun@mplonline.org

Arkansas:
Crystal Gates
William F. Laman Public Lib. Sys.
2801 Orange St.
North Little Rock, AR 72114
crystal.gates@lamanlibrary.org

Florida:
Vicki L. Gregory
Univ. of South Florida
4202 E. Fowler Ave.
Tampa, FL 33620
vlgampa@aol.com

Georgia:
Rita J. Spisak
Horace W. Sturgis Library
Kennesaw State University
385 Cobb Ave. NW
MD 1701
Kennesaw, GA 30144
rspisak@kennesaw.edu

Kentucky:
Cindy Cline
Integrity
401 M I King Library
University of Kentucky Libraries
Lexington, KY 40506
ccline@uky.edu

Louisiana:
Haley Johnson
Nicholls State University
Ellender Memorial Library
PO Box 2028
Thibodaux, LA 70310
Hayley.johnson@nicholls.edu

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

Mississippi:
Ashley Dees
103 JD Williams Library
University of Mississippi Libraries
PO Box 1848
University, MS 38677
aesorey@olemiss.edu

North Carolina:
Wanda Kay Brown
C. G. O’Kelly Library (227)
Winston-Salem State University
601 S. Martin Luther King Dr.

South Carolina:
Faith Line
Anderson Co. Library
300 N. McDuffie St.
Anderson, SC 29621
fline@andersonlibrary.org

Tennessee:
Sue Knoche
Cataloging/Serials/Acquisitions
ETSU Quillen College of Medicine Library
Box 70693
Johnson City, TN 37614
knoches@mail.etsu.edu

Virginia:
Kathy Bradshaw
VCU Libraries
Virginia Commonwealth Univ.
901 Park Ave.
PO Box 842033
Richmond, VA 23284-2003
akbradshaw@vcu.edu

West Virginia:
Breana Brown
Cabell County Public Library
455 9th Street
Huntington, WV 25701
breanna.bowen@cabell.lib.wv.us

Volume 67, Number 1, Spring 2019
The Southeastern Librarian (ISSN 0038-3686) is the official quarterly publication of the Southeastern Library Association, Inc. A subscription to the journal is included with the membership fee. The subscription rate is $35.00, which includes institutional membership. Please send notice of change of address to SELA Administrative Services, P.O. Box 30703, Savannah, GA 31410, or email: gordonbaker@mail.clayton.edu. Send editorial comments and/or submissions to: Perry Bratcher, Editor SELn; 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099 email bratcher@nku.edu. Phone 859-572-6309. Membership and general information about the Southeastern Library Association may be found at http://selaonline.org.