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What a wonderful conference!

The joint conference of SELA with the Arkansas Library Association, held in Hot Springs September 27-29, was certainly one of the highlights of this year. The variety of programs, appealing to all kinds of librarians, was stimulating; the food served at the luncheons was delicious; the convention and hotel facilities were high quality; and the exhibits were interesting and quite varied (everything from the Brodart library supplies company to Brian Sivills, a most interesting musician and singer who provides children’s programming in libraries, to the Arkansas Secretary of State).

I am proud to report that there were at least 11 SELA-sponsored programs on the schedule. This confirms the value to the 12 individual state library associations of co-hosting a joint conference since one of the main reasons for hosting conferences is the exchange of knowledge and programming. Of course, SELA benefits tremendously too as these joint conferences provide opportunities for presentation outside of one’s own state and the chances to meet in person with colleagues from all over the Southeast. Also, if all goes well, SELA is able to attract new members from the state hosting the joint conference with us too. All this and at a much lower cost than doing so through the American Library Association! Membership and participation in ALA is to be encouraged but for many of us, the costs of membership not to mention travel to conferences, can be prohibitive.

This was my first visit to Hot Springs. Even though most of my time and attention were focused on the conference, I did get out a few times to look around. Bathhouse Row occupies a major portion of Central Avenue and features vintage architecture of bathhouses built to take advantage of the naturally occurring hot springs in the area (some bathhouses are still open for business). Gangsters of the 1920’s and 1930’s frequented the area and this is commemorated by the statue of a seated gangster on a bench who looks somewhat like Al Capone and the Gangster Museum. My wife and I tried to visit the museum but, alas, there was no (required) guided tour available at the time. We did, however, visit the odd and interesting Wax Museum. I found the figure of the late actress, Elizabeth Taylor, disconcerting: not only was it lifelike but Taylor seemed to actually be staring me directly in the eyes. There are several excellent restaurants in Hot Springs. We greatly enjoyed our visits to the Kilwins ice cream and chocolate candy shop for dessert. The former Army Navy Hospital, opened in 1933, is an impressive structure hulking over the town; its massive stone tower is nicely lit up by colored lights at night.

Many thanks go to Crystal Gates, SELA Secretary and ArLA President-Elect, and her committee, and SELA President-Elect Melissa Dennis for planning a wonderful and memorable conference.

Tim Dodge
Auburn University
From Fürstenwalde to Kyoto:
The Internationalization of an Academic Library

Rachel Hooper and Christopher Shaffer

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Introduction

In the fall of 2005, Troy University began what would be a robust internationalization effort, in which the University Libraries have ultimately played a significant role. Many of the faculty and the staff at the main campus library were born in Troy, AL and attended college there. Several of the librarians left the town of their birth only briefly to attend the state university for their MLS, and then quickly returned to the comfort of the town and college they had always known. When Troy University began its process toward internationalization, some viewed it as much more than a paradigm shift; but it was also viewed with apprehension. It would take time for some people to recognize that through this process of internationalization a wealth of cultural knowledge could be exchanged between the international students and the existing Troy community. Today, Troy University’s main campus has a student population that is more than 14% international with students representing over 74 nations. Activities take place throughout the year that allow for all cultures to learn from each other. Many of these endeavors are facilitated through The Confucius Institute, which now partners with Troy University. By examining the activities and steps taken by Troy University’s librarians, it is possible to demonstrate how their combined initiatives can serve as a case study for other libraries looking to internationalize.

Many universities face challenges that lead to librarians being insecure about a university’s internationalization. It is not unusual for people who are from a rural college town to grow up, go to school, and then look for a job back in their hometown at the local college. Such individuals value the social networks these familiar places offer them (Cromartie et al., 2015). A strong international body can do much to increase the diversity of thought at a university, and can potentially keep a campus from becoming too insulated from the outside world (Hegarty, 2014). The library can play the role of leader in the university community by exposing its faculty, staff, and patrons to a variety of ideas outside of their accustomed cultural norms. This role can be achieved by utilizing a number of fellowships and grants that are available to libraries and librarians as well as through the judicial use of travel funds to support librarians participating in conferences and seminars that will improve their knowledge of other cultures. Doing so will have a threefold benefit for academic librarians. First, by placing librarians in foreign cultures, and allowing them to meet people from various international backgrounds, empathy can be created that will lead to better interactions with international students at home libraries. Such experiences can also lead to librarians searching for opportunities to develop programming based on international topics that can in turn help domestic students at a university better understand other cultures. Finally, following such experiences, librarians may choose to look for opportunities that further develop their institutions’ collections on various international topics.

Nearly one-third of Troy University’s librarians have participated in an abroad experience in the past five years. Upon their return each was asked to make a presentation to the other librarians. In these presentations, as well as in discussions with their supervisors, all indicated they felt rejuvenated, and most developed library programming related to their trip and what they learned. One librarian ultimately was selected as one of ten librarians nationwide to receive the annual I Love My Librarian Award, which is given by the Carnegie Corporation, New York Times, New York Public Library, and the American Library Association. Another librarian was invited to teach an introductory course in Japanese literature as a result of a fellowship with the Freeman Institute.

Literature Review

Over the past several decades, internationalization and globalization have become common terms in the academic world. According to the Institute of International Education (2017), over one million international students were studying in the United States during the 2016-2017 academic year. This number has increased each year for the past decade. Although the number of US students studying abroad is much lower than that, the number has been increasing each year. Over half of the students who came to America for higher education came from Asia – countries such as China, India, Saudi Arabia, South Korea, and Vietnam (Institute of International Education, 2017). Studies show that studying abroad has many benefits such as increased intercultural skills, knowledge for future jobs, and more marketability in the workforce. In addition to this, 90% of those who studied abroad were accepted into one of their top two choices for graduate studies, and those who study abroad are “twice as likely to find a job” within a year of graduation (University of California, Merced, 2017). With information and statistics such as this, it is no wonder that people choose to study in other countries and gain that experience.
Universities and the United States economy also feel benefits of this internationalization. According to the NAFSA International Student Economic Value Tool, international students contribute a total of $39 billion to the US economy while creating over 450,000 additional jobs. This tool breaks these numbers down by state and even by institution. Based on the 2017-2018 academic year, the international student population at Troy University benefitted the institution and local economy by $25.9 million and supported 142 jobs (NAFSA, 2019). These numbers show the importance of internationalization not just at the local or state level, but also at the national level.

What does this push toward internationalization mean for academic libraries? How should librarians change their outlook and services to better accommodate this shift in outlook? How do librarians need to prepare for their university to internationalize? Han and Hall (2012) state that “Academic librarians need to constantly survey international students’ information needs and ensure them a welcome experience.” According to Alan Bundy (2003), “…libraries and librarians should be proactive participants in the evolution of the twenty-first century educational paradigm,” but how can librarians assist in this cultural transition? Literature abounds on the topic of academic internationalization, but information specific to libraries is not as plentiful. However, the literature is beginning to increase on this topic. Some sources explored the idea of teaching more about internationalization at the library graduate school level. This would allow upcoming librarians to get the appropriate information and training before entering the field and have a “cross border perspective” (Abdullahi et al., 2007; Click et al., 2017; Kajberg, 2004), but those already in the library workforce may have missed that specialized training.

Several ideas were prominent throughout the literature that shed light on ideas that librarians can use to serve international students. Often, universities host groups of academics, or visiting scholars. This type of sponsorship allows educators from other countries to come to America and visit educational institutions, which also allows the American counterparts to learn about the scholars’ home countries and cultures. Librarians can take this opportunity to meet with these visiting scholars, train them on the library and resources, and take the time to learn about other libraries worldwide. The library is a common thread among universities, but resources and services offered may vary drastically, so it is vital that these scholars learn what is available, based upon the programs offered and the needs of the students and faculty (Ganster, 2011). For example, some libraries in Europe and Asia have historically had closed stacks, while it is common practice for academic libraries in the United States to have open stacks and allow patrons to roam freely throughout in order to find books serendipitously. Explaining the library’s organization and set-up helps alleviate confusion on matters both small and large (Peters, 2010).

An oft-overlooked way that librarians can increase globalization is to reach those students already affiliated with the university. When students plan to study abroad, the library can provide useful tools for them, such as reminders that they will still have access to their home university’s electronic resources while abroad. Students may not realize that they can use the international site’s resources as well as their home site’s databases and eBooks, plus any online assistance provided such as chat, email, or texting. Libraries can also purchase books or databases to help inform students of the various customs and traditions of those foreign locales. What is acceptable and common practice in the United States may be considered rude or improper in other countries. These resources can provide basic information that will make students’ transitions more seamless (Witt et al., 2015).

Additional ideas mentioned concerning this topic include international exchanges, visiting librarian (or scholar) programs, and working with international libraries to “jointly sponsor conference and research projects” (Hammond, 2009). Sister Library partnerships—through which United States libraries agree to cooperate in a variety of ways—are becoming an increasingly popular way to promote internationalization for the library and the university. These partnerships allow the institutions to communicate, exchange ideas, provide titles or topics for collection development in targeted areas, and, in some cases, international travel to visit the other site. Partnerships of this nature are fostered through the American Library Association’s Sister Libraries Committee. Mattson and Hickok (2018) mentioned Penn State as a prime example of such a partnership. They had such a successful sister library program that “permanent funds are allocated to facilitate the sister library partnerships themselves. There are also university-supported grant and award opportunities for funding in support of the libraries partnerships” (Mattson and Hickok, 2018).

Library programming is another avenue that can inform students of international topics and issues, or expose them to ideas that they may not have had access to while growing up (Bordonaro, 2006). These can educate not only the American students, but also the international students studying at the University. Partnering with international organizations and hosting events can increase library usage, educate students, increase students’ interest in international topics, and make international students feel more welcome and understood (Tobias et al., nd).

Han and Hall (2012) spotlight using LibGuides as a way to reach the international students, and tailoring the guides to meet the specific needs for each university. Using LibGuides to explain library terms and providing greater explanations and details, such as a glossary, may be beneficial to international students since many may not understand library lingo. Providing basic and common words may be more preferable for these students. This attention to language, slowing the speed at which librarians talk, and creating a friendly and inviting environment is critical to library orientation sessions and library tours for
Exemplars

The first time a librarian from Troy University participated in an international fellowship was with the Goethe Institute’s TransAtlantic Outreach Program (TOP) in 2007. Primarily designed for K-12 social studies teachers, academic librarians who influenced social studies curricula were allowed to participate at that time. Participants visited two concentration camps, spent a week in Berlin and visited the Reichstag, Berlin Wall, Brandenburg Gate, and several sites relating to World War II. Another town that was visited was Gorlitz, a town split in half following World War II along a river. Most of the group walked across a bridge to visit the Polish side of the town, named Zgorzelec. They also visited an apple farm that was using a unique apple hybrid to revitalize the area’s economy, and had lunch with the mayor of Furstenwalde, where the recipe for Sapporo Beer was created. At the time, it did not occur to that librarian that ten years later he would be drinking another Sapporo in Japan via another fellowship.

A fellowship such as the TOP Program is irrelevant if it does not impact the librarian’s institution, students, and faculty in a positive manner upon the librarian’s return home. Out of the TOP program came a robust series of programming by the Troy University Libraries at all three of its locations that were focused on Holocaust history and its lessons. TOP Fellows are expected to make presentations to teachers at the K-12 level about the study abroad trip and lesson plans relating to Germany that the Goethe Institute makes available free of charge, which led to connections being made with area schools. Consequently, with those connections it was possible to facilitate bringing local students to the University for future programming events. Ultimately, this same librarian was appointed by Alabama’s governor to serve on the Alabama Holocaust Commission.

Following the TOP program, librarians developed plans to bring Ann Rosenheck, a Holocaust survivor, to Troy University to share her story of survival, hope, and forgiveness. She was ultimately seen by 1,500 students, faculty, and community members. Mrs. Rosenheck’s visit was largely funded through a grant from the Alabama Humanities Foundation (AHF). She spoke at all three Troy University libraries, as well as at a public elementary school and a private high school. Because of the success of Mrs. Rosenheck’s visit, the University Libraries and Sponsored Programs department hosted a Year of Holocaust Remembrance the next year. These events included another series of lectures by Mrs. Rosenheck; hosting the founder of the Paper Clips Project, Sandra Roberts, to share her story in which students collected 6 million paper clips in order to more concretely understand the magnitude of the lives lost in the Holocaust; and bringing in a traveling exhibit of photographs and paintings from the Birmingham Holocaust Education Center (BHEC) that was inspired by survivors of the Holocaust who immigrated to Birmingham, Alabama following World War II. The Libraries also hosted a workshop for K-12 teachers on how to teach about the Holocaust that was led by the BHEC’s Ann Moellengarten. Troy University’s administration worked with the University Libraries to defray as many costs for teachers as possible. Registration was free, and Troy University paid for substitute teachers for all attendees, which enabled teachers to attend who otherwise might not have been able.

The Association of American Colleges and Universities (AACU) offers two international-themed programs for librarians, both focused on Asia. A librarian from Troy University’s Dothan campus participated in the Japan Studies Institute (JSI) on Incorporating Japanese Studies into the Undergraduate Curriculum in 2008 at San Diego State University. Participants learned about not only Japanese history, culture, and society, but also practical information so that they could return to their own universities and provide educational experiences to their students relating to Japan. JSI participants participated in a wide range of activities over more than two weeks that included in-class lectures, hands-on activities such as flower arranging, learning the basics of writing in kanji, and participating in a tea ceremony.

JSI participants were also provided with information about several grant programs that led to a variety of successful grants on the part of the University Libraries. Among the granting agencies that were discussed was the Association of Asian Studies’ (AAS) Northeast Asia Council (NEAC), which offers instructional materials grants for materials relating to both Japan and Korea. Over a period of several years, with the Libraries contributing an equal match in funds, the NEAC provided $4,000 for book and film purchases on Japanese and Korean topics.

Another institution that was mentioned at JSI was the Nippon Foundation. The Nippon Foundation had a donation program that has since become inactive, named “Read Japan.” The Foundation developed a list of books they labeled “100 Books for Understanding Contemporary Japan,” that libraries around the world could apply to receive free. Two of Troy University’s libraries applied for and received these collections, minus titles that were already held in their collections and that were in good condition.

JSI participants were also eligible to be selected to go for a future in-country visit to Japan following the seminar at SDSU. There was no application process, so the Troy University librarian who participated in JSI in 2007 was quite surprised to learn he was invited to participate in such an opportunity in 2017. This trip was focused more on the development of university partnerships and exchanges. Participants met with representatives from 13 different universities. They visited Tokyo, Kyoto, and Beppu, and learned more about Japanese society through excursions to places such as bamboo forests, museums, textile producers, and the museum dedicated to the world’s first use of the atomic bomb on a population, Hiroshima.
Stemming from this second JSI experience are two significant planned initiatives. The first is to develop an exchange with another university for Troy University students. This will allow the library to more truly integrate itself into the study abroad phase of the University’s internationalization push. Second, plans are being developed to host a series of diverse programming relating to Japanese culture that will include lectures, free films, and events such as demonstrating the Japanese tea ceremony.

Exposure to international opportunities may also lead to academic librarians being more active within their professional organizations. Following his Germany experience with TOP, that librarian discovered the American Library Association’s (ALA) Sister Libraries committee and became a member. With information learned through the committee, and thanks to the advantage of having a Ukrainian librarian on his faculty, it was possible for the Libraries to establish a sister library relationship with Kirovohrad State Pedagogical University in Ukraine. A few years after serving two terms as a member of the Sister Libraries Committee, the librarian was elected to a Member-at-Large seat on the ALA’s International Relations Roundtable (IRRT). This allowed him to not only expand his knowledge relating to international librarianship, but also further develop connections and ideas that could potentially increase the Troy University Libraries’ international initiatives.

Troy University hosts numerous study abroad opportunities each year, and, through one of those, one of our librarians was able to visit China in 2015 through a program with The Confucius Institute. This was completed as part of her International MBA degree and was a prime opportunity for her to learn more about not only the business aspect of Chinese corporations, but also the literary side of the Chinese culture. She was able to visit libraries throughout China and learn more about the culture, literary history, and current library trends within the context of that culture. Because Troy University is such an internationally focused university, and because a large percentage of those international students come from China, this librarian is now able to connect more closely with those Chinese students. She works with the ESL and Chinese scholars who come to Troy, so when they find out she has visited China, they tend to feel like they have something in common, which creates a connection, allowing them to talk more openly with her.

Two of our librarians took advantage of a study abroad opportunity through the University of North Carolina at Chapel Hill. One visited England, and the other visited the Czech Republic. These trips allowed them to travel across the countries to learn about the library systems, the history, and current usage trends. Each trip had its own focus and varied greatly as far as the historical views of the library and literary freedoms for the different countries. Both countries have a long history of libraries and literature, but the Czech Republic was unique since it had been under Communist rule from 1948-1989, and experienced much literary suppression. It is a pleasant irony that Czechoslovakia’s first elected leader was the author and playwright Vaclav Havel. Posters throughout Prague proclaimed “Havel na Hrad,” which translates to Havel to the Castle, which houses the president’s office.

Being open to different cultures and wanting to share in those experiences has allowed the Troy University Libraries to take part in numerous grant opportunities over the past decade. Participating in grant-related public outreach activities was viewed positively by university administrators, who recognized they were potential recruiting tools. Furthermore, by working within the context of a grant, it was possible to host events that might not have otherwise been approved, such as a wine and cheese reception on the opening night of a film festival. Two Troy campuses have taken part in the Tournees French Film Festival for a number of years. This grant focuses on showing French Films on campuses nationwide, and helps students learn more about French cinema and culture. As previously mentioned, Troy University is located in a somewhat rural area, so many Troy students have not been afforded the chance to experience films other than American blockbusters. Students were able to watch the movies free of charge, learn a bit about the film, as well as learn about French history and culture at the same time. These grants also allow collaboration between departments on campus, further enriching our campus footprint.

Recommendations

Although each institution may differ, these are a few factors and recommendations to consider when implementing an internationalization program:

- Library administration and faculty should determine in a collaborative manner what their goals are. The goal for the Troy University Library was to provide international experiences to interested librarians in order to better familiarize them with other cultures, which in turn—in theory—would make them more sensitive to international students’ needs. However, standards had to be developed for selecting librarians who want to participate in international travel. This insures that the best personnel are selected for such opportunities. For instance, those who have more interactions with international students in their subject areas may benefit more from international travel and exposure than those with fewer international student interactions. In addition to this, Troy University has several sites across Asia, but only specific programs are offered at these sites, so it may make more sense for the subject liaison for those specific areas to travel to those locations. Of course, budgeting and staffing are major considerations in fulfilling this goal.

- The second goal for Troy University’s Library was to develop a series of outreach programming in order to teach the overall University...
community about a range of international topics. An important factor for this goal was to develop a relationship with the Sponsored Program Office, which sends out information on upcoming fellowships and grants. This goal also allows the Library to collaborate with other departments on campus, and sometimes allows the Library to form partnerships with community organizations.

- Staffing: Regardless of the type of internationalization program that is desired, staffing must be considered. For organizational purposes, it is useful to place one librarian in charge of international initiatives. If a library is interested in some sort of exchanges, leading students on international trips, or in any other endeavor that could cause staffing shortages, there should be reflection as to whether the library can spare the personnel during such periods without impairing the day-to-day business of the library.

- Budget: Before any new initiative is launched, an institution’s budget must be considered. Depending on the type of international programs a library is wanting to engage in, only a minimal amount of funding may be needed. For instance, should librarians decide they want to host a film series, screening rights usually cost between $200 and $500. However, if the program is going to involve international travel, then it may be necessary to either reallocate funds within the budget, or request increased funding as a result of a new initiative being developed.

**Conclusion**

The Troy University librarians who have participated in international experiences have discovered a variety of positive and beneficial outcomes that help them perform their roles better. In post-trip presentations to library faculty and administrators, librarians who have participated in trips abroad have indicated that they are more empathetic to international students’ needs and challenges. Because of their in-country visits, they pointed out that they are better able to understand what it is like to be in a place where everyone speaks a different language, and what it is like to be “the other.”

The Libraries received positive attention from the University’s senior leadership as a result of their internationalization endeavors. Annually, the university’s deans make presentations to the institution’s leader in what are known as Chancellor’s Briefings. Encouraged by the University Libraries’ efforts regarding internationalization, the Chancellor was complimentary of the initiative shown by librarians for finding international opportunities, and said he was pleased with the learning opportunities for the student body that were generated as a result. Later, in an email, the Chancellor wrote the dean of libraries, and thanked him for his work in encouraging increased internationalization and programming, and that in so doing he had increased the library’s overall relevance to the university’s mission. He also requested the University Libraries consider developing a study abroad program that would further increase its role in the overall internationalization effort of the University.

Finally, one good thing often leads to another. Once librarians began creating programming around international topics, they also were often inspired to continue their efforts in other areas, because of the confidence they gained in terms of grants received and audience attendance. As a result, library programming on topics from quilting to African American cowboys in the American West to writing workshops were developed. This programming also led to several collaborations on projects with members of the teaching faculty, which led to better relationships between the various colleges at the university and the library. Although this case study focused on events in an academic library, other libraries can find ways to replicate these ideas or grow upon them to meet the needs of their students, patrons, and institutions.
References


Well-Behaved Librarians Rarely Make History: Juliette Hampton Morgan and Alabama Librarianship in the 1950s

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Introduction

Juliette Hampton Morgan was the first white Alabama librarian to publicly support racial equality and desegregation initiatives, yet she remains largely unknown amongst library professionals, including those in her home state of Alabama. Outside of Montgomery, Alabama, where the central library in which she worked was renamed in her memory, little is known of her. This is evidenced by the scant information about her in the Alabama Library Association’s archives at the University of Alabama, the lack of recognition by the Alabama Library Association, and the slight understanding of Alabama librarians regarding her role in Alabama library history. (Knowledge gained from author’s work with the Alabama Library Association, extensive research in the Alabama Library Association archival collection – University of Alabama, and author’s interactions with highly involved library professionals from across the state). The story of this “sensitive” librarian who challenged the southern status quo through her vocal encouragement of desegregation, including in public libraries, is vital for a comprehensive knowledge regarding the history of southern public libraries (Dobbins, 1957). While non-southern public libraries had their own racial issues to address, many public librarians in the South, and especially in Alabama, experienced a private “conflict” between their professional values to provide the “highest level of service...[and] equitable access” to all library users, and their segregated societies that legally separated users, making it nearly impossible to achieve their profession’s goals (Graham, 2001, 1-2; American Library Association, 1939). Most librarians kept their struggle quiet, limiting it to private communications or confidential professional records. In contrast, Morgan documented her experience publicly, revealing how she gave voice to a “silent majority” of Alabama librarians who supported desegregation and prepared “the way for a happier and more equitable future” in Alabama libraries (Morgan, 1957). Currently, little scholarship on her professional life, influences, and impact is available. While Mary Stanton’s biographical work is significant to understanding the life of Morgan, Stanton stated in an interview with this article’s author that, as she was not a librarian and she did not focus on Morgan’s librarianship, encouraging further research on her professional life (Mary Stanton, personal communication, March 1, 2019). This article attempts to do that and add to the library literature on this topic.

Early Influences

Born February 21, 1914, Morgan enjoyed a comfortable childhood in Montgomery, Alabama. She came from a strong American Southern lineage with her ancestors serving in the Georgia state legislature and fighting for the South in the Civil War. Her beloved maternal grandmother, Big Mama, Juliet Olin, even boasted membership in both the Daughters of the Revolution and Daughters of the Revolution Confederacy (Stanton, 2008; Stanton, 2006, p. 49, 61). Contradictorily, her family also possessed a strong legacy of rebellious ideology, a trait evidenced in the lives of her parents, Frank and Lila, one that Morgan inherited. For a Southern man in the early twentieth century, Frank Morgan held progressive views and supported policies that improved African-Americans’ everyday life (Grover Hall, personal communication, July 28, 1938; Stanton, 2006, p. 21). Additionally, he abhorred the Ku Klux Klan and supported Montgomery’s antimasking ordinance, which helped to curb KKK activities in the city (Kahn, n.d.; Stanton, 2006, p. 22-23; Hall, 1927). Morgan not only watched her father supporting these progressive policies, but she also shared his passion for politics and history. Simultaneously, she witnessed her mother, and Big Mama, as they passionately fought for women’s suffrage alongside their local group, the Montgomery Equal Suffrage League (Stanton, 2006). Observing the closest female figures in her life fight for what they believed truly influenced Morgan (Stanton, 2006; J. Morgan, personal communication, January 1957). In fact, she partially credited her mother as “a decided influence” on her political and social activism, particularly her “don’t give a damn” attitude (J. Morgan, personal communication, July 8, 1952).

While the Morgans were decidedly progressive, the legalized separation of black and white Montgomeryans still affected the family. While Frank Morgan supported progressive initiatives, he also approved of the segregated society that the 1896 Supreme Court case, Pleuss v. Ferguson, helped establish. In this ruling, the Supreme Court determined that “enforced separation of the races...neither abridges the privileges or immunities of the colored man,” and thus, states could legally create “separate but equal” accommodations, which states like Alabama promptly did (Pleuss v. Ferguson, May 18, 1896; Wiegand & Wiegand, 2018, p. 3-4). Alabama’s 1901 Constitution mandated a segregated society with racially separated schools, transportation, and other tax funded institutions like public libraries; thus, Morgan lived in a city that enforced “racial segregations in [all] public accommodations,” policies that most white citizens did not criticize or even question (Novkov, 2007). Undergirding
these formal laws was the predominance of white supremacist ideology that strove to preserve “Anglo-Saxon blood in the South” and considered the two races “living side by side” as a violation of “the most rigid laws of nature” (“South is Handicapped,” 1914; “What Al Will Need to Win,” 1928). Even progressives like Frank and Lila Morgan viewed themselves as superior to African-Americans and demanded unflinching respect from them. Though they “forgave lying, theft, and laziness in their black employees,” it was only because “they believed them to be incapable of anything better” (Stanton, 2006, p. 23).

Outside of her family, Morgan encountered more crude supremacist attitudes. When she worked at Neely’s, a Montgomery bookstore, the proprietress referred to a “well-dressed Negro woman who requested they order a book for her and gave her name as “Mrs. Brown” (J. Morgan, personal communication, n.d.). The owner indignantly told Morgan, “that’s the first one I’ve ever had to use ‘MRS’ to me. I didn’t call her that!” (J. Morgan, personal communication, n.d.). This established attitude prevailed amongst Montgomery society. Challenging it could bring disastrous consequences in the form of social ostracism, public harassment, and attacks from the Ku Klux Klan (and later the White Citizens Council).

In addition to the familial relationships and societal environment, Morgan encountered two individuals who helped contribute to her activist ideology and spirit, as well as her intellectual and professional development. The first, Montgomery Advertiser editor Grover C. Hall, Sr., showed Morgan the power of the written word when he challenged the Ku Klux Klan through his editorial columns in the 1920s (Stanton, 2006, p. 21-23; Hall, 1927). Morgan observed how Hall used writing, as opposed to politics, to change and improve society, something she attempted to do in her later life. Hall considered her a “brilliant, thoughtful girl… [with] fire and spirit… [and would] never be a stodgy conformist” (Grover Hall, personal communication, July 28, 1938). Morgan’s later activist writings in The Montgomery Advertiser proved Hall’s prophecy true. The second individual was Marie Owen Bankhead, aunt to famous actress Tallullah Bankhead, and best friend of Juliet Olin, Morgan’s grandmother – Big Mama. Most importantly, the indomitable Marie helped develop the Alabama library profession and founded the Alabama Department of Archives and History. Her husband, Thomas Bankhead, established the Alabama Library Association in which Marie later served as President (Stanton, 2006, pp. 6, 19, 34, 48 & 72; Bankhead, 1904, p. 1; Greenhaw, 1993, p. 86-86). As good friends with Big Mama, Marie spent a significant amount of time with Morgan in the late 1930s while Morgan lived with Big Mama post-college graduation working as a teacher. Marie must have passionately presented librarianship as a professional option since it was only a few years later in 1942 that “bookish” Morgan took a “substantial salary cut” and left teaching to become a librarian (Stanton, 2006, pp. 48 & 72; Dobbins, 1955).

Path to Librarianship – Education and Professional Life

Like most modern librarians, Morgan did not start her professional journey intending to be a librarian. Instead, it was “multi-faceted [path], with many circuitous detours” (Lo, Chiu, Dukic, Cho, & Liu, 2017, p. 424). It began with her arrival at the University of Alabama in the fall of 1930, where, at the early age of sixteen, she completed a degree in English within three years and obtained a graduate degree in English within two, finishing her studies by 1935 (Stanton, 2008; Stanton, 2006, p. 26-41). While a student, Morgan spent a great deal time studying in the Amelia Gorgas Library, however, if it inspired her to pursue librarianship as a profession, she gave little indication in her letters from that time. She obviously found it to be a place of refuge, especially during the turbulence of the Great Depression and growing racial tensions in Alabama (J. Morgan, personal communications, 1930-1936; Stanton, 2006). Later, Alabama’s only accredited library school was established, and even later, the Morgan family developed a library school scholarship dedicated to the memory of Morgan, making it possible for future librarians to pursue their master in library and information studies (Mary Stanton, personal communication, March 1, 2019; Jep Morgan, personal communication, June 2019).

Morgan’s first professional endeavor began concurrent with her graduate studies when she was granted a teaching fellowship in the English department (C.H. Barnwell, personal communication, July 19, 1934). After her time at the University, she discussed teaching at the “University center in Montgomery,” but the limited number of students the director said that “he didn’t think there would be enough pupils… to warrant...the $90 or $100 a month” Morgan needed (J. Morgan, personal communication, n.d.). Instead, she returned to Montgomery “unmoored” and registered as a “substitute teacher and drama coach” at Lanier High School – her alma mater (Stanton, 2006, p. 49). Though not ideal, it gave Morgan time to serve as her grandmother’s companion, connect with burgeoning Montgomery activists, and participate in political and social improvement initiatives (Stanton, 2006, p. 49). Finally, she was given a full-time position at Sidney Lanier High School, but soon realized it was not the ideal career for her. In addition to her dislike of all-nighters to grade papers and the responsibility to discipline students, she later said in an interview, “teaching is not something you [can] leave behind you… it’s a 24-hour job” (Morgan, n.d.; Stanton, personal communication, March 1, 2019; Dobbins, 1955). What she did not express publicly was that she experienced “nervous exhaustion” – or, panic and/or anxiety attacks – and the school environment was not suitable for her mental health needs; thus, she sought out an environment in which she could continue educating but in a calmer setting and on an individual basis. Perhaps she remembered the tranquil hours she spent in the University of Alabama’s Amelia Gorgas Library, or maybe Marie Bankhead who consistently gave evidence as to what libraries could do for Alabama society, influenced Morgan. Either way the head librarian at Montgomery Public Library, Jean R. Damon,
hired her in 1942 as an assistant librarian. Juliette Hampton Morgan had entered the Alabama library profession (Dobbins, 1955).

Alabama Librarianship during the early to mid-20th century

As publicly funded libraries proliferated across the country during the second half of the nineteenth century, the profession in Alabama took a vital step – one that would play an important part in the history of Alabama libraries – and formed the American Library Association (ALA) in 1876, which dedicated itself to promoting “library service and librarianship” (American Library Association, n.d.). Important for Alabama library history, ALA founders designed the organization to allow state chapters (state library associations) to affiliate themselves with ALA but with the approval of the ALA Council, which could also rescind this affiliation (American Library Association, n.d.). As the late nineteenth century progressed, the concept of librarianship as a profession emerged and ALA, in particular, began to evaluate ways in which to codify it into a formal profession.

As this was occurring, the southern public library movement was only just beginning. Unlike in the North where the concept of libraries had existed since before the Revolutionary War, the South lagged due to many “causal factors,” like limited “economic ability,” “scholarship,” and lack of desire to have a well-cultured community. Morgan echoed this sentiment when she said “the ‘Right’ people of Montgomery don’t want it [a library] bad enough or don’t care enough to do anything about it” (Morgan, n.d.). While this was certainly true at times for the Montgomery Public Library, as the South evolved from agriculturally-dependent economy into the forward-moving New South, reform-minded middle class “clubwomen…businessmen, educators, clergy, non-public librarians” took up the cause of the southern public library movement. By the early 1900s, new public libraries emerged throughout the South, with nine established in Alabama. Of the nine Alabama public libraries, Montgomery had only one – the Carnegie Library in which Morgan later worked (Graham, 2002, p. 7). To improve the condition of public libraries in Alabama, Thomas Owen – husband of Marie Owen – and forty-nine representatives from the library profession established the Alabama Library Association in 1904. They dedicated it to “promote the welfare of libraries…and librarians” and to “encourage better use of libraries and promote and encourage literary activities in the State of Alabama,” with the specific demand to increase “public funding for library service” (Alabama Library Association, n.d.; Alabama Library Association, n.d.; Graham, p. 7).

A crucial difference existed in the creation of Alabama public libraries and the state association compared to those in northern states - racial segregation. Like other “civic institutions,” laws required that public libraries have segregated facilities with communities interpreting this in three general ways: 1) one building but with segregated “entrances, reading rooms, and book collections”; 2) designated days on which blacks could freely access “libraries, museums, and the zoo”; and 3) separate branches, one whites-only and the other blacks-only, in different geographic locations (Graham, 2002; Wiegand & Wiegand, p. 21; Crewsswell, p. 558).

This was the model used in Montgomery, Alabama. However, it wouldn’t be until the late 1940s, almost fifty years after the establishment of white library services, when a “Negro branch library” opened under the direction of Bertha Pleasant, a formally trained librarian who received her “degree from the Atlanta University Library School” (“Adequate Montgomery Library Services Result of Vision, Sacrifice and Work,” 1960; Wiegand & Wiegand, p. 52). In other places in Alabama, for example, the Birmingham Library Board commissioned a task force to “investigate the possibility of opening [an African-American] branch,” resulting in the creation of the Booker T. Washington library branch. This was Alabama’s first African-American public library, with over two thousand books, magazines, and newspapers along with places to sit and study without disturbance (Graham, 2002, p. 12). In Mobile, the Library Board designed a solution with the creation of Davis Avenue Library in 1931, which was an “exact replica of the main library in miniature” (Graham, 2002, p. 12). Pragmatically, this allowed library boards to skirt legal issues as they could identify the all-important separate but equal facilities. Alternatively, there was some noble idealism as some, like the Montgomery librarian Nellie Glass, desired to offer library services to African-Americans for the same reasons libraries existed for white Alabamians: “to create an informed citizenry and [offer] myriad opportunities for self-improvement (Graham, 2002, p. 12, 57; “Adequate Montgomery Library Services Result of Vision, Sacrifice and Work,” 1960; Wiegand & Wiegand, 2018, p. 31). Black patrons took advantage of this as seen in their reading selections of black-specific newspapers and magazines, and in nonfiction books – with the exception, of Uncle Tom’s Cabin, a favorite novel amongst African-American library patrons (Graham, 2002, p. 40-41).

Segregation extended far beyond the operations of southern public libraries into the mentality of some southern library professionals. A northern magazine posed the question to southern librarians: “why couldn’t blacks check out books in [white-only] public libraries?” The response: “Southern people do not believe in ‘social equality,’” with another reply saying “All the mean crimes…are done by some educated negro…[so]…the libraries in the Southern States (sic) are closed to the low down negro eyes” (Wiegand & Wiegand, 2018, p. 19). These sentiments showed how institutionalized the white supremacy ideology was amongst some public librarians. Still others saw no obvious racial tensions, with one librarian saying that “outsiders” caused the racial issues and that they “never had anything but pleasant relations with Negroes” (Wiegand & Wiegand, 2018, p. 41).

However, southern librarians differed in their attitudes regarding the racial issues and the segregation of public libraries, though the pressure to avoid social backlash – something Morgan would encounter – motivated most to
stay quiet. As Wayne and Shirley Wiegand explain in *Desegregation of Public Libraries in the Jim Crow South*, librarians saw themselves working within a social structure with strict leaders demanding they operate in accordance with the segregation policies of the day and did not desire to “run out of the social structure...[because] the majority does not want anything desegregated” (Wiegand & Wiegand, 2018, p. 45). The internal struggle grew even more pronounced in the mid-1930s when the American Library Association took its first steps in addressing the Jim Crow policies of southern public libraries by approving a resolution that required all future conferences to be held in non-segregated states (Wiegand & Wiegand, 2018, p. 187). Going further in 1939, ALA passed the “Library Bill of Rights,” in which they stated:

> We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests (American Library Association, 1939).

Though not explicitly calling out southern library practices – as many could still claim they did provide “equitable service...and access” for all users – the document made the first attempt to address this issue. The fallout would take decades but it ultimately led to the Alabama Library Association (ALLA) unaffiliating themselves with the national organization.

However, even within the Alabama profession an internal conflict existed over this issue and dramatically presented itself starting in November 5, 1949, when Mobile Public Library director Horace S. Moses stated that the organization should invite black librarians to join as formal members. The Association president, Gretchen Schenk, began investigating the attitudes of the Association membership about “including blacks in the association” through an opinion ballot sent out in late November 1949 (Barrett & Bishop, 1998, p. 143). The feedback was extremely varied, with the most heated feedback coming from William Stanley Hoole, the director of the Amelia Gorgas Library at the University of Alabama, who claimed that ALLA’s Executive Council was trying to prejudice the Association’s membership and was biased due to Schnek’s non-Alabama birth. Without saying it “explicitly,” it was clear that Hoole “did not share the council’s affirmative thinking” (Barrett & Bishop, 1998, p. 144). The varied feedback from others members clearly showed the strength of the internal conflict amongst those in the profession. Some, like Marie Bankhead Owen – the friend of Morgan’s grandmother – refused outright saying that though she believed “in setting up libraries for Negroes and giving them every encouragement in their efforts toward advancement in the work among their race” but “they [black librarians] have a separate Education Association and I do not see why there should be a racial admixture [in the library association]” (Barrett & Bishop, 1998, p. 145). Still others thought that allowing them membership was fine as long as they could have a separate section or “segregated” while others worried that “we [aren’t] ready for this” (Barrett & Bishop, 1998, p. 145). Yet, there were those who favored allowing “biracial membership” with one simply responding, “they are in the same field as we are” (Barrett & Bishop, 1998, p. 145). With this mixed response, again reflective of the mixed opinions of Alabama librarians, ALLA’s executive council appointed “a committee to further study the advisability and feasibility” of attempting to integrate the organization. After many meetings and heated exchanges, both in person and through written communications, with Director Hoole saying, “who is stuffing these Negroes down our throats?”, and failed votes, the issue of integration was tabled for the next fifteen years. It was into this environment that racially progressive Morgan entered when she became the Montgomery Public Library’s assistant librarian (Barrett & Bishop, 1998, p. 145).

**Morgan: Activist Librarian**

As one of her colleagues would later say, a library was Morgan’s “natural habitat,” and it was “inevitable she would find one and become an integral part of it.” That is what happened in 1942 when Morgan began working at the Montgomery Public Library (Wiegand & Wiegand, 2018, p. 21). Like her colleague would said years later, she quickly realized that this was the ideal profession for her, as it provided her a calm environment in which she could help patrons learn and explore the various information sources. Amongst her typical duties of shelving and checking-out books, creating a prize-worthy “filing” system, and ordering and cataloguing library materials, she provided excellent reference and research assistance (J. Morgan, personal communication, 1950s, “Gives a Comanche War Whoop,” n.d.; Will T., personal communication, July 7, 1949). In interviews when asked about this part of the job, it is easy to detect the joy and pride Morgan found in her “super-sleuthing” when providing information assistance to patrons (“Gives a Comanche War Whoop,” Dobbins, 1955; “Federation of Women’s Clubs Holds Workshop,” 1955; “Toy Exhibit Next Fall,” 1957). She also worked with students from nearby schools on finding research and information for term papers, worked with women’s social clubs to plan their programs and provide them research for their programs, and partnered with authors like Fanny Marks Siebels, who thanked Morgan for her dedicated assistance in Siebels’ book, *Wishes are horses: Montgomery, Alabama's First Lady of the Violin. An Autobiography* (Siebels, 1958, Preface).

Morgan went beyond what typical librarians do and took her service out to the community. She took every patron’s “request – casual or abstruse” as a “personal responsibility and prerogative” (“Dedicated Citizens Overcome Obstacles to Sustain Montgomery Public Library,” 1960). It was not only in her service that she excelled, she strove to educate herself in librarianship and took great care in studying under the tutelage of her colleagues and supervisors (“Dedicated Citizens Overcome Obstacles to Sustain Montgomery Public Library,” 1960). As she said to Mary
Dobbins, a journalist for the Montgomery Examiner, she learned much from her first library director, Jean Damon, and was entirely indebted to the training she received from Montgomery Public Library director Nellie Glass and librarians Dixie Lou Fischer and Margaret McClurkin. In fact, up until her death, she was determined to continue “studying and learning” about librarianship (Dobbins, 1955). Finally, as many said later, as a librarian Morgan was kind, driven, intellectual, and compassionate - someone who took time to inform small children when getting their library cards, that the library was exactly where they belonged (“Dedicated Citizens Overcome Obstacles to Sustain Montgomery Public Library,” 1960). However, the library was not just Morgan’s profession, it was also the perfect environment for her to as it was calm – with the exception of after school – and allowed her time to think and process the current events occurring around her.

It was on her return to Montgomery in the mid-1930s that Morgan began cultivating a progressive ideology, growing it into a more radical worldview. Her exposure to the economic havoc the Great Depression, played with both black and white Alabamians, made her a strong supporter of Franklin D. Roosevelt and his New Deal. Some Alabamians – including, several progressives - warned Morgan that there were “many Souths” and that no “two [Southerners] are quite alike” (“An Inquiring Southern Meets Southerners: A Daniels Comes to Judgment in His Native Land,” n.d.). She decided that she’d fight for her and others’ version of the South and give voice to this silent but “increasing minority” in the hopes the South would become the best version of itself (L. Morgan, personal communication, n.d.; Morgan, 1952).

In the beginning, most of her personal activism took the form of impassioned but well-reasoned letters – though more appropriately considered essays - published in various Montgomery newspapers, most notably in The Montgomery Advertiser. Compared to more radical and political activists, like her friend Virginia Durr and her mother Lilia, Morgan’s calm and reasoned approach to activism appeared too passive at first; however, Morgan had witnessed the power Grover Hall wielded in his writings against the Klan and knew the effectiveness of the written word. In her lifetime, Morgan wrote advocacy essays that covered a plethora of topics: support for the soldier voting bill during World War II, outrage over politicians’ censorship and dictatorial practices during the “Red Scare,” and passionate pleas that people vote in all elections (Morgan, n.d.; Morgan, 1943; Morgan, 1944; Morgan, 1946).

As she became more involved with biracial projects and organizations, Morgan became more radical in her ideology towards racial equality. Her involvement in biracial prayer meetings taught her the personal impact segregation and white supremacist attitudes had on friends and acquaintances just because they were black (Stanton, 2008). Even more significant, especially in light of her later writings, was the impact that her riding the bus had on her political and social views (Stanton, 2008). Because of her issues with anxiety and panic attacks, Morgan took the public transportation “four times a day,” something most women of her social class did not do. What she witnessed on the bus dramatically influenced her activism for racial equality (Stanton, 2008). Though she, as a white woman, received “excellent treatment” from the bus drivers, she saw as bus drivers treated black riders – who paid the standard bus fare but had to enter the back entrance and sit separate from the white riders – disrespectfully, with one driver calling an African-American rider on several occasions, a “black ape” (Morgan, “Lesson From Gandhi,” 1955).

These experiences motivated Morgan to take action. First, she engaged in her familiar form of activism: writing. In a 1952 article, “White Supremacy is Evil,” she first expressed support for a “federal commission” to handle the discriminatory actions “against minority groups” (Morgan, 1952). Thereafter she passionately explained her disgust at the Alabama Democrats – of which Morgan was one - usage of the “white supremacy” slogan (Morgan, 1952). She said that the slogan was “an insult to the colored races…[and a] disgrace to the white” along with it being “un-American, undemocratic, and unchristian (sic)” (Morgan, 1952). She made it clear that Anne Stefani was correct in labeling her a “moral activist,” as Morgan further claimed that a “moral question” was involved in civil
rights, and that southern Christians could not stand by like “‘good Germans’” and ignore immoral laws that “force an inferior status on certain groups of citizens because of such accidents as color of skin or place of ancestry” (Morgan, 1952). Morgan took her own advice and stopped observing incidents of injustice on her daily bus rides but engaged in small acts of defiance. For example, when she witnessed a black woman pay her fare at the front “white-only” entrance and then, when the woman walked to the back “black-only” entrance, the driver drove away (Stanton, 2008). Unwilling to be a “bystander,” Morgan pulled the cord, stopping the bus, and called out to the driver to go back for the woman (Morgan, 1952; Stanton, 2008). She continued these types of disruptive practices for as long as she took public transportation (Stanton, 2008).

Morgan did not limit her activism to the bus situation, but to all institutions, including public libraries. In her letter to the governor after the Brown vs. Board of Education Supreme Court decision overturned segregation she urged him to form a committee that would determine “‘the best way to bring about gradual but steady, integration...not only in schools but certainly in all institutions supported by mutual taxation”’ (author’s emphasis). Furthermore, she wrote that public libraries, and other tax-funded institutions should be integrated, a groundbreaking step for an Alabama librarian to take as none had spoken out publicly in support of public library desegregation (Stanton, 2006, p. 149; Morgan, 1955). These actions resulted in some backlash. An Elizabeth Watts wrote in a June 12, 1952 letter to the Montgomery Advertiser editor, Morgan’s white supremacy article betrayed Southern society and advocated the creation of a “mongrel race” with whites and black races biologically mixing (Watts, 1952). Internally, Morgan’s advocacy for public library integration was “not appreciated by either her coworkers or her boss,” and she was warned to be “more circumspect” since she “represented the library to the community” (Stanton, 2006, p. 149-150). Morgan was financially dependent on her job, so, in late summer 1955, she promised to be “more discreet,” although she would not “stop writing letters.” Within six months, she broke her promise of discreet activism as she wrote her famous essay supporting the Montgomery Bus Boycott (Stanton, 2006, p. 149-150).

As one of the most “important events in twentieth century Afro-American history,” the Montgomery Bus Boycott first began on March 2, 1955, when Claudette Colvin refused to move seats “for a white passenger” (Garrow, 1989, p. xi, xii). However, since she was a young teenager, the decision was made to wait for someone who could carry the weight of a boycott movement and the media attention it would bring. When Rosa Parks was arrested for not giving up her bus seat, the African-American leadership, with Dr. Martin Luther King at the helm, decided to launch the Bus Boycott. Morgan and the rest of white Montgomery watched their black neighbors, employees, and acquaintances eschew public transportation and rally together to hitch rides, car pool, or walk. The white community had various reactions, with Mayor W.A. Gayle (the one who governed over the Montgomery Public Library) scoffing: “‘comes the first rainy day and the Negroes will be back on the busses’” (Halberstam, 2012, p. 48). It rained, and they did not; the movement continued (Halberstam, 2012, p. 48). Eleven days later Morgan wrote to the Montgomery Advertiser, stating her support of the Boycott and observing that the non-violent approach was very much like Gandhi’s peaceful protest, a philosophy, which African-American leaders would later claim and formally promote (Morgan, 1952). She made clear that she supported “law and order” but pointed out that apart from a couple of incidents, the Boycott followed a peaceful and orderly method (Morgan, 1952). Most poignantly, she prophetically stated, “one feels that history is being made in Montgomery” and maddening to “segregationists and moderates alike” claimed that black servants, tradesmen and women, religious leaders, and business scions were “making the most important [history] in [Montgomery’s] career” (Stanton, 2006, p. 169; Morgan, 1952).

Though not unfamiliar to criticism, the vehement taunts asking “if she had ‘nigger blood’ or...enjoyed sleeping with black men,” along with rocks thrown at her door or through her front windows, stunned Morgan and exacerbated her anxiety and depression (Stanton, 2006, p. 169). Making the backlash worse was that the attacks began to hit her in her place of refuge – the library. One person, retired Rear Admiral John Croomelin, an active participant in the White Citizens’ Council and the Ku Klux Klan, went to the library daily and voiced his outrage at Morgan, her colleagues, and her boss, Dixie Lou Fisher (Stanton, 2006, p. 169-170). Even worse, both non-patrons and patrons alike demanded Morgan’s firing (Stanton, 2006, p. 169-170). For others in Alabama libraries, the situation she faced after speaking out must have served as a clear warning. Fortunately, Fischer, who disagreed with Morgan’s politics but supported her freedom of speech, refused to fire her over the Boycott letter but pointedly told her to stop writing letters, which she did. With her cessation of writing and the Boycott’s successful conclusion, the backlash subsided. However, Morgan refused to be a “bystander” and instead participated in the Boycott by providing rides for “several black maids and cooks each morning and drove them home at night,” and while most of the white community ostracized her, these appreciative black women left “potted plants...bags of pecans and potatoes” as thanks (Stanton, 2006, p. 169-170).

For the next year, Morgan struggled with her increased anxiety. Dr. Kay, a psychiatrist in Birmingham, prescribed tranquilizers for her mental health illness. Mirroring the turmoil inside her head, the city of Montgomery raged with bombings of prominent African-American leaders and violence threatened against others. However, Morgan, desperate to keep her position as librarian, refrained from engaging in written activism even in early 1956 when the courts granted Juanita Autherine Lucy an “injunction permitting her to register in the [University of Alabama’s] School of Library Science” (author’s emphasis) which was met with angry backlash. However she could not continue her silence when in early 1957 Buford Boone, the Tuscaloosa News editor, who had written vividly in the
aftermath of the Autherine Lucy that if “they [pro-segregation protestors] could have gotten their hands on her, they would have killed her,” spoke to a “jeering” Tuscaloosa’s White Citizens Council chapter (Stanton, 2006; “The Pulitzer Prizes,” n.d.). He advised them that “the Supreme Court’s decision on segregated schools was final” and urged “business and professional men to demonstrate leadership” in guiding Tuscaloosa peacefully through the desegregation process. After hearing this, Morgan felt compelled to write him a personal letter that applauded him for “moral courage” and compared his bravery with that of the cowardly actions of the White Citizens’ Council and the Ku Klux Klan (J. Morgan, personal communication, January 1957). Finally, and most significantly, she demanded that it was time to get on with the job that “we have put off far too long [and provide] full citizenship, equal right, and respect for all people” (J. Morgan, personal communication, January 1957). When Buford read her letter, he was motivated to share it with the world, asking Morgan for permission to publish it in the Tuscaloosa News. Morgan knew that granting permission would violate her promise to her boss and restart the fiery backlash she had barely endured in the aftermath of the Boycott letter, but, as a moral activist fueled by her faith, she clung to one of her favorite verses from Scripture, Esther 4:14:

For if you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father’s family will perish. And who knows but that you have come to your royal position for such a time as this (Stanton, 2006, p. 195)

With the knowledge of what could happen if the letter was published, she agreed, and on January 14, 1957, the Tuscaloosa News published her letter, signing what Lila Morgan would say was her daughter’s “death warrant” (J. Morgan, personal communication, n.d.).

The backlash began almost immediately when the Montgomery chapter of the White Citizens’ Council – of which the Montgomery mayor, W.A. Gayle was a member - republished her letter “in a widely distributed flier” and informed readers that she still remained employed as a librarian at the Montgomery Public Library. They claimed that since she was so “controversial,” most of the “City Commissioners and Library Board members want her dismissed for her inter-racial views” (White Citizen Council, “Juliette Morgan Stays at Library,” n.d.). The mayor began to push library director Dixie Lou Fischer and the Library Board hold-outs to fire Morgan, but all of them, though they disagreed with her politics and public activism, defended her and refused to fire her (Durr, 2006, p. 137). At this time Buford Boone wrote a letter to Lila Morgan, expressing his sympathy for the attacks her daughter suffered at the hands of “narrow-minded” political demagogues who didn’t have the courage to “stand for true democracy” (B. Boone, personal communication, February 16, 1957). It was not just the city officials attacking Morgan, in the library she had people playing tricks on her, patrons coming up to her and announcing “that they would no longer patronize [the library] because Juliette worked there,” and even worse, ripping up their library cards in front of her, claiming they would no longer patronize the library (Graham, 2002, p. 101; Durr, 2006, p. 203). For someone who had always treasured the patrons and the service she provided to them, this crushed Morgan, leaving her feeling alone and isolated (Graham, 2002, p. 101; Durr, 2006, p. 203).

On top of the physical threats and continued attacks on her property, Morgan fell even further into a depression and experienced uncontrollable panic attacks, becoming plagued with physical symptoms of her mental illness, including gastrointestinal issues, lack of concentration, and heart issues. To deal with these, Morgan took a leave of absence from the library in late spring 1957 and began seeking treatment again with Dr. Kay in Birmingham (Stanton, 2006, p. 203-204; J. Morgan, personal communication, May 1957). This time her treatment included electroshock treatment and “any pill or potion,” which included Miltown, Equanil, and Seconal, all of which produced side effects that exacerbated her physical and mental issues (Stanton, 2006, p. 202; J. Morgan, personal communication, May 23, 1957). Through it all, Morgan tried to hold onto hope and begged her mother “not to be too mad…or to worry” because she “would rise again” (J. Morgan, personal communication, May 18, 1957; J. Morgan, personal communication, May 20, 1957). Despite these optimistic words, the reality was that Morgan was struggling to function on a daily basis (Stanton, 2006, p. 203). She came home in early July with her depression and anxiety in tow, sleeping medication, and increasing fear for her job. This was due to a July Library Board meeting where Mayor Gayle smugly decided that if the board or Dixie Lou Fischer would not fire Morgan, he would remove the money in his next fiscal budget that funded her position, thus eliminating her from the library staff in the upcoming months (Stanton, 2006, p. 203; Durr, 2006, p. 150). Finally, on July 15, the final blow fell on Morgan when a cross was burned in her front yard, a warning that the Ku Klux Klan and White Citizens’ Council gave those courageous enough to publicly disagree with the status quo (Stanton, 2008). On the morning on July 16, 1957, Morgan called Dixie and resigned her beloved job as reference librarian at the Montgomery Public Library (Stanton, 2008). That night, after failed attempts to get into the local Mental Hygiene Clinic, Morgan went into her bedroom, closed the door, and wrote a note saying the following: “Please let everything I have go to my mother – earnings, etc., etc. whatever is in the bank. I can’t go on. Love, J” (J. Morgan, personal communication, July 16, 1957). The following morning, Lila found her daughter in bed, dead, with an “empty bottle of sleeping pills” on the nightstand (Stanton, 2006, p. 204). Though speculation over whether her death was self-inflicted or accidental, one thing was clear to those who loved her: cowards had harassed her to death because she dared to “probe into the paradoxes of Southern life” and challenge the status quo (Dabbs, 1967, p. 18).
Morgan’s Legacy

Two days after her death, Morgan’s funeral was held at the St. John’s Episcopal Church which was filled to capacity (Stanton, 2006, p. 205). In the immediate aftermath of her death, those who knew Morgan well remembered her in tributes submitted to the Montgomery Advertiser and letters written to her mother. Mary Dobbins both honored Morgan and shamed the Montgomery community in her letter, saying “she was a rare spirit, a sensitive, understanding woman…” that “cowardly people tried to extinguish” (Dobbins, 1957). U.S. Circuit Judge Richard Rives wrote to Lila and said that Morgan’s “sense of justice and fine ideals will live on to inspire others” and another friend said that the world would be a better place if more people were like Juliette (R. Rives, personal communication, July 18, 1957; L. Morgan, personal communication, December 8, 1961).

However, amongst the professional colleagues in the library community the silence was almost deafening. Her colleagues could not give public acknowledgment regarding the passing of Morgan or the circumstances surrounding her death. Instead, the staff made their grief known in subtle ways over the subsequent months and years. For example, Dixie Fischer and Margaret McClurkin wrote two poignant tributes for her in the Alabama Librarian. Again, after the traumatic experience they witnessed with Morgan, they could not directly address the deeper issues revolving around her death but their subtle hints spoken into the silence were as loud as shouts (McClurkin, n.d.; Fischer, n.d.). McClurkin hinted at Morgan’s sacrifice in an effort to achieve racial justice with her quote from Philip Wylie’s Innocent Ambassadors that says “‘I have made the world some small bit better in my fashion; I have given you my life as an imperfect example; pursue and enhance the best of me, for you are now in my stead’” (McClurkin, n.d.). Fischer was more direct and said that Morgan “championed the oppressed, the handicapped, the underprivileged…[and] could rise to militance (sic) for a righteous cause [and] speak out forthrightly for truth and justice” (author’s emphasis) (Fischer, n.d.).

Three years after Morgan’s death, when the new Montgomery Public Library building opened, a special section of the Montgomery Advertiser outlined the history of the library, along with detailed accounts of the librarians who had served throughout its fifty-six year history. Over two paragraphs were devoted to Morgan, praising her for her kindness, compassion, humor, intelligence, and, most significantly, her articulate essay writings published in the Montgomery Advertiser (“Adequate Montgomery Library Services Result of Vision, Sacrifice and Work,” 1960). However, apart from these subtle acknowledgements, the Alabama library profession stayed quiet about Juliette Hampton Morgan and the issue of segregation.

Despite this silence, change did come more quickly than even Morgan could have expected. Within five years after her death, Robert L. Cobb and his friends walked into the still-segregated Montgomery Public Library but were refused service from the librarian on-duty (Graham, 2002, p. 76). Like Rosa Parks seven years earlier, Robert and his compatriots refused to leave, continuing their peaceful “sit-in” until the police arrived. Though the White Citizens’ Council and pro-segregationist city officials attempted to block legal action, in August of the same year the federal district court ruled that the library must integrate. On August 13, Morgan’s dream of expanding Montgomery’s public library services to African Americans came true when over a dozen black patrons registered at the downtown branch and Robert L. Cobb checked out his first item, Much Ado About Nothing in the integrated facility, a book the literature and drama lover Morgan would have appreciated (Graham, 2002, p. 77; Morgan, 1955).

As the decades passed after her death, Morgan’s story dimmed from memory. Fortunately, her mother – persuaded by the formidable Marie Owen Bankhead – preserved much of her life in a scrapbook entitled “The Epic of Juliette Hampton Morgan,” and then generously donated it to the Alabama Department of History and Archives (Stanton, 2006, p. xi). When she made her donation, Lila said she hoped that people would “find much of interest [in this donation] – if not today, in days to come.” This proved true when Mary Stanton, the author of Morgan’s first and only biographer, discovered the collection, and from there Stanton said bringing Morgan back to the world’s memory became a “project of love” (M. Stanton, personal communication, March 1, 2019; M. Stanton, personal communication, February 2019). Her research helped bring attention to this “vilified” librarian and led to Morgan’s induction into the Alabama Women’s Hall of Fame in 2005 with decision to rename the Montgomery Public Library in her memory (Benn, 2005). In the ceremony, officials from the city, who fifty years before had demeaned, harassed, and attacked Morgan, now said that they “promise to pass on her legacy to children and posterity through the bricks and mortar of this Juliette Hampton Morgan Memorial Library” (Patton, 2005).
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LIBRARY NEWS:

Alabama

The Troy University Rosa Parks Library in Montgomery, Alabama was one of 78 libraries across the U.S. that received the National Endowment for the Arts (NEA) Big Read for 2019/2020. We received $15,000. The City of Montgomery will be reading Citizen: An American Lyric by Claudia Rankine in March/April of 2020. https://www.arts.gov/art-works/2019/national-endowment-arts-announces-1-million-grants-support-nea-big-read-community

Also, Troy University Libraries just received word from the American Library Association (ALA) and the United States Holocaust Memorial Museum (USHMM) that Troy University Library on Troy Main Campus was one of 50 libraries in the United States selected to participate in the upcoming tour of the traveling exhibition Americans and the Holocaust. The tour will begin in March 2020 and will continue through March 2022. At press time, it is unknown which 6-week period the library will host the event.

South Carolina

On September 3, 2019, Greenville County Library System’s Five Forks Branch was honored by the American Library Association in their 2019 Library Design Showcase featuring “the year’s most impressive new and renovated libraries.” The Branch was one of thirteen libraries nationwide that were recognized for “innovative architecture” that meets the needs of the community in “unique, interesting, and effective ways.”

The Five Forks Branch’s column-free design features bold colors and textures as well as a wealth of natural light resulting in an inviting and contemporary space for patrons to discover and enjoy. Construction of this branch library in the Five Forks area is the culmination of a plan originally set forth by the Greenville County Council 25 years ago. In 1993, the Greenville County Council approved an ordinance to replace nine existing library branches, replace the main library in downtown Greenville and construct a new library for Woodruff Road. In 2004, the Greenville County Planning Commission identified the Five Forks/Woodruff Road area as having a high need for a library branch.

Architecture firm for the project was McMillan Pazdan Smith Architecture, LLC, Greenville, SC and the General Contractor was Melloul-Blamey Construction SC Ltd., Greenville, SC.

When its doors opened on Sunday, March 25, 2018, Greenville County Library System’s Five Forks Branch became the second largest Library facility in Greenville County encompassing approximately 28,000 square feet. Since opening, the facility has welcomed over 304,600 patrons and over 10,000 patrons have signed up for a Library Card at that location.

Located at the intersection of Woodruff Road and Sunnydale Drive in the Five Forks area of southeastern Greenville County, the Five Forks Branch encompasses many unique features including:

- A children’s area with multiple centers for active-learning;
- A secured outside “Play Porch” adjacent to the children’s area for social skill development through creative play with large foam blocks;
- Separate space for teens;
- Two drive-up windows—one for check-out of materials previously placed on hold and one for return of materials;
- Automated materials handler to identify and sort returned items;
- A quiet room for reading/studying;
- A public technology area including desktop computers and scanning equipment;
- Meeting rooms with audio induction technology to enhance sound quality for those with hearing aids.

Virginia

The Virginia Tech Libraries was recently awarded two grants totaling almost $600,000 from the U.S. Institute of Museum and Library Services’ (IMLS) National Leadership Grants program. This program funds and supports projects that strengthen the quality of library and archive services across the nation by advancing theory and practice.

Only two Virginia awards were given this year from this program and both were awarded to the University Libraries at Virginia Tech. These grants total one of the largest awards in this cycle from IMLS.

During the past five years, the University Libraries has been one of the most funded academic libraries in the nation by IMLS and is making a significant contribution through national-level digital infrastructure initiatives.
Of the two grants, $505,214 will be awarded to the project: Opening Books and the National Corpus of Graduate Research, led by Assistant Dean Bill Ingram, in collaboration with Edward A. Fox from the Virginia Tech Department of Computer Science and Jian Wu from Old Dominion University Department of Computer Science.

The project’s goal is to deploy natural language processing, machine learning technologies to advance discovery, use, and reuse of knowledge hidden in the text of books and other book-length documents. The research will focus on bringing computational access to book-length documents, such as large national corpus of freely available electronic theses and dissertations (ETDs), free from the legal restrictions generally imposed by book publishers. The team will create methods for extracting and analyzing segments of long documents and put systems in place for summarizing chapters of longer texts and making it easier for users to find the information they need.

Virginia Tech has been a world leader in ETD initiatives for over 20 years. Theses and dissertations have been published at Virginia Tech since 1903, and in 1997 it was the first university to require electronic submission of theses and dissertations. Today, many universities require students to submit a copy of their thesis to an institutional digital repository that then makes the dissertation freely available online.

For the second grant, $87,151 will be awarded to Community Development Model for Digital Community Archives, led by Nathan Hall, director of digital imaging and preservation services. This project is in collaboration with Protect Our Water, Heritage, Rights Coalition (POWHR), and Ralph Lutts of Blue Ridge Heritage.

This project expands digital access to regional collections and networks that are rich in cultural heritage but are isolated due to the absence of robust digital infrastructures. As a result of this project, communities will have greater digital access to geographically, socially, and politically siloed collections and networks.

PERSONNEL NEWS:

Louisiana

Live Oak Middle School Librarian Amanda Jones is getting national attention for her efforts to use social media to garner support and awareness of literacy projects she has created for her students.

Jones was recently awarded two top national honors from the American Association of School Librarians during the group’s conference in Washington, D.C. She received the group’s 2019 Social Media Superstar Program Pioneer Award and was awarded a 2019 Inspire Special Event Grant. The grant includes a cash award of up to $2,000 for Jones to invest in her school’s social media project.

At the same time, she was featured on season two of School Librarians United podcast to discuss a presentation she gave in Philadelphia last summer, called “Put Your Selfie Out There: Using Social Media to Advocate for Your School Library Program.” The national podcast is heard in all 50 states and was recently featured in the School Library Journal as the top podcast among school librarians. The podcast can be heard online at https://schoollibrariansunited.libsyn.com/using-social-media-to-showcase-your-library-program.

Jones is also a past winner of the James O. Modisette Award for Excellence in Middle School Library Programming from the Louisiana Library Association.

Jones said she plans to the use the AASL grant to continue her school-wide Battle of the Books program, as well as expand it to middle schools in the district.

Mississippi

University of Southern Mississippi

Dr. Jennifer Steele joins the School of Library and Information Science faculty at The University of Southern Mississippi after having served as the Electronic Resources Librarian for three years at Mississippi College, located in Clinton, Mississippi. She received her Master of Library and Information Studies degree in 2013, followed by her Ph.D. in Communication and Information Sciences in 2017, both from The University of Alabama. 
Dr. Steele’s research focuses on censorship, information accessibility, and intellectual freedom. Her dissertation is titled *Censorship in Public Libraries: An Analysis Using Gatekeeping Theory*. Her research agenda also includes the role of academic libraries in online education, as well as the information literacy skills of first-year college students.

Dr. Steele is involved in multiple professional organizations, including the American Library Association (ALA), Association of College and Research Libraries (ACRL), as well as the Association of Library and Information Science Education (ALISE), and has served on numerous committees in various leadership positions. As part of ALA, she currently serves on the Resolutions Committee, as well as the Rural, Native, and Tribal Libraries of All Kinds Committee. As part of ACRL, she currently serves as the Vice-Chair of the Standards Committee, and is also a member of the Professional Values Committee. As part of ALISE, she currently serves as the 2019-2020 Chair for the Connie Van Fleet Award for Research Excellence in Public Library Services to Adults Committee.

Mississippi State University

Mississippi State University Libraries are pleased to announce the appointment of four new faculty members. **Marsha Belton** is the new Electronic Resources Cataloger, appointed at the rank of Assistant Professor. She has 15 years of librarianship experience, which serves her well in her new role at MSU. Marsha will be responsible for cataloging serial materials, ETDs and other library materials. She also serves on the library liaison team for agricultural and life sciences departments.

Prior to this appointment, she worked as Cataloging Librarian at Mississippi Valley State University. Marsha holds a B. S. Degree from Alcorn State University in Agriculture Economics and M. S. Degree in Library and Information Science from University of Southern Mississippi.

**Lauren Geiger** was appointed Metadata Librarian at the rank of Assistant Professor. As a member of the Collection Management Services department, Lauren will be a part of the cataloging unit. She will help expand and create metadata workflows for several departments in the library.

Prior to this appointment, Lauren was a graduate assistant at the Park Library at UNC’s Hussman School of Media Journalism and a docent for the Burwell School Historic Site.

She completed her M.L.S with an Archives and Records Concentration at the University of North Carolina at Chapel Hill.

**Blair Booker** is the new Assistant Professor/Distance Education and Instruction Librarian. Blair has 11 years of experience as an academic librarian, serving most recently as the Serials/Reference Librarian at Hinds Community College. Blair will work with the MSU’s distance education students and serve as a subject liaison for the Departments of Physics/Astronomy, Mathematics/Statistics, and Geosciences. Blair holds a Bachelor of Science Degree from the University of North Alabama and a Masters of Library and Information Studies degree from the University of Alabama.

**Mississippi State University**

University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill University Libraries is pleased to announce the appointment of **Nadia Clifton** as special collections engagement librarian for the Wilson Special Collections Library.

In this position, Nadia will ensure an excellent visitor experience for all users of the Wilson Special Collections Library. She will collaborate with colleagues across the University Libraries and around campus to create research and learning activities outside the curriculum that engage the UNC-Chapel Hill community with Wilson Library. She will also develop tools, programs and relationships to share
Wilson Library’s resources with communities on campus, in North Carolina, and beyond.

Prior to this appointment, Nadia was a graduate research assistant for the Rare Book Collection, Technical Services, and Special Collections Research and Instructional Services, all at Wilson Library. She was an Association of Research Libraries/Society of American Archivists Mosaic Fellow while interning in the Rare Book Collection.

Nadia holds an M.S.L.S. from the University of North Carolina at Chapel Hill, and an M.A. in English literature and B.A. in English with a minor in cognitive science from the University of North Carolina at Charlotte.

The Council on Library and Information Resources has selected the University Libraries at the University of North Carolina at Chapel Hill to host one of six inaugural postdoctoral fellows for data curation in African American and African studies.

Kimber Thomas will hold the two-year appointment at the University Libraries, beginning September 16, 2019. Her focus will be data curation for African American collections.

At the University Libraries, Thomas will be part of the Digital Research Services department and will work with units across the library system to increase the visibility and use of materials relevant to African American studies, including the potential use of these materials as data.

As part of her work, she will develop practices for curating data from the University Libraries’ community-driven archives initiative in ways that meet the needs and goals of community partners. She also will use data from primary sources in her own research projects and by engaging with scholars, using these experiences to inform data curation methods at the University Libraries.

University of North Carolina at Greensboro

University Libraries recently welcomed Melody Rood as the new student success librarian in Jackson Library. In her role, Rood will be working closely with student success initiatives across campus as a point person for collaboration, instruction and research for University Libraries. She will also serve as the liaison for the International and Global Studies program.

Additionally, Rood will coordinate the department’s information literacy programming with area high schools as well as other outside groups.

Prior to joining UNCG, Rood was a librarian at Central Piedmont Community College in Charlotte, North Carolina and interned at Queensborough Community College Library in Flushing, New York. She holds a master of library and information science degree from North Carolina Central University and a bachelor of arts in gender studies from UNC Asheville. Rood is a member of the North Carolina Library Association, the Asian Pacific American Library Association and the Association of College & Research Libraries (ACRL) Web Team.

Tennessee
Sue Knoche will be retiring from the State of Tennessee after 31 years of service at East Tennessee State University Quillen College of Medicine Library. Sue worked in cataloging, acquisitions, serials, reference/circulation desk and also gave tours and provided staffing assistance at the Museum at Mountain Home a few hours a week. Her current plan is to tour most portions of the world she hasn’t been to, the first destination being Athens, Greece. Sue has been very active within SELA and will be missed.

In Memorandum

Ellen Sikes Johnson was born on November 23, 1941, in San Angelo, Texas, and peacefully passed away at home in Conway, Ark., on April 15, 2019.

Ellen earned a Bachelor's Degree in Elementary Education at the University of Texas at Austin in 1964, followed by teaching second grade at Eanes Elementary School from 1964-1966 in Austin. She dedicated herself to full-time parenting and local community and church initiatives in Texas, Tennessee, and Arkansas between 1967 and 1987. In 1981, she achieved a Master of Library Science at Vanderbilt University in Nashville, Tenn.

She was passionate about reading and achieved her ambition of becoming a librarian when she joined the University of Central Arkansas's library staff in 1987. She served first as head of the Circulation Department, then as a reference librarian and children's librarian. In the latter role, she developed a free-standing children's library at Torreyson Library at UCA, embodying many intriguing features that displayed a love of books and children.

Ellen was a member of the Arkansas Library Association, the Southeastern Library Association and the American Library Association. She had the distinction of being one of 18 persons nationally elected in 2003 to the Council of the American Library Association, serving 2 three-year terms as National Councilor. Later she was the Arkansas Councilor on the ALA Council. Ellen was a founding member of the Intellectual Freedom Committee of the American Library Association. Representing the Arkansas Library Association, she conducted school workshops throughout the state on freedom to read. She helped many schools as well as individual teachers navigate the treacherous waters of challenges to books in school libraries. She also received the Francis P. Neal Award in 2007 from the Arkansas Library Association in recognition of her notable service to librarianship in the State of Arkansas. Ellen retired from Torreyson Library in 2007 after the birth of her first grandchild while remaining active in professional librarian circles.

BOOK REVIEWS


Seacoast Plants of the Carolinas is a spectacular achievement of research on the topic of foliage on the shores of South and North Carolinas. The author, Paul E. Hosier, is a University of North Carolina at Wilmington Botany Professor Emeritus and for forty-one years was a University of North Carolina at Wilmington Professor of Botany. Professor Hosier has a Duke University Ph.D. in Botany and Ecology, a University of Massachusetts M.A. in Botany and Forestry, and a New York State University B.S. in Biology. Hosier also co-authored Living with the Georgia Shore.

Coastal Carolina Plant Profiles shares two hundred fifteen plants of the Carolina waterside. Each profile provides common names, scientific names, geographic range, habitat, growth habitat, time of flowers and fruits, status of wetland, origin, description of species, value of ecology and wildlife, usage by people, and geographic region usefulness. Illustrations consist of five diagrams, four maps, and approximately one hundred sixty four excellent quality color photographs of Carolina waterfront plant life. Reference Resources comprise fifty-six books, thirty-six scientific journal articles, twenty-three other documents, and thirty-four annotated internet resources. Two hundred sixty terms and their definitions compose the glossary. The recommendation for audience is individuals and researchers interested in plants and especially plants on the seaside of North Carolina and South Carolina. This text on Carolina coastal region plant life is recommended for academic and public libraries.

Melinda F. Matthews
University of Louisiana at Monroe


David Cady’s Religion of Fear: The True Story of the Church of God of the Union Assembly shows an author’s ability as a fascinating story teller. “At times it reads like a novel, full of intrigue and suspense. Yet it is not a novel. Neither is it the work of a historian nor that of a psychologist…” (Foreword).

“Religion of Fear helps the reader to understand how a Pentecostal sect, the Church of God of the Union Assembly, evolved into one of the largest and wealthiest cults in America.” (Back Book Cover)

Through hundreds of interviews, Cady reveals that members were expected to demonstrate a sense of loyalty and belief in the people who led the church. Some examples of expectations: 1) contribute huge amounts of their personal income, 2) make a pledge not to seek medical help even in death circumstances for themselves, loved ones and children, 3) submit daughters or wives to a “training closet” if they violated church rules, 4) work long and hard hours of farm labor with no pay, 5) mortgage their homes and lands and give money they received to the church. Additionally anyone who left the church was to be shunned by those who remained in the church.

Cady established through the interviews the story of how the Union Assembly grew to fifty-four churches across nineteen states, spanned almost 100 years and 3 generations of family leadership (Back Cover).

Cady’s conversations reveal bizarre behaviors of church leaders when examined in the light of freedoms and rights church members enjoy in 2019. This book is recommended for theological libraries, public libraries, academic libraries and historical societies. There is a list of black and white illustrations, Notes, a Bibliography, an Index and a Prologue – all of which will be helpful for further research.

Carol Walker Jordan
Librarian and Consultant


U.S. Senator Mitch McConnell of Kentucky has been, to say the least, a controversial figure starting with his stated hope to make Barack Obama a “one-term President.” While that particular objective proved elusive, McConnell has been very successful serving as Senate Majority Leader in obstructing much of President Obama’s agenda, ensuring the rapid and somewhat controversial confirmation of (so far) two conservative U.S. Supreme Court justices during the administration of President Donald Trump along with a larger number of conservative justices in lower-level federal courts, and rapidly pushing through the major tax cuts of 2017. Along with a wily and somewhat ruthless approach to running the Senate, McConnell’s success can also be attributed to his truly in-depth understanding of
Senate rules, procedures, and history. This book is a testament to McConnell’s understanding of how the U.S. Senate operates. It is also a fascinating history of the institution and of Kentucky’s significant contributions to the development of the U.S. Senate. Co-author Roy E. Brownell, II is an attorney and has published a number of articles and books on Congress and the presidency. He has also served as McConnell’s deputy chief of staff and legal counsel.

This densely-written but fascinating book is a combination of a study of the implementation of the intricate procedures of the Senate since the 1790s and in-depth historical and political analysis of 15 Kentuckians who have served major roles in the development of the U.S. Senate. A number of them also played a major role in American history. McConnell’s own role is briefly summed up in an “Afterword” written by U.S. Senator Lamar Alexander (Republican – Tennessee) that paints a favorable if fairly bland picture of McConnell without really addressing his controversial actions mentioned above.

Readers of this book will learn of the evolving nature of the roles played by the U.S. Vice-President, especially as a vote tie-breaker, the Senate President Pro Tempore, the Senate Caucus Chairman, Senate Majority Leader, Senate Majority Whip, and Senate Party Campaign Chairman. Some of the Kentuckians who served in these roles were truly national figures such as Henry Clay (1777-1852) whom McConnell and Brownell credit with delaying the Civil War by 10 years, thanks to Clay’s efficacy in reconciling opposing interests over slavery and expansion of U.S. territory via the series of bills known to historians as the Compromise of 1850 (92). Alben Barkley (1877-1956) served as a very effective Democratic Senate Majority Leader from 1937 to 1947 who shepherded through New Deal legislation as an ally of President Franklin D. Roosevelt. On one occasion Barkley and Roosevelt came to disagreement: in 1944 Roosevelt sought a $10 billion tax increase to help fund the ongoing war effort while Barkley sought a much lower compromise tax increase of $2.3 billion. Roosevelt vetoed the compromise bill so Barkley rather theatrically staged a one-day resignation as Senate Majority Leader (knowing he would be immediately voted back into office by his Senate colleagues) and successfully led the Senate to override Roosevelt’s veto (168).

One of the more interesting aspects of The U.S. Senate and the Commonwealth are the passages (indicated by text appearing in italics) where McConnell provides his own personal observations on the significance of certain historical developments or relates his own personal experiences in dealing with similar situations. This is truly getting an insider’s perspective on Senate operations. Here is a typical example: “Being a party leader is challenging because senators are exposed to many incentives that do not favor being a team player, such as enhanced media attention. If a senator wants to be noticed, a surefire way is to buck his own party’s leadership. On occasion, being majority leader can feel like being a groundskeeper at a cemetery where everyone is below you, but no one is listening!” (106).

This book is strongly recommended to academic libraries and most large public libraries. Many libraries in Kentucky, large or small, will find this work to be an appropriate addition considering its focus on U.S. Senators (and two U.S. Vice-Presidents) from Kentucky. As History and Political Science Librarian at my own institution, I find The U.S. Senate and the Commonwealth to be equally appropriate for both of my liaison departments. The scholarship is formidable and includes hundreds of endnotes, many of them annotated.

Tim Dodge
Auburn University


Leila Ross Wilburn was an architect and creator of house design books who lived in Decatur Georgia. Author Sarah J. Boykin is a Georgia architect with a degree from the University of the South. Author Susan M. Hunter is an Atlanta author and resided in an Atlanta house designed by Leila Ross Wilburn. The writing style is catching the reader’s attention. The contents include List of Plan Books and Publications, Foreword by Margaret Culbertson, Acknowledgments, Introduction, Chapter One A Man’s Profession, a Woman’s Domain: Leila Ross Wilburn’s Architectural Practice and Plan Book Business, Chapter Two Southern Comfort, American Style: Leila Ross Wilburn’s Early Plan Book Houses, Chapter Three From 1930s Small to 1950s Ranch: Leila Ross Wilburn’s Later Plan Book Houses, Chapter Four Learning from Wilburn in the Twenty-First Century, Appendix: Leila Ross Wilburn’s Custom Commissions and Non-Residential Work, Notes, Bibliography, Illustration Credits, and Index. There are two hundred thirty nine excellent notes. One hundred sixty beautiful photographs of houses designed by Wilburn and intriguing design plans are quite interesting and enhance the discussion of Leila Ross Wilburn. Thirty-five references compose the Bibliography.
What is poverty? Today’s political conversations are dominated by the issues of poverty in our neighborhoods, our cities, our states, our regions, our country and the world. Some of our most beautiful and inviting cities now have “tent cities” that have sprung up with homeless families, homeless youth, and homeless refugees. Suffering with disease, hunger and the loss of personal dignity, Americans in poverty is a current national concern. This is 2019 and Robert Bauman takes us back to 1964 and offers us a look at poverty in our country by his research into the ecumenical war on poverty in America.

In this thoughtfully presented text Bauman explains “all aspects of religion’s and government’s role in the struggle against poverty … which included the Roman Catholic Church, mainline Protestant churches, Jewish groups, and ecumenical organizations such as the National Council of Churches” along with the efforts of President Johnson’s declared “War on Poverty” and its “OEO—the Office of Economic Opportunity”.

Emerging from all Bauman’s research is a most interesting chapter, Chapter 4, “The Black Manifesto”, Challenging the Ecumenical Antipoverty Coalition” (p. 87). “At 7 pm, April 26 1969, an unassuming, middle-aged black man, his hair graying at the temples, approached the microphone at the National Black Economic Development Conference, (James Forman) “We have come from all over the country, burning with anger and despair not only with the miserable plight of our people but fully aware that the racism on which the Western World was built dominates our lives.” (p.87)

As his speech goes on, Forman says,” we are therefore demanding of the white Christian churches and the Jewish synagogues, which are part and parcel of the system of capitalism, that they begin to pay reparations to black people in this country. We are demanding $500,000,000 from the Christian white churches and Jewish synagogues,” This became the Black Manifesto, a key document in the history of the civil rights movement. (p.88)

In Bauman’s “Conclusion p. 147-158) he says, “it seems likely that at least for the foreseeable future, anti poverty efforts will remain some sort of church-state hybrid, with religious organizations continuing to play a central role in the delivery of programs… or an ecumenical antipoverty coalition may be the only way in the near future that the War on Poverty will continue to be fought”.

Bauman’s book is recommended for students in social studies, African American studies, religious studies and women’s studies. Also a supplemental resource for assigned readings.

Included for historians and students are the Notes pg.161 to 164, Bibliography 165 to 198, Index to 199 to 208. Illustrations throughout pages 1 to 12.

Carol Walker Jordan
Librarian and Consultant

Homeplace: A Southern Town, a Country Legend, and the Last Days of a Mountaintop Honky-Tonk. John

Joltin’ Jim McCoy takes center stage in John Lingan’s reporting on Winchester, Virginia in the heart of the Shenandoah Valley. Sympathetically portraying the outsized reputation of the local country music king, and his connection to the queen of country, Patsy Cline, John Lingan depicts a way of life that has been supplanted by commercial progress and gentrification. *Homeplace: a southern town, a country legend, and the last days of a mountaintop honky-tok* is ultimately the story of a transformative cultural shift in the region.

From its Shawnee origins through its current realization as a tourist designation, Winchester reflects many small towns throughout the United States where the old resists the new. George Washington spent time here and it was key in many Civil War battles. Always a hub for commerce, the region became recognized for its apple orchards, becoming the largest U.S. exporter. It propelled Harry Flood Byrd, its most successful orchard owner, to five terms as a U.S. senator. Corporations and businesses drove change as agricultural concerns were subsumed by new enterprises, but always remained a bastion for “old money.” Lingan observes that the class system survives, albeit with new corporate owners ensuring continued inequality.

Social stratification is apparent today, as it was when Patsy Cline rose to fame. She grew up in Winchester in the 1950’s and received her first break through Jim McCoy’s radio program on WINC. Surprisingly, this country music luminary received little respect for her talent from her hometown. No matter how brightly her star shone in Nashville, her talent was denigrated by the old families in Shenandoah. Only after her death did Winchester’s businesses begin to pay homage to her star appeal and build a cottage tourism industry around her fame, including designating September 4 as Patsy Cline Day.

Lingan profiles several movers and shakers in the area, like JudySue Hubert-Kemp, who galvanized action to support the Patsy Cline Historic House; Jeanne Mozier, who organized the Berkeley Springs International Water Tasting in its namesake town outside Winchester; and the late Joe Bageant, a sympathetic voice for the rural poor and author of *Deer Hunting with Jesus*.

It’s Jim McCoy’s story, however, that provides an emotional backdrop for the book. With a music career starting back in the late 1940s hosting a half hour country music show on WINC in Winchester, he later toured with his band, Jim McCoy and the Melody Playboys, even recording with a Nashville label. Breakout success eluded him, though, and he spent countless hours on the road touring to stay afloat. He stayed friends with Patsy Cline and became especially close to Charlie Dick, her second husband. Finally, in 1986, the strains of touring and supporting his family encouraged him to return home and open a recording studio and honky-tonk, which he named the Troubador in homage to Ernest Tubb.

Situated in West Virginia, near Berkeley Springs, Troubador Park evokes a passing way of life, when country music was in its genesis and hillbilly and Western music were starting to merge. Jim McCoy was at the epicenter of this change and personified every country musician trying to be heard and break through to the big time. He embraced a rural lifestyle that is changing and when he passed away in 2016 he was mourned not only for himself, but for all he represented in the community.

Crafting his narrative with insight and empathy, *Homeplace: a southern town, a country legend, and the last days of a mountaintop honky-tok* is both an examination of and a tribute to a vanishing rural culture told through the life of one exceptional man. With 8 pages of color photographs and chapter notes on sources, this book is recommended for public and academic libraries.

Melanie Dunn
University of Tennessee at Chattanooga


This work is about delicious concoctions including their recipes southerners enjoy. The author’s recipes appear in Southern Tennessee *Edible Memphis, OKRA: The Magazine of the Southern Food and Beverage Museum*. Two other Southern cookery titles by the author are *50 Recipes from Snacks to Main Dishes Inspired by the*

Sections in the milestone and gemstone cookbook are Sidebars consisting of interesting facts about southern traditions and refreshments comprising Ro-Tel, Tailgating, Sudden Sundays, The Southern Cheese Board, Derby Day, The Hollywood, Fair Food, The Stove-Top Smoker, Crawfish Boil, Midnight Snack, Barbecue Nachos and Other Uses for ‘Cue, Opening Day of Dove Season, Vienna Sausages and Saltines, Ham Dust, Koolickles, Festival of Food, The Mardi Gras, Uncle Bill’s Peanuts, The Sip and See, Gas Station Peanut Brittle, and Lagniappe. An example of a sidebar is Sip and See which is a social for a second infant to a family akin to a baby shower. A helpful Sources for Ingredients section shares where to buy Southern Cheeses, Country Ham, Sausage, Charcuterie, and Southern Pantry. Thirty seven beautiful bright colorful photographs of the delectable dishes intrigue readers to try the recipes. The recipes are very easy to comprehend. The book supplies a helpful list of the ingredients in each recipe along with the scrumptious recipes.

Fun jubilees mentioned include Dade City, Florida Kumquat Festival, Delta Hot Tamale Festival in Greenville, Mississippi, Emerson, Arkansas Purple Hull Pea Festival, Luling, Texas Watermelon Thump, Gueydan, Louisiana Duck Festival, and Vardaman, Mississippi Sweet Potato Festival. Other entertaining festivities are Centerville, Tennessee Banana Pudding Festival, Knoxville, Tennessee International Biscuit Festival, Paris, Tennessee World’s Biggest Fish Fry, St. George, South Carolina Grits Festival, Georgia Peach Festival, Kentucky’s World Chicken Festival, Georgia Vidalia Onion Fest, Columbia South Carolina Cornbread Festival, and Warren Arkansas Pink Tomato Festival. The recipe book shares instructions for refreshments enjoyed at Kentucky Derby celebrations such as Benedictine, Hot Pecan Country Ham Spread, Country Ham Cheesecake, Kentucky Beer Cheese, Kentucky Hot Brown Bites, Devils on Muleback (Pecan-Staffed Dates Wrapped in Country), and Pecan Biscuits with Ham and Bourbon Mayonnaise. New Orleans, Louisiana Mardi Gras recipes disclosed are Muffuletta Salsa with Salami Chips, Natchitoches Meat Pies with Buttermilk Dip, Grilled Andouille Doubloons with Sweet Potato Mustard, Cajun Popcorn (Fried Crawfish Tails), Shrimp with White and Red Remoulade, Petite Crawfish Pies, and Calas with Charred Green Onion Dip.

The recommendation is for an audience wanting to cook and/or sample traditional Southern food. It is excellent for public and academic libraries and great as a gift.

Melinda F. Matthews University of Louisiana at Monroe


Two reviews of Mary Ella Engle’s book, Praying with One Eye Open--Mormons and Murder in Nineteenth-Century Appalachian Georgia, suggest a distinct difference of opinion over the reasons Mormon missionaries met their deaths at the hands of fellow citizens during the history of our country.

In one death, the “virulent nineteenth century anti-Mormonism of the times took the life of prophet Joseph Smith, and in the other death, Mary Ella Engel argues that the murder of Missionary Standing was a result of the recruitment successes in the North Georgia community where the murder occurred”. (J. Bennett)

Of great significance in the years that led to the murder, Engle revealed that murder was a response to the challenges posed by the separation of converts from their loved ones. This separation was the separation of women and their dependents from heads of households.

Mormons’ historical practice to condone polygamy and to find arguments in biblical text to support their belief that God suggested men might take and support multiple wives proved to disrupt 1800 and 1900 family structures. As Engle points out women of those communities that began to embrace the doctrines of the Mormon church created fear and anger in the husbands and fathers of the times.

In depth and historically significant research material is presented by Engel and will prove helpful to students and faculty who study her findings in academic settings. An added benefit of Engel’s research to anyone who is interested in the dedication and workings of a Mormon missionary will learn from the life story of Missionaries Joseph Standings and Rudger Clawson.

Tragic and painful to read were the sections on the murders of Missionary Standing and the beatings and horrific terror placed upon Missionary Clawson.
This book is recommended for academic and public libraries. Pages 228 includes a Conclusion, p. 150, Appendices 181, Notes 187 to 220 and Index 221 to 228.

Carol Walker Jordan
Librarian and Consultant


As I am an avid fan of Johnson C. Smith University in Charlotte, NC, one of the Historical Black Colleges and Universities in the United States, I was delighted to see Jelani M. Favors book, “Shelter in a Time of Storm: How Black Colleges Foster Generations of Leadership and Activism”.

Historically black colleges across the states that embraced their development provided two levels of academic development for black students—one was for a traditional liberal arts learning and a second was for a second curriculum that explained the American history of pain and agony suffered by black citizens.

This history of the establishment and sustainment of black colleges and universities is well established in Favor’s book. A dual curriculum, one obvious and one quiet but evident, helped students to prepare themselves for leadership roles in their career fields. The second curriculum enlightened the students as to how they might find ways to get involved in social and political activities and bring equality of access to black citizens.

Across the United States these graduates moved into teaching, social services, government, law, medicine and the arts, knowing they had challenges in their new posts, Yet, their college educations taught them to ignore and move beyond any roadblocks. These are the blessings of the black colleges!

Acknowledgements Pg. 252, Notes 262, Bibliography 316, Index 242.

Missing are lists of the Historic Black Colleges and Universities and any Historical Figures in the Movement who established these colleges and universities... Also missing are any photographs of men and women who fought politically and helped establish the institutions...

Thanks to Jelani M. Favors for giving us insights into the second curriculum and to the professors and staff who supported the second curriculum!

Carol Walker Jordan
Librarian and Consultant


*North Mississippi Homeplace* is a hauntingly beautiful collection of color photographs that capture the North Mississippi world that inspired the fiction of William Faulkner, the photographs of William Eggleston, and the music of Ortha Turner, and the metal work of Marion Ralph Hall.” (William Ferris, author of The South in Color: A visual Journal.)

Michael Ford began his landscaping photo adventure to North Mississippi when he was a graduate student and college teacher in Boston, Massachusetts. At that time, his aspiration was to be a filmmaker who focused upon landscape photography. In 1971 he, his wife and young son packed his aging Volkswagen bus and set out for North Mississippi, eventually settling in Oxford, Mississippi.

Over the next 4 years, 1971-1975, Michael Ford settled into the community in Oxford and into the surrounding region, making himself a visible and active member of the communities he photographed.

Shown in his book, North Mississippi Homeplace, his photographs document an apprenticeship to a blacksmith, daily life in a general store, the craft of a molasses maker, the skills of plowing and planting farmers, the art of quilting and observations of fife and drum musicians.
Ford’s dynamic photographs appear true and real as they present the people and their environments between 1971-1975.

As a followup Ford returned to Oxford and the areas he visited in 1971-1975. The photographs taken in 2013 thru 2016 give us a “then and now” contrast of a “way of life” that disappeared or is disappearing. The drama of the change seems directly related to mechanization, environmental observations and ways of life of those who now live in North Mississippi.

As an added opportunity to see Ford’s research through the eyes of a film camera, see Ford’s 1975 documentary award winning film,” Homeplace”. It can be viewed on YouTube. Also to learn more about the Michael Ford Materials Collection, go to the American Folklife Center, at the Library of Congress. www.loc.gov. Recommended for public and academic libraries and archival centers.

Carol Walker Jordan
Librarian and Consultant


On the day that a review copy of The Power of the Plan: Building a University in Historic Columbia, South Carolina arrived at my door, I wondered, “Is this another over-sized coffee table book?” To my delight, Richard Galehouse’s beautiful and historically fascinating book is not a mere coffee table treasure.

As a graduate of both the doctoral program in the Graduate School of Education and the master’s program in the College of Library and Information Science at the University of South Carolina, I may not have been the best reviewer to give my thoughts on Galehouse’s book. Certainly bias may have entered into my praise as you will see below. Inside the pages, the research provides to the reader the University’s planning history from its beginning days in 1801 through the 200 years that have followed. The book is a journey documenting planning, vision and the leadership the University has provided to integrate and enrich its provenance within the city of Columbia.

This story shows the evolution of this state university’s involvement and enrichment in and of the City of Columbia. Richard Galehouse tells the story that explains the first days of the South Carolina College plan of 1801—the famed Horseshoe concept for the campus. Situated in the center of the town of Columbia, the evolution of the college into a university spread and grew within the city. Sometimes troubles impeded plans and sometimes successes allowed the growth needed to continue within the confines of the city. Galehouse’s outstanding and highly readable research documents his stories. Of great interest are today’s vigorous plans for the Innovista research campus and its potential great value to the city and surrounding areas.

Mere words cannot explain the beauty of the graphics within each chapter—full color photographs, intricate plans for building sites, notations for all inserts, portraits of famous individuals who have spurred planning and nurtured growth of both campus and city. Historical research into manuscripts, interviews, many valued documents explain and verify planning over the years and photographs, maps and charts are the highlights of this book.

The book offers an insider’s view of how a city and a university’s leadership worked together tirelessly over those 200 years to produce “a university in a city”.

Recommended for public, academic and graduate school collections (particularly architecture, landscaping and land management).

Carol Walker Jordan
Librarian and Consultant

“A picture is worth a thousand words” is the perfect idiom for a book that so effectively conveys the power and intimacy that can be captured by portrait photography. Before the reader even opens the book, Where We Find Ourselves: The Photographs of Hugh Mangum, 1897-1922, they will notice the striking image of a young African American woman on the cover. Her eyes are compelling, and they beckon you to look inside where you will discover a striking collection of portraits created from Mangum’s original multiple-image glass plate negatives. His subjects’ gazes give silent testimony to life in Post-Reconstruction North Carolina and Virginia.

The reader may find themselves leafing through the many images before they realize that there is also significant text that constructs a narrative about Mangum’s life as an itinerant photographer traveling through the Jim Crow South. Carefully researched and curated by Elizabeth Sartor and Alex Harris, the book traces Mangum’s career from a young photographer developing images in his father’s barn, to an established businessman. His interest in capturing “Penny Portraits” of both white and black citizens from a range of economic backgrounds, reflects a “democratic attitude” that was very unusual for the time.

The book begins with a thought-provoking introduction by Michael Lesy, who gives perspective to the political and social climate of the Jim Crow South. He points out how Mangum’s photographs have the ability to subvert conventional historical narratives, such as segregation. Mangum seems to capture all of his subjects equally, suggesting an “open door policy” during a time when racial inequality was the norm. This liberal outlook is reflected in the serial exposures on the glass plates, showing black and white customers in successive images. The juxtaposition could point to a desegregated waiting room and leads to interesting questions about Mangum’s political views.

While Mangum’s position on racial equality can only be guessed, the reader does get a sense of the photographer’s personality through several self-portraits included in the book. These images are supplemented by Margaret Santor’s text, which describes the artist as a young man, showing an early aptitude for art and photography. This natural talent was nurtured at several state female colleges resulting in him turning away from his family’s business and traveling throughout North Carolina, Virginia, and beyond, making fast and affordable photographs to be displayed or worn, and meticulously logging his travels. Whether his nomadic tendencies were a result of wanderlust or simple curiosity, his eye for an artistic viewpoint resulted in intriguing and personal photographs, capturing his clients individually, as well as in groups. In some cases, these photographs suggest friendships or family relationships, leading the reader to wonder who they were and how they saw themselves. Other subjects were less conventional, such as prisoners and gypsies, revealing his interests in a variety of different people.

After Mangum’s death in 1922, his glass plate negatives remained stored like a time-capsule in his father’s barn. It was not until the 1970s, when the structure was scheduled to be demolished, that the images were discovered and saved. While many are thought to have disappeared, over 750 were recovered, although some were badly damaged. In Alex Harris’ chapter, “Through the Lens,” he discusses how the images were chosen for the book. Sartor and Harris reviewed the glass plate negatives that had been donated to Duke University in 1986, as well as recent images still held by the family of the original donors. Harris points out that Mangum’s photographs would not have been widely circulated during his lifetime. More than likely, they were only viewed by his clients, and perhaps his family. Only now can these images be appreciated by a broader audience, which will be able to draw a deeper understanding of his clientele, his wanderlust, and perhaps even his politics. This book should have a strong appeal for anyone interested in photography, portraiture, and the history of the post-Reconstruction South.

Kathelene McCarty Smith
The University of North Carolina at Greensboro
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.

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