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Braegan C. Abernethy and Karl D. Weaver

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Mentoring: A Select Annotated Bibliography

Braegan C. Abernethy and Kari D. Weaver

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Introduction

Increasingly, librarians have been engaged in discussions of the disconnect between the content covered in LIS education and the skills required to successfully navigate the first several years of work as a library professional (Andersen, 2002; Westbrook & Fahien, 2010). Mentoring has proven to be an important avenue for newly-degreed professionals to transition into the professional environment and bridge the gap between education and practice (Hallam & Newton-Smith, 2006). While examining the existing literature, a clear divide emerges between discussions of mentoring programs and mentoring relationships. This annotated bibliography seeks to bridge this disconnect by examining literature using narrative analysis as the primary methodology, which provides material covering both the programmatic and relational aspects of mentoring in the Library and Information Science profession. Library leaders and new professionals alike can benefit from this focused review of the literature as it provides an overview of both benefits and drawbacks of mentoring programs and relationships while reducing the information overload found in exploring this significant area of library and information science research.

Selection Criteria

There is a large amount of literature on the topic of mentoring in libraries, with over 1,500 results returned in a simple search of the Library, Information Science, & Technology Abstracts database; thus, selecting materials for inclusion in this select annotated bibliography presented some difficulty. The authors decided to focus on material published in the last ten years to provide an overview of current literature and to review material covering formal and informal mentoring programs and relationships in libraries and related professional organizations. Finally, the selected materials focus on those using a narrative analysis structure, a way of communicating research through personal accounts and storytelling, as such research provides the most in-depth look at the form and function of mentoring. Furthermore, such qualitative accounts better help individuals understand how mentoring programs and partnerships function and what changes might be needed to undertake such an endeavor. An effort was made to include studies covering mentoring in different library settings, as well as international and domestic programs.

Annotated Bibliography


The authors in this case study present an alternative approach to one-on-one mentoring, detailing the Resource Team Model (RTM) used at the California State University, Long Beach (CSULB) University Library. A literature review is provided to distinguish the RTM from other mentoring models such as group mentoring, mutual mentoring networks, and mentoring circles. In the RTM, three experienced librarian mentors with varying strengths are paired with a new librarian to offer advice and guide them through the first six months of employment. This model is compared to the model of a medical team of experts, mobilized to provide patient care. The Resource Team generally meets with the new librarian the first day on the job, demonstrating their support for the mentee during what can be a stressful and overwhelming first day. After the initial six months, mentees have the choice of whether they want to continue the mentoring relationship with any of their mentors. Several advantages to this model were highlighted, including the opportunity to have three advocates involved in the empowerment of the new librarian, as well as the shared workload on the three mentors. Some disadvantages included the difficulty in scheduling four people for meetings and the occasional lack of cohesion among mentors. The authors provide an analysis of the program and offer the suggestion of an expanded assessment component to better gauge the RTM and its success.


In this book, the editors bring together a collection of essays and stories from library professionals about the various staff development strategies one can use to cultivate leaders in the workplace. The book is comprised of seventeen essays organized in two parts: “Part I. In the Library” with essays on development of staff within the library, and “Part II. Out of the Library”, which focuses on outside resources for staff development. In Part I, subjects include developing supervisory skills, cultivating paraprofessional staff, and building campus leaders. In chapter five, for example, the writer provides practical advice on mentoring new library professionals, with guidelines regarding formal programs and what to do when a mentorship is not productive. Part II subjects include mentoring minority leaders, networking, and community engagement. Special attention is also given to the
importance of service in professional organizations and encouraging participation among staff as a tool for developing effective leaders. Each chapter highlights quick tips throughout and many include further reading suggestions. While this resource would be helpful for any library professional, it is especially tailored towards those in leadership, supervisory, or administrative roles. The personal reflections of the writers are useful in providing concrete examples of staff development and mentoring experiences, allowing the reader to gain insight into the areas of mentorship they are encountering in their own careers.


In this article, the authors make a strong case for pursuing mentoring, and focus specifically on mentoring within academic libraries, Web 2.0 platforms, and professional organizations. They argue that establishing a “culture of mentoring” among libraries and staff can offer empowerment and better opportunities for individuals in the library profession. In academic libraries, formal mentoring programs can promote a healthy organizational climate and provide professional development to both senior and junior library faculty. Another option is to create faculty organizations or research and welcome committees. One example included is the University of Alabama’s Library Faculty Organization (LFO). With duties like welcoming new staff and promoting continuing education, the LFO also arranges discussions of topics relevant to library faculty such as tenure and promotion and scholarly pursuits. The authors next discuss mentoring via Web 2.0 technology and mention the utilization of blogs, social networks such as Facebook and LinkedIn, and niche Web technologies including iMantri and Second Life. Although virtual mentoring can open up new avenues for professional development, the authors caution mentors and mentees to be aware of communication divides and the difficulties that may arise in maintaining access to these technologies. Lastly, the authors briefly discuss mentoring through professional organizations. They cite the Southeastern Library Association (SELA) Mentoring Program as an example, writing of the flexibility of this program and its ability to connect librarians with similar goals in varying geographic locations. The authors stress that whatever type of mentoring is chosen, “it is important to start somewhere” to make a difference in an individual’s career and the library profession as a whole. Finally, of particular note are the resources at the end of this article, including further readings and a list of mentoring programs in professional organizations.


This case study features the Trading Spaces Mentoring Program developed by the Utah State Library in collaboration with other librarians throughout the state. The author begins by detailing the mentoring process in this particular program, which begins with interested librarians in any specialty (or those pursuing a master’s degree) applying online. A statewide committee matches mentors with mentees and approved participants are invited to attend a workshop and develop an action plan for the mentoring relationship. Grants and mileage reimbursements are available to help offset travel costs and other expenses. After detailing this model, the author offers ideas on best practices for those interested in creating or enhancing similar programs. She recommends conducting a needs assessment to determine what potential mentees are seeking in a mentoring relationship to help tailor the program to meet those needs. For example, an assessment conducted for the Trading Spaces Mentoring Program identified elements of success such as training, flexibility, and accountability. The author provides advice on researching other programs, including contacting those involved as well as reviewing literature. Additionally, Eggett discusses the use of steering committees, letters of recommendation, and financial matters, among other relevant topics. In summary, the author contends that effective research, mutual understanding, and connection are essential components to creating and sustaining a successful and beneficial mentoring program.


In this article, author Eldredge shares both his personal and professional insights on interacting with his experienced mentor, Greta Renborg. Ms. Renborg was a notable librarian and information science faculty member in Sweden and the two met while Eldredge was on an exchange to the College of Librarianship Wales in Aberystwyth. Renborg was a visiting professor at the same institution. The two engaged in correspondence over a period of many years, and through this experience Eldredge outlined four main points for successful mentoring. First, he highlights “the importance of relationship” as a key. The relationship may be contextualized by professional or personal demands, but should always be one where disagreements can be overcome and successes celebrated. Second, he outlines the “mentor’s unwavering belief in the protégé” as important to help the protégé accept their own worth, despite any obstacles that might arise personally or professionally. Third, Eldredge discusses the “mentor’s initiative” - in this case, Renborg’s willingness to initiate and maintain the relationship over time, even when not receiving equal effort by the protégé. Finally, he expresses the idea that mentoring “cannot be formalized easily,” although it is important to note that this limited formality does not detract from the value of a mentoring relationship. In the end, with reflection, the importance of Renborg’s influence on Eldredge helped to further his professional success and support him through his career even in moments of self-doubt. This case provides an intimate look at a successful, long-term mentoring partnership.

The article discusses changes to an existing formalized mentoring program within a library system and the resulting assessment conducted to determine the effectiveness of the changes made. Within the Kansas State University Library system, there had been a mentoring program in place for nearly twenty years, but the main focus of the existing program was to prepare pretenured faculty to apply for tenure and promotion. While this assistance was important, the library Professional Development Committee wanted to change the program and focus on forming mentoring relationships to address all areas of work, not just the promotion and tenure process. To make the relevant changes, the committee reviewed the literature and identified five basic concepts to guide their improvement. Such ideas included ensuring mentors were volunteers, scheduling group events, matching pairs from different departments, placing a focus on the varied responsibilities of the mentee in a faculty position, and conducting regular assessment. The committee sought to provide more structure through creating general guidelines and initiating quarterly meetings with the mentoring pairs. The committee solicited feedback from both mentors and mentees in the program using a survey and found, among other results, that the stronger mentoring relationships led to better outcomes including jointly conducted research, better working relationships, and a more supportive environment. Some felt it was difficult to work around time constraints and communication barriers. However, even for individuals that expressed concerns, the quarterly group meetings as a cohort were beneficial. Ultimately, the changes in the program led the Professional Development Committee to consider the need for mentoring in other constituencies in the library, including faculty in the position for over a year. Continuing efforts of both program improvement and expanded mentoring in the libraries should allow for a more meaningful program than ever before.


Mentoring interactively (Mling) is a term used by the author to describe the process of mentoring online utilizing Web 2.0 technologies. Mling is a viable alternative to traditional mentoring, the author contends, because it offers economic benefits and the ability to learn about and promote the usage of online social networks. In the author’s narrative, a specific example is given of the University of South Carolina’s School of Library and Information Studies (USC-SLIS) use of Second Life during a continuing education event for current students and alumni. USC-SLIS hosted an online event through the Second Life platform that allowed notable alumni to join the event and share their stories remotely without the need to physically be on campus. Mling involved asking alumni to serve as panelists while USC-SLIS students posed questions to them about their professional experiences. This type of virtual community was helpful for Mling because of the participants’ ability to create online avatars. These avatars could take any form and eliminated the boundaries of gender, race, and generational stereotypes. The author felt the program was successful, connecting information professionals with shared interests who otherwise would not have been able to interact. This unique take on mentoring, she concludes, allows libraries to stay relevant, reaching a wider demographic and transcending place through the use of virtual worlds.


This article discusses many types of library mentorship, as well as the strategies that librarians can use to make the most out of a mentoring opportunity. The author begins by discussing formal and informal mentoring in traditional one-on-one mentor/mentee settings. Positives and drawbacks are highlighted, including the importance of proper training for both participants, the equal opportunity factor indicated in formal programs within institutions, and the inherent consensual participatory nature of an informal pairing. Alternatives to traditional mentoring are offered, with brief descriptions of peer, group, circle, team and co-mentoring models. For example, instead of a long-term commitment required in a traditional mentorship, individuals can seek out mentors for finite projects and goals such as promotion and tenure. Group peer mentoring is also considered as an important mentoring option, with cohorts of librarians at generally the same level, meeting to discuss professional development, tenure process, and other relevant topics. In the conclusion, the author emphasizes the importance of mentoring for professional growth, but contends that not all models are appropriate for every individual. She recommends participating in a combination of those mentoring models mentioned, and asserts that librarians must take a determined, active role in their own professional development for a truly rewarding mentoring experience.


The focus of this article is on the use of mentoring to develop future library leaders from new professionals. The author deems this issue of particular importance when considering the aging workforce in libraries and the need to pass such institutional knowledge on to the next generation. While most literature spends significant time extolling the positive virtues of mentoring relationships, the author here investigates both dysfunctional relationships and drawbacks of such relationships for future library leaders. In particular, the author focuses on the issue of having a supervisor act as a mentor. There may be conflict between the responsibilities of protégé and employee that add an additional level of complexity to the mentoring relationship. Furthermore, the mentor/supervisor is responsible to the organization over the individual, meaning they may be ill-positioned to support the growth of the individual protégé. Mentoring relationships may also
be dysfunctional due to gaps in interpersonal communication between the mentor and protégé. These can be overcome with self-reflection and constant feedback, but mentoring relationships often lack the structure that would allow for such analysis. The mentoring relationship also contains an inherent power imbalance between the mentor and protégé. While such power imbalances can be addressed with training for the mentor, it is something that requires attention on the part of the mentor for a successful pairing. The author also discusses the positives and negatives of pairing mentors and protégés in formal mentoring programs. While there are advantages for both parties working with people outside of their organizations, the participants must set firm agreements and processes for ending the relationship at the end of the program. In the end, the author concludes that, while mentoring relationships can be helpful, there needs to be more of a balanced view of the positives and negatives present in any such pairing. This will help those engaged in mentoring understand the expectations and responsibilities while ultimately allowing for the development of better leaders.


This article helps the reader understand how members of the American Library Association’s New Members’ Roundtable Mentoring Committee worked to establish a mentoring program based entirely in the online environment for mentor-protégé pairs from all types of libraries. In the first year, the pairs were limited to ten mentor-protégé matches in an attempt to pilot the project in such a way as to create a reasonable workload for the committee members. The decision was also made to ask protégés to be librarians already working in professional positions with fewer than five years of professional experience. The application process included basic contact information and an essay to help the members of the committee best match mentoring pairs based on interests and goals. The committee also established a monthly email discussion topic that was sent out to the mentoring pairs in keeping with the mode of communication most used by the mentoring pairs. At the end of the year, the participants were asked to respond to a survey evaluating the impact of the program. The results were mixed, especially when considering whether or not the matches worked well. Also of note was the fact that many protégés did not feel their mentor had a valuable learning experience from the match. However, most mentors seemed to enjoy the experience and felt they might participate again. Through this process and a second round of mentoring pairs, it became clear that the organizers of the mentoring program needed to make expectations clear for both mentors and protégés. Ultimately, the experiment demonstrates mentoring does not need to be a strictly face-to-face endeavor.


The survey highlighted in this article supports the concept of mentoring for school librarians who want to become leaders of technology integration in education. The National Board for Professional Teaching Standards asserts that school librarians must evolve as the information landscape continues to change. However, the author contends that little has been published regarding practical guidelines for librarians to follow. A survey was conducted to determine what some school librarians were doing to meet this challenge. Many responded that participation in professional organizations, such as the American Association of School Librarians, provided members with networking support and mentoring opportunities. Mentoring is cited frequently as an enabler for those school librarians highly involved in technology integration, especially those who are the sole library professional in their respective work settings. After the survey results are presented, the author provides a brief discussion about the responses and their implications. She quotes several articles that promote the role of professional organizations in the development of library leaders. With support of both the literature and survey results, the author reemphasizes the importance of professional organization involvement and mentoring experiences as essential components to developing leadership skills, particularly those related to the integration of technology.


Mentoring in the Library is an all-purpose reference book for various types of mentoring, from library school students to seasoned professionals and many categories in between. The author dedicates each chapter to a specific topic and includes a case study narrative from her own experience. The resource provides an essential look into the diversity of mentoring and its many applications in a librarian’s professional career. Lee opens each chapter with a description of the topic to be covered, drawing on the library literature to support her statements. She breaks each subject into its various parts, such as the many settings in which one encounters library volunteers, and then relates her personal experience and the experience of others to provide examples of these types of mentoring. The case studies are a valuable addition to the book, helping readers connect with the practical advice given for each area of focus. For example, one case study in the chapter “Developing the New Librarian in the Workplace” relays the story of a new hire at a university library and how the author’s mentoring pair with this individual was mutually beneficial. This book is useful for any information professional interested in exploring the various facets of mentoring and its benefits in diverse situations and settings.


When does one become the mentor instead of the mentee? When is one ready to take on the challenge of mentoring a new professional? The article shares personal experience about utilizing the lessons learned as a mentee to mentor
interns in an archival setting. The author outlines practical tips for managing and supervising, with a concise list of six key areas to focus, including preparing a process manual, providing structure, and remembering training from a previous mentee experience. Her advice is meant to be a guide for first-time mentors and, while focused on archival work, can transcend the specifics of her setting. For example, she writes that “every intern is different”. The author encourages mentors to be flexible and remember that their mentees will come to the job with their own set of experiences and background from which they will pull to complete their work. This reminder is beneficial for any mentor to hear no matter their particular professional setting. This article is helpful in reminding reluctant first-time mentors that internships in the library and information field are important and enable potential mentees the opportunity to discover more about their chosen profession while also allowing the mentor the possibility of learning something new.


In this case study, the author discusses a professional partnership between the University of Namibia (UNAM) Library and the libraries of Helsinki University and Tampere University. The program was established to support the UNAM librarians’ identification as “academic staff” to the university community. Library staff conducted a self-review to identify knowledge gaps and then sought participation from other university libraries for the collaborative partnership. Among several components of the project, mentoring between librarians was intended to improve core competencies such as instruction and pedagogy, collection and policy development, and marketing of library services. Mentoring was also utilized to establish a precedent for research, scholarship, and publication, this being the primary concern of the UNAM Library staff. The partnership resulted in the co-authoring of several articles as well as a published book- *Empowering People - Collaboration between Finnish and Namibian University Libraries*. These outcomes supported the success of the program, and helped UNAM librarians to assert their status as university academics. Many of the participants continued to write, research, and even pursue post graduate degrees. As a result of the partnership, the author indicates that the quality of library services also improved with the inclusion of more evidence-based practice among library staff.


This resource is a quick guide for any library professional seeking the encouragement and tools for beginning a mentoring relationship. Drawing on their personal experience, the authors share tips and insight on the “democratic” process of mentoring and emphasize its professional value as a learning process. The book provides various activities and reflection questions for the mentor/mentee pair to complete and makes a strong case for the importance of mentoring in helping new professionals navigate their career path. Short chapters cover a variety of subjects including overcoming the fear of mentoring, the importance of leadership, and the general structure of a mentoring relationship. Each chapter ends with an activity or questions to consider such as a networking exercise or a list of resources to utilize in learning about self-awareness. The authors believe mentoring is an integral part of any librarian’s professional life and that practitioners should utilize multiple mentors throughout various stages of their career. They provide a helpful list for seasoned and new professionals with specific advantages of mentoring in many areas such as research and publishing, capacity building, and celebrating success. An appendix worksheet is included to help readers establish tangible objectives to reach their leadership goals. This resource is a valuable addition to any information professional’s library, especially those new to mentoring.


A review of several types of mentoring programs, both inside and outside universities, is presented in this article in an effort to guide those who are looking to create or improve a library mentoring program. Eight university programs are discussed, with special emphasis on their unique characteristics and successes. The University of Utah Libraries, for example, distinguishes itself because of its precise documentation, utilizing a dedicated website to help guide mentors and mentees through the relationship. Colorado State University is included for its implementation of peer mentoring, pairing librarians at generally the same level to work together and help each other through shared experiences. The author then goes on to discuss several mentoring programs in settings outside of universities. Blue Cross Blue Shield Association is one example of mentoring in the corporate world. A signed formal contract is included in this program, committing participants to dedicate at least one year to mentoring, evaluations, and a celebration at the end of the mentoring term. The author closes the article with a succinct conclusion, relaying common aspects of those mentoring programs mentioned within the article. She is careful to point out that there is no one-size-fits-all solution, but that mentoring should be included in a librarian’s professional development.


In this article, the author discusses mentoring in general, while sharing her own experiences as a mentor in both formal and informal settings. Several positive aspects of mentoring, including developing library leaders, the retention of minority librarians, and personal as well as professional development are discussed. Mentoring may be informal, as between a supervisor and an employee, or through more formal mentoring programs that permeate state and national library associations. The mentoring may
also have a specific focus, such as moving to a management position, navigating a large conference, or succeeding at the promotion and tenure process. Though the author describes both formal and informal mentoring opportunities, her personal experience was that informal mentoring offered greater opportunity as it was easiest to fit into a schedule full of other responsibilities. Such informal arrangements can lead to better understanding of organizational politics, guide students toward professional careers, and build long-lasting professional friendships. The author also shared that mentoring led to her own decision to become a librarian and her personal enthusiasm for the profession. The article ends on a positive note that, based on personal experiences, acting as a mentor or a mentee can support the growth of the profession and of individual organizations.


Mentoring in Librarianship is a one-stop-shop resource for everything mentoring-related in the library profession. Organized in four parts, its thirty-two authors combine to offer personal insights on every aspect of mentoring. These parts include “Philosophical Questions and Practical Applications”, “Mentoring Students”, “Mentoring Students in Library School”, and “Mentoring Librarians”. A diverse collection of subjects are incorporated, containing practical advice like structuring time and setting goals, formal programs for mentoring undergraduate students, techniques for working through the various stages of a job search, and mentoring librarians in unrelated subject specialties. One essay describes the process of distance mentoring, with specific examples of characteristics and communication modes, and advice on avoiding pitfalls. The author stresses the importance of structure in distance mentoring and the focus required to make the relationship successful. Another essay details “mentoring on the fly”, or connecting with an individual through a job task or reference interview. This type of mentoring builds confidence in the mentor and fosters support and relationship building with students in a more informal situation. The book’s value rests in its utilization of personal narratives, helping others connect to the importance of mentoring with the application of relatable advice and expertise. The writers’ various backgrounds allow readers to learn about a multitude of experiences and gain knowledge that can be applied in their professional setting.


This article gives a thorough overview of mentoring in professional associations for both formal and informal programs. The author introduces the importance of mentoring due to the diversification of the profession, as well as the impending peak of librarian retirements. A literature review is included, with the author suggesting that the literature discussing mentoring in library associations is decidedly lacking. A study is conducted wherein the author interviews twenty-one leaders in fifteen librarianship-related organizations. Some of these associations include various ALA divisions, ALA round tables, and national and state organizations. Each leader provides descriptions of their associations’ activities related to mentoring and their differing viewpoints on the role of mentoring as it relates to the library profession. Many of those interviewed indicated that their mentoring programs were evolving and adjusting on an ongoing basis. For example, the Young Adult Library Services Association (YALSA) indicated they were currently surveying their population of student members to identify how YALSA might better serve their needs. Most interviewees agreed that mentoring was a very important component to the evolution of a new librarian. The author contends that a majority of the associations were not sufficiently marketing their mentoring programs even though several of the interviewees were concerned about the ability to grow leaders within librarianship.

Conclusion

By examining the narrative analysis literature on mentoring, one can more clearly see the trends and practical applications in real-world library environments. Many resources stress participation in mentoring as preparation for developing effective library leaders (Donovan & Figueroa, 2009; Johnston, 2013; Sears, 2014). Some offer guidance on choosing the right program, emphasizing that an individual should understand there is no one-size-fits-all approach and participants should examine multiple strategies to determine what works best for their given situation (Goldman, 2011; Osif, 2008). Another important piece of advice is to look to other resources and programs for examples if one is considering organizing a new mentoring opportunity (Eggett, 2012). Lastly, many resources frequently cite the importance of looking at mentoring as a relationship (Eldredge, 2014); even in a structured program, there should be both a professional and personal connection. While developing a mentoring program or entering a mentoring relationship can sometimes be complex and challenging, it is evident that mentoring is a valuable undertaking for librarians and should be considered as an important tool for professional development and continuing education.

References


SELAGENERAL NEWS:

Louisiana Becomes an Active Chapter

On behalf of SELA, I am delighted to announce that the Louisiana Library Association (LLA) is once again an active SELA chapter and that Hayley Johnson (hayley.johnson@nicholls.edu) and Sarah Simms (sarah.simms@nicholls.edu) now serve as joint LLA representatives on the SELA Board (representing a single vote for LLA in SELA matters).

Alabama, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and West Virginia are all active chapters of SELA.

Below are the state representatives for these chapters:

Alabama – Margie Calhoun mcalhoun@mplonline.org
Georgia – Rita Spisak rrisak@kennesaw.edu
Mississippi – Melissa Dennis mdennis@olemiss.edu
North Carolina – Wanda Brown brownw@wfu.edu
South Carolina – Faith Line fline@andersonlibrary.org
Tennessee – Sue Knoche KNOCHES@mail.etsu.edu
West Virginia – Deborah Musser dmusser@cabell.lib.wv.us

Arkansas, Florida, Kentucky, and Virginia are inactive chapters of SELA. If you are a SELA member who resides in one of these four states, please consider contacting the executive officers of your respective state library association and request that your state library association consider becoming an active SELA chapter once more.

If you have any questions, please feel free to contact me.

Cordially,

Camille McCutcheon
President, SELA

SELA Frankenthaler Scholarship Winners

The Southeastern Library Association is pleased to announce the winners of the Ginny Frankenthaler Memorial Scholarship for 2015. The two scholarship recipients are Lora Hayes and Ashley Snelgrove.

Lora Hayes, known to everyone as Lori, is a graduate of the University of North Georgia with a BA in Human Services Delivery Administration. Prior to graduation, she was inducted into the Human Services Honor Society Tau Upsilon Alpha. Currently she is enrolled in the MLIS program at Valdosta State University and expects to graduate in May 2017. Lori began working in libraries in 2001 as a part of her high school’s apprenticeship program. The very small public library she began working in did not have any computers. All circulation was done by card and pocket checkouts. She helped move that small library to a new location and saw the first computers installed. After five years at that first library, Lori relocated to the Braselton Library where she is currently the assistant manager. One accomplishment that Lori is particularly proud of is the establishment of the Braselton Library Teen Advisory Council or BLTAC. Prior to March of 2014 there were no notable teen programs at the Braselton Library. Now the Braselton Library has a thriving teen advisory council, and has hosted several successful programs. It is Lori’s goal to continue to expand teen services in the Braselton Library.

Ashley Snelgrove received her Bachelor's Degree and teaching certification in Elementary Education from the University of South Carolina in 2013. She is currently pursuing her Master's in Library and Information Science and School Library Certification at the University of South Carolina. While completing her studies, Ashley works in Youth Services at the Greenville County Library System, and enjoys being able to create and implement engaging programs for families. In her spare time, she volunteers in local school libraries to gain hands on experience in both school library and public library settings.

The Ginny Frankenthaler Memorial Scholarship in Library Science is made possible through the generosity of of Bud Frankenthaler, husband of Ginny Frankenthaler. Mrs. Frankenthaler believed that our free library system is the basis for a good life and that the greatest gifts a human being can have are good memories and education, both of which are supplied free by our public library system. The purpose of the scholarship is to recruit beginning professional librarians who possess potential for leadership and commitment to service in libraries in the Southeastern United States.

SELA Public Section News

The SELA Public Section welcomes a full company of officers. Your officers are: Crystal Gates, Chair; Kayla Kuni, Vice-Chair/Chair Elect; and Jodi Brown, Secretary. Crystal has recently accepted a new position as the Executive Director of the William F. Laman Public Library in North Little Rock, Arkansas, and may be reached at crystal.gates@lamanlibrary.org. Kayla has also accepted a new position as the Data & Outreach Specialist Librarian at the New Port Richey Public Library in Florida, and may be reached at TechLib@nprlibrary.org. Jodi is the Evening Circulation Assistant at Clayton State Library in Georgia, and may be reached at JodiBrown@clayton.edu. We are all very excited about working with SELA and proving quality services and access to our members. If you have program ideas or would like to assist the Public Section in reaching its members more effectively, please send any of us an email.
LIBRARY NEWS
Mississippi

MSU Libraries Opens G. V. “Sonny” Montgomery Congressional Collection

In celebration of the 95th birthday of the late Congressman G. V. “Sonny” Montgomery, the Mississippi State University Libraries’ Congressional and Political Research Center announces the opening of the G. V. “Sonny” Montgomery Congressional Collection. Consisting of over 1,200 cubic feet of correspondence, memos, speeches, floor statements, photographs, and memorabilia, the Montgomery Collection covers the life of the Congressman from his time as at the McCallie School in Chattanooga, Tennessee, his leadership as a student athlete at Mississippi State University, his service in Europe in World War II (where he was awarded a Bronze Star with valor), his work in the Mississippi state legislature, and his thirty years in the United States Congress from 1967 to 1997.

During a ceremony on August 5, 2015, university and library administrators, members of the G. V. “Sonny” Montgomery Foundation and Congressman Gregg Harper officially announced the opening of the Collection. Dr. Jerry Gilbert, Provost and Executive Vice President, spoke on behalf of the University recognizing and applauding Montgomery’s life-long service to the State of Mississippi and the nation. “From his years as a Mississippi State student throughout his lifetime, Sonny Montgomery was considered a leader who worked tirelessly on behalf of those he served”, said Gilbert. He added “Montgomery’s leadership and people skills served him well throughout his career. He was a devoted and loyal friend of Mississippi State’s and one who frequented the campus often throughout his life and whose legacy can been seen throughout the campus.”

During his time in Congress, Montgomery worked on behalf of American military veterans, visiting Vietnam throughout the war, assisting in the return of POWs, and, most notably, on the extension of the G. I. Bill, which now bears his name as the “Montgomery G. I. Bill.” Also within the collection are materials highlighting the close friendship between Montgomery and former President George H. W. Bush. The two met on their first day in Congress in 1967 and remained friends for the remainder of the Congressman’s life. Congressman Montgomery passed away May 12, 2006.

“Congressman Sonny Montgomery served the Third Congressional District of Mississippi and our country with integrity, compassion, and hard work in the U.S. House of Representatives. His efforts on behalf of our country’s veterans and the people of Mississippi are still realized today, and we are eternally grateful,” said Congressman Gregg Harper. He added “Sonny loved Mississippi State University and I know that he would be proud of the new G.V. "Sonny” Montgomery Collection. I hope that this collection will be a reminder of Sonny’s esteemed public service for generations to come.”

The Montgomery collection is housed in the Congressional and Political Research Center at the Mississippi State University Libraries’ Mitchell Memorial Library. The CPRC is open Monday-Friday, 7:30am-5pm. For more information please visit the CPRC’s website at: http://library.msstate.edu/cprc/index.asp.

Speakers honoring Montgomery during the August 5, 2015 ceremony include (from left) Robert J. “Bob Bailey, President Emeritus, G.V. “Sonny” Montgomery Foundation; Kyle Steward, MSU Executive Director of External Affairs; The Honorable Gregg HarperUnited States Congressman, Mississippi Third District; Dr. Jerry Gilbert, Provost and Executive Vice President, Mississippi State University. Photo credit: Matt Motes

Mississippi Governor Barbour to Discuss, Sign Books at Library Event

On August 24, former Mississippi Governor and author Haley Barbour spoke and signed copies of his new book “America’s Great Storm: Leading through Hurricane Katrina” at an event in the John Grisham Room of Mitchell Memorial Library.

Gov. Barbour. Photo Credit: The BGR Group
When Hurricane Katrina hit Mississippi on August 29, 2005, it unleashed the costliest natural disaster in American history, and the third deadliest. Haley Barbour had been Mississippi’s governor for only twenty months when he assumed responsibility for guiding his pummeled, stricken state’s recovery and rebuilding efforts. “America’s Great Storm” is not only a personal memoir of his role in that recovery, but also a sifting of the many lessons he learned about leadership in a time of massive crisis.

For the book, the authors interviewed more than forty-five key people involved in helping Mississippi recover, including local, state, and federal officials as well as private citizens who played pivotal roles in the weeks and months following Katrina’s landfall. In addition to covering in detail the days in September and October of 2005, chapters focus on the special legislative session that allowed casinos to build on shore; the role of the recovery commission chaired by Jim Barksdale; a behind-the-scenes description of working with Congress to pass an unprecedented, multi-billion-dollar emergency disaster assistance appropriation; and the enormous roles played by volunteers in rebuilding the entire housing, transportation, and education infrastructure of south Mississippi and the Gulf Coast. A final chapter analyzes the leadership skills and strategies Barbour employed on behalf of the people of his native state, observations that will be valuable to anyone tasked with managing in a crisis.

University of Southern Mississippi Updated Admission Requirements for LIS Graduate Programs

Undergraduate Record - Students qualifying for regular admission to the master’s program must have a 3.0 (4.0 scale) grade point average for the last two years (60 hours) of undergraduate study. For conditional admission, the School of Library and Information Science adheres to the policies of the Graduate School as stated in the Graduate Bulletin.

Standardized Exam: Graduate Record Examination - official GRE scores for verbal, quantitative, and written analytical sections or Miller Analogies Test — official MAT scores

Letters of Recommendation - Three letters of recommendation on institutional letterhead stationary by professionals in the field and/or professors/academics assessing the readiness of the applicant for graduate work.

SLIS Application - Online application on the Graduate School Web site

Application Essay - Essay discussing the student’s interest in library and information science, the types of libraries, archives, or repositories of interest, and statements about the student’s potential contributions to the field; 750 - 1,000 words are required.

Resume

If you are interested in the MLIS program, MLIS with AA Licensure program, Graduate Certificate in Archives and Special Collections, or Graduate Certificate in Youth Services and Literature, apply online through the Graduate School: http://usmgrad.admissionpros.com/default.asp

Contact information:

- MLIS with AA Licensure: Dr. Catharine Bomhold (catharine.bomhold@usm.edu)
- Graduate Certificate in Archives and Special Collections: Dr. Matthew Griffis (matthew.griffis@usm.edu)
- Graduate Certificate in Youth Services and Literature: Dr. Stacy Creel (stacy.creel@usm.edu)
- Teresa S. Welsh(Teresa.Welsh@usm.edu), Ph.D., Professor and Director School of Library and Information Science

North Carolina

TRLN Announces 2015 Management Academy Class

The Triangle Research Libraries Network (TRLN) announces the 32 participants in the 2015 TRLN Management Academy: The Business of Libraries, to be held in Chapel Hill, NC, October 26-30. The program prepares current and potential mid-level managers in academic libraries to operate with entrepreneurial and business acumen in the management of financial and human resources. Faculty from TRLN member institutions, which include Duke University, North Carolina Central University, North Carolina State University, and The University of North Carolina at Chapel Hill, will conduct sessions customized for a library environment. This year’s instructional team also includes experts from the University of West Florida and Pattern Research, Inc.

Fourteen U.S. states, as well as Canada and Saudi Arabia, are represented in this year’s class. In keeping with the design of the program to meet the management training needs of its members, 12 of the participants hail from TRLN libraries. Since the inception of the Academy in 2007, librarians from 59 distinct institutions have benefited from the program.

In finalizing the cohort, the Selection Committee gave preference to applicants with responsibility for managing people or projects and those whose statement of interest and letter of recommendation from the library director best matched the Academy objectives. The 32 participants selected are:

- Angela Bardeen, The University of North Carolina at Chapel Hill
- Rachel Besara, Florida State University
- Jessica Bowdoin, George Mason University
- Amy Brennan, Duke University
By signing another pioneering content mining agreement—this time with Adam Matthew, a SAGE company—the NCSU Libraries has established itself as a leader in the research library world when it comes to licensing blanket access to commercially-vended historical collections.

This comes not long after their unprecedented data mining deals with Gale and Unlimited Priorities.

By agreeing to provide NC State researchers electronic access to ‘Mass Observation Online,’ sourced from the University of Sussex, England, and the ability to mine archival data on university servers, Adam Matthew Digital joins Gale as a leading-edge example for commercial vendors.

Darby Orcutt, Assistant Head of Collection Management for the NCSU Libraries, developed this library-vendor content mining model and considers it mutually beneficial: “Adam Matthew has added another facet of value and attractiveness to their products for researchers, while researchers have gained a valuable corpus that was previously unavailable for robust computational exploration.”

National Medal of Technology & Innovation Recipient Donates Papers to NCSU Libraries

Dr. Jayant Baliga, an internationally recognized leader in electrical and computer engineering, has donated his papers to the North Carolina State University Libraries. Lauded by Scientific American as one of the heroes of the semiconductor revolution, Baliga received this year’s Global Energy Prize.

In addition to being a distinguished professor of electrical and computer engineering, Dr. Baliga is the director of NC State’s Power Semiconductor Research Center. Among his many accomplishments, he is perhaps best known for his invention of a power semiconductor device, the insulated-gate bipolar transistor (IGBT), often used as an electronic switch in modern appliances, from electric cars to air conditioners to portable defibrillators. The IGBT, as he describes it, has had “a major impact on creating a sustainable world-wide society with improved living standards while mitigating the environmental impact.”

NCSU Libraries & Adam Matthew Digital Strike Groundbreaking Content Mining Agreement

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According to Dr. Louis A. Martin-Vega, Dean of Engineering at NC State, Dr. Baliga’s “groundbreaking scholarship and leadership have been instrumental in addressing major global societal challenges and helping the College of Engineering and NC State become a research powerhouse. Throughout his career, Jay has generously shared his expertise with our students and faculty so I am not surprised and very pleased that he has chosen to share his life’s work with future students and faculty through the NCSU Libraries.”

Baliga has received numerous awards during his distinguished career, some of which include the 2014 IEEE Medal of Honor, the 2011 National Medal of Technology and Innovation from President Obama, the 2012 North Carolina Award for Science, the 1999 IEEE Lamme Medal, the 1998 IEEE Ebers Award, the 1998 O. Max Gardner Award, the 1993 IEEE Liebman Award, the 1992 Pride of India Award (First Recipient), and the 2011 Alexander Quarles Holladay Medal for Excellence.

He is a Member of the National Academy of Engineering, the Electronic Design Engineering Hall of Fame, the Rensselaer Alumni Hall of Fame, the European Academy of Sciences, and he is an IEEE Life Fellow. Baliga has authored or edited 19 books and over 500 scientific articles and has been granted 120 U.S. Patents.

Baliga received his Ph.D. in Electrical Engineering (1974) and his M.S. in Electrical Engineering (1971) from the Rensselaer Polytechnic Institute in Troy, New York. He spent fifteen years at the General Electric Research and Development Center, leading their power device studies. There, he received the highest scientific rank of Coolidge Fellow. Baliga joined NCSU in 1988 as a Full Professor and was promoted in 1997 as Distinguished University Professor.

His papers will be housed in the Special Collections Research Center at NCSU Libraries and include records from the Power Semiconductor Research Center—meeting documents, vendor information, software agreements, technical working group meeting reports, and related administrative files. Also included in his Papers are Electric Power Research Institute patent applications and other like materials.

The SCRC holds research and primary resources in areas that reflect and support the teaching and research needs of the students, faculty, and researchers at the university. By emphasizing established and emerging areas of excellence at NC State University and corresponding strengths within the Libraries’ overall collection, the SCRC develops collections strategically in order to support NC State’s growth as a world-class academic institution.

NC State Libraries offer Second Round of Alt-Textbook Grants

In Fall 2014, the NC State Libraries, with support from the NC State University Foundation, awarded a first round of Alt-Textbook grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks. The first round is in progress and is expected to save NC State students more than $200,000 in the first year.

Textbook costs have outpaced inflation by 300% over the last 30 years. These runaway prices have become a major strain on students, with textbooks averaging $1,200 a year and 7 out of 10 students admitting on a recent Public Interest Research Group survey that they have not purchased a required text because of its cost.

The NCSU Libraries is committed to fostering change in the current textbook publishing environment. The Alt-Textbook Project will empower faculty to innovate pedagogically; enhance access for NC State students to high-quality, tailored educational materials; and reduce the financial burden of expensive textbooks.

Led by Will Cross, Director of the NCSU Libraries Copyright and Digital Scholarship Center, a committee made up of librarians will be available to partner with faculty members on licensing resources, using digital repositories, and creating and publishing their own open educational resources.

Ranging between $500 and $2,000, the competitive Alt-Textbook grants will be awarded to help faculty pursue innovative uses of technology and information resources that can replace pricey traditional textbooks. Larger grants may be available for larger-scale or especially high-impact projects.

Grants are available to develop textbook alternatives for the Spring 2015 and Fall 2016 semesters. Possible approaches include:

- creating a new open textbook or collection of materials
- adopting an existing open textbook
- assembling a collection of open resources into new course materials
- licensing an e-textbook, video, or other media content for classroom use or e-reserves
- using subscribed library resources

As faculty work on their proposals, NCSU librarians and staff are available to collaborate and share expertise in copyright, licensing, open access, course management software and tools, electronic reserves, subject-matter content, and multimedia resources.

The NCSU Libraries will hold several information sessions about the project. Faculty can learn more about the project, review the call for proposals, sign up for information sessions, and download grant applications at the Alt-Textbook Project website.
NCSU C.A.T.S. Events

Join us this fall for the Creativity and Technology Symposium, or C.A.T.S. for short. Using our feline friends as a theme, we will explore a variety of topics that relate to the ever-expanding and complex work of libraries and academic institutions including: GIS-data enabled location tracking and the implications for privacy rights; the use of social media in research; how new technologies are expanding the possibilities for data gathering; and digital archiving as it relates to common computer usage and pop culture. Plus, we have a few special guests who will be paying a not-to-be-missed visit to the Libraries. All C.A.T.S. events are free and open to the public.

Track Your Cat
Sunday, October 25, 3 - 4 p.m.
Cameron Village Regional Library

Cats are mysterious, dangerous and far more unpredictable than one might expect from an animal that is, theoretically, domesticated. Some of the mysteries of cats relate to where they go and what they do; this is especially true of cats that go outdoors. In this program, researchers from NC State and the North Carolina Museum of Natural Sciences will share some of the fascinating findings from their Cat Tracker research program that uses GPS technology to collect data on where cats go, what they eat, and what microbes they bring back to our homes. You will also learn how you and your feline pets can participate in the Cat Tracker program, which gives researchers valuable information about outdoor cats’ movement, diet and health.

Image Macros, Memes, and Viral Content with Tumblr’s Amanda Brennan
Monday, October 26, 3 - 4 p.m.
Auditorium (Hill), D. H. Hill Library

What can memes and other viral phenomena tell us about current events, cultural trends, and the Internet as a historical storytelling platform? Amanda Brennan of Tumblr’s Content and Community team will discuss how beloved and instantly-recognizable memes like LOLCats relate to our online interactions and what they say about us as a society. Brennan is the former librarian-in-residence for Know Your Meme, organizing and cataloging the memes in their collection.

A Life-Changing Cat: Mike Bridavsky and Lil BUB
Monday, October 26, 3 - 4 p.m.
Auditorium (Hunt), James B. Hunt Jr. Library

Lil BUB is one of the most famous cats in the world. A true phenomenon, Lil BUB has a documentary and internet and cable specials about her, a book published by Penguin Publishers, and millions upon millions of YouTube, Instagram, and Tumblr views. Lil BUB’s owner Mike Bridavsky is a sound engineer who owns Russian Recording in Bloomington, IN, and formerly worked as a sound archivist for the Indiana University Archives of Traditional Music’s Sound Directions project. Mike leveraged his knowledge of digital archives, his skills gained from years of independent marketing of his own bands and his recording studios, his sense of humor, and his love for cats to unintentionally create a business that is based on and requires a very detailed understanding of social media, archiving, and technology. Hear from Mike and see Lil BUB in person in this special program. Ticket reservations to this program are required. Please reserve your seats here.

As part of this program, the NCSU Libraries will be hosting a pet food drive for Safe Haven Cat Shelter & Clinic. Beginning at 6:00 p.m., volunteers from Safe Haven will be available at the Hunt Library to take your donations of pet food or other supplies on their wish list. Earlier this year, Safe Haven was a recipient of a grant from Lil BUB’s BIG Fund for the ASPCA.

I Know Where Your Cat Lives: How Computers Know Everything About You (With Information You Provide)
Tuesday, October 27, 3 - 4 p.m.
Auditorium (Hill), D. H. Hill Library

I Know Where Your Cat Lives is a data experiment that visualizes a sample of 1 million public pictures of cats on a world map, locating them by the latitude and longitude
coordinates embedded in their metadata. The cats were accessed via publicly available APIs provided by popular photo sharing websites. The photos were then run through various clustering algorithms using a supercomputer at Florida State University, and the project was covered by The New York Times, USA Today, MSNBC, and others. Owen Mundy, creator of I Know Where Your Cat Lives, will describe the project and explain some of the implications of decreased online privacy and increased access to your data by startups and international megacorps.

**Animals, Technology, and Us:**
**How the Internet is Affecting Participatory Science**
**Tuesday, October 27, 7 - 8 p.m.**
**Auditorium (Hunt), James B. Hunt Jr. Library**

A recent study by the Pew Research Center shows that citizens and scientists often see science-related issues through different sets of eyes. However, by involving our pets as research subjects, and by harnessing the Internet’s amazing power of connectivity, scientists have an unprecedented opportunity to involve everyday people in “citizen science.” Join us for a panel discussion with Dr. Rob Dunn, associate professor of biological sciences at NC State, Amanda Brennan of Tumblr, and Professor Owen Mundy of Florida State about what they are finding in their work.

**Using Technology to Measure Pain in Animals**
**Wednesday, October 28, 7 - 8 p.m.**
**South Theater (College of VM), Veterinary Medicine Library College of Veterinary Medicine**

Evaluating pain in animals is no easy task, as they cannot tell us where or how much they are hurting. In this informative session, Dr. Duncan Lascelles, professor of small animal surgery and pain management at the College of Veterinary Medicine at NC State, will discuss his pioneering research using accelerometers (similar to the wearable fitness trackers used by humans) to access information about movement patterns of domestic cats in their home environments. Lascelles will explain how he uses this data to inform his treatment decisions—from diet to medication—to help manage cats’ pain. This session is geared toward anyone interested in how veterinarians are using leading-edge technologies, as well as pet owners who want to learn more about what researchers are discovering about chronic pain.

**NC State Libraries Makerspace Offers CRDM Graduate Research Assistantship**

This new NC State Libraries Communications, Rhetoric, & Digital Media (CRDM) Graduate Research Assistantship offers graduate students the opportunity to collaborate with skilled information professionals to gain experience providing technology services in an academic setting. The access to spaces and service programs, with an emphasis on emerging technologies, is designed to enhance graduate student education through practical assignments that introduce participants to key issues and practices in educational technology.

Jessica Handloff, the first recipient of the assistantship, is a former U.S. Army Captain and comes to NC State most recently from East Carolina University, where she received a Masters in Anthropology.

According to Adam Rogers, Emerging Technology Services Librarian, "Jessica has already established herself as a crucial member of the D.H. Hill Makerspace team. She has enriched the Makerspace with excellently designed learning resources, supported students and faculty in learning the processes and tools of making in innovative ways, and identified great opportunities for collaboration with her CRDM cohort and its faculty. I look forward to her contributions in the coming year and know they will do a lot to establish the Hill Makerspace as a premiere space for critical and creative thinking and making on campus."

The Libraries opened its first Makerspace in January 2013 with the opening of Hunt Library, making new tools accessible to users at NC State University and taking a leadership role in the growing movement for makerspaces in libraries. The Makerspace program includes 3D printing and laser cutting services, a variety of methods of 3D scanning, electronics prototyping kits to borrow, and a series of workshops and course collaborations that has grown each semester. These efforts have brought the Maker movement into the Libraries and grown its profile on campus by providing access to exciting high-end tools as well as entry-level learning and making experiences to all students, faculty, and staff.

This past June, the D. H. Hill Library opened its Makerspace. A major addition to the Makerspace program, and to the Libraries as a whole, this high-profile location provides ample space for collaborative work and teaching and is well situated to empower more of the NC State community with the creative tools and processes of making. In this space, the Libraries continues to focus on 3D printing and scanning, laser cutting, and electronics prototyping, while adding new tools such as sewing and
soldering and emphasizing hands-on access. The NCSU Libraries has a full slate of programming, workshops, presentations, and opportunities for serendipitous making already in the works.

**NCSU Libraries Announces 2nd Annual Code+Art Student Visualization Contest**

The NCSU Libraries is now accepting submissions for the 2016 Code+Art Student Visualization Contest. Graduate and undergraduate students, individually or in groups, who are interested in creative coding, generative art, animation, or data visualization are invited to create visualizations for any of the four large video walls at the James B. Hunt Jr. Library, including the 20-foot wide Art Wall. Students graduating in December 2015 can submit entries and participate as members of competing teams, but are not eligible to win the cash prize.

Participants will compete for cash prizes of $1000, $500, and $250 to be awarded at the Code+Art reception held in April at the Hunt Library. All entries that are technologically viable and appropriate will be displayed on one of four video walls in Hunt Library and viewed by thousands of visitors every month.

Libraries have long been places where people have explored new ways of interacting with information. The video walls at the James B. Jr. Hunt Library were installed to create a dialogue with library visitors and show the work of students and faculty at the university. The NCSU Libraries developed this contest as a way for students to showcase visualizations created for this digital space. These visualizations will greet library visitors and give them a preview of the possibilities that await them inside the Hunt Library.

Judges are looking for attractive visualizations that are created with a computer. Submissions in these categories are strongly encouraged: data visualization / data art, generative art, procedurally generated environments (e.g. game environments), and animated GIFs. Submissions in these categories will also be considered: digital art, new media art, and animation/motion graphics.

Read about the 2015 winners here: [www.lib.ncsu.edu/stories/codeart-different-kind-data-experience](http://www.lib.ncsu.edu/stories/codeart-different-kind-data-experience)

**UNC-Chapel Hill’s Wilson Library to Host Lecture on North Carolina’s Fort San Juan Archeological Site**

The University of North Carolina at Chapel Hill’s Wilson Library will host archaeologist David Moore on Oct. 21 for a lecture on the excavation of Fort San Juan, the first European settlement in the interior of what is now the United States.

Fort San Juan was built at the site of the Native American town of Joara, near present-day Morganton, North Carolina. It was one of six sixteenth-century Spanish forts that pre-date English colonies in the area that is now North Carolina, South Carolina and Tennessee and may have been one of the largest Native American towns in the Piedmont region of North Carolina.

In January 1567, Spanish soldiers led by Juan Pardo reached the community as they marched toward Mexico from coastal South Carolina. The settlement they built ended violently eighteen months later, when the people of Joara burned and destroyed the fort.

Moore, a professor of anthropology and archaeology at Warren Wilson College in Asheville, North Carolina, is the senior archaeologist for the Exploring Joara Foundation and supervisor of the excavations at the Berry archaeological site, where Fort San Juan and Joara are being excavated. He has worked at the Berry site for more than 25 years, and is the author of “Catawba Valley Mississippians: Ceramics, Chronology, and Catawba Indians” (2002).

The free, public talk will take place at 5:30 p.m. in the Pleasants Family Assembly Room. Beginning at 5 p.m., visitors may also view the Rare Book Collection exhibition “Chronicles of Empire: Spain in the Americas,” in the Melba Remig Saltarelli Exhibit Room.

“Chronicles of Empire: Spain in the Americas” will be on view through Jan. 10, 2016.
PERSONNEL NEWS:

Florida:

University of Central Florida

The University of Central Florida (UCF) Libraries announces the retirement of Hal Mendelsohn, Reference Librarian as of July 31, 2015.

Hal Mendelsohn joined the University of Central Florida (UCF) Libraries as Reference Librarian in April 2001, after working almost six years at the Louisiana State University at Eunice. In addition, Mendelsohn was the Patents & Trademarks Librarian for the UCF Libraries Patents & Trademarks Depository Library. Mendelsohn holds two master’s degrees; one for Community Education (University of St. Thomas, St. Paul, Minnesota) and one for Library Science (San José State University, California).

Mendelsohn has been active in the library science profession, authoring articles in Reference Services Review and The Southeastern Librarian, and making presentations at such diverse venues as Council of Media Organizations, Alabama, Arkansas, and Kentucky Library Associations, Southeastern Library Association (SELA), and Florida Chapter of the Association of College and Research Libraries.

Mendelsohn was recognized for his tireless work and dedication with the SELA Membership and Mentoring Committee as the first recipient of the Hal D. Mendelsohn Award in 2012. He received the UCF Excellence in Librarianship award in 2014.

Among his accomplishments at the John C. Hitt Library is the creation of newsletters for the faculty of Social Work and Psychology; extremely popular Campus Connections, which showcases student organizations and services around the university at weekly sessions held at the library; and Information Kiosk, which for the first couple of weeks of each semester is set up to answer student questions.

Mendelsohn will long be known for his extravagantly imaginative publicity emails for social events for Libraries staff and for his entertaining (and sometimes wacky) introductions as emcee for the Libraries Awards receptions.

The UCF Libraries is proud to announce the arrival of four newly hired librarians.

Tina Buck joined Acquisitions & Collection Services as Electronic Resources Services Librarian on August 8, 2015. Buck received her MLS from the University of Pittsburgh. Her background includes both academic (St. Edward’s University, Austin, Texas) and public (Massachusetts, Minnesota, and Austin) libraries. Buck has published articles in Collection Management and The Serials Librarian.

Sarah A. Norris joined the staff as the Libraries’ first Scholarly Communication Librarian, on August 14, 2015. Norris received her MLIS from the Wayne State University, Detroit, and her BS in Public Relations from Northern Michigan University, Marquette. Before coming to UCF, Norris was Computer/Media Assistant for the Glen Oaks Community College, Centreville, MI, and most recently, was Metadata Services Librarian for New College of Florida, Sarasota, one of Florida’s 11 state universities. She authored a chapter in the forthcoming publication, Mobile Solutions for Remote Access Services in Modern Libraries.

David R. Benjamin joined the staff as the department head for Special Collections & University Archives, on September 25, 2015. Benjamin received his MALIS from University of Wisconsin, Madison; in addition he also received a Masters of Architecture and a Bachelor of Arts in History of Art from UW-Madison. Before coming to
UCF, Benjamin worked as an archivist in both the Wisconsin Historical Society and the University of Kansas. Most recently he was the assistant director of the Volkerdin Center for Research and Academic Programs, Center for Creative Photography, University of Arizona.

Benjamin has written articles for the *Wisconsin Magazine of History* and *The Journal of Art*. He is a member of the Society of Southwest Archivists and the Society of American Archivists where he served as Chair of the Visual Materials Section.

**Chemera (CJ) Ivory** joined the staff as the Business Librarian in Research & Information Services, on August 28, 2015. Ivory received her MSLIS from Florida State University, Tallahassee, and her BA in Economics from University of Central Florida. Before coming to UCF, Ivory worked in academic and public libraries throughout the state of Florida.

**Georgia:**

**Catherine Bowers** has joined the faculty of Valdosta State University Odum Library, Valdosta, Georgia as an Assistant Professor of Library Science and Reference Librarian. Catherine began her new position on April 1, 2015. She was previously employed as a reference librarian at West Texas A & M University and she received her Master of Library and Information Studies from The University of Southern Mississippi.

**North Carolina:**

**UNC – Chapel Hill**

The University of North Carolina At Chapel Hill Library is pleased to announce four recent appointments.

**Renée Bosman** began as Government Information Librarian in Davis Library on September 1.

Renée will provide strategic planning, vision, and overall management for the UNC Library’s collection of more than two million federal, international, and U.S. state documents, and for the Library’s microforms collections. She will serve as subject librarian for government and international agency information, and will provide research services to faculty, students, and scholars.

In this position, she will serve simultaneously as the Regional Federal Depository Librarian for North Carolina. She will work with other federal depository librarians in the state, will participate in meetings of the Federal Depository Council, and will provide leadership in various forums regarding the Federal Depository Library Program.

Renée was most recently Reference Librarian for Government and Public Affairs and Reference Collection Coordinator at the James Branch Cabell Library of Virginia Commonwealth University in Richmond.

**Georgia:**

**Sarah Towner Wright** joined the Health Sciences Library on August 1 as Clinical Librarian and Graduate Medical Education Specialist.
Sarah will provide information and education services tailored for medical residents at UNC Hospitals and those who teach and work with them. She will provide expert searching, as well as education and training about information discovery, retrieval, and management.

Sarah was most recently a user services librarian at the Health Sciences Library, where she has also served as Information Services Librarian. She has held positions as Director of Information Management and Clinical Pediatrics Librarian for the UNC Department of Pediatrics; Manager of the Medical Library at the Virginia Hospital Center in Arlington; and with the George Washington University Medical Center in Washington, D.C., and the National Agricultural Library in Maryland.

She holds a B.A. in music performance and French education from the University of Richmond and an M.L.S. from the University of Pittsburgh.

Nick Graham is now University Archivist, based in the Wilson Special Collections Library.

Nick will provide vision and leadership for the University Archives and Records Management Services (UARMS). He will be responsible for managing the University records program in compliance with North Carolina public records laws and will provide guidance and assistance in this effort to UNC administrators, faculty, and staff.

Nick will also develop programs that recognize, promote, and celebrate UNC history, and he will work to build archival collections that document the University.

Prior to this appointment, Nick was at the UNC Library as program coordinator for the North Carolina Digital Heritage Center and assistant to the director of Wilson Library. He has also held positions at UNC Library as North Carolina maps project librarian and head of Public Services for the North Carolina Collection.

Nick holds a B.A. in British and American literature from New College of Florida in Sarasota and an M.L.S. from UNC’s School of Information and Library Science.

Brian Moynihan is now Head of Health Information Technology Initiatives at the UNC Health Sciences Library.

In this role at the Health Sciences Library, Brian will lead information technology initiatives, overseeing the Health Sciences Library website, health informatics, digitization, data management, and visualization, and mHealth endeavors. He will also provide leadership and collaboration with campus partners, including the University Library, the Carolina Health Informatics Program (CHIP), UNC Information Technology Services, and UNC Health Care.

Brian was most recently the health strategy director for Thrive 4-7 in Morrisville, North Carolina. He was previously the IT project manager for the American Institute of Certified Public Accountants in Durham, North Carolina, and he has also worked in Information Technology at the UNC School of Medicine.

Brian holds a B.Phil. in interdisciplinary studies and an M.A. in comparative religion from Miami University in Oxford, Ohio. He holds an M.S.I.S. and M.B.A. from the University of North Carolina at Chapel Hill.

Cliff Missen, University of North Carolina at Chapel Hill School of Information and Library Science (SILS) associate professor, has been invited to discuss ways to make access to the Internet’s resources more widespread and equitable at a forum hosted by The Washington Post in Washington, D.C. on Thursday, Oct. 8.

“Bridging the Digital Divide” will bring together lawmakers, city leaders, and technology experts, including U.S. Secretary of Housing and Urban Development Julián Castro, Chicago Mayor Rahm Emanuel, Federal Communications Commissioner Ajit Pai, and President of the National Council of La Raza Janet Murguía.

Missen directs the WiderNet@UNC research lab and the non-profit WiderNet Project, where he oversees efforts to...
improve digital communication in developing countries through hands-on training and research into low-cost applications of information technology. He leads development of the eGranary Digital Library, an information store that aims to deliver the world’s knowledge to people and institutions lacking Internet access. He was also a TED fellow in 2007 and a senior Fulbright Scholar in Nigeria in 1999.

UNCG – Greensboro

Gerald Holmes is currently the Reference Librarian and Diversity Coordinator at the University Libraries at the University of North Carolina at Greensboro (UNCG). As a member of the Libraries’ administrative faculty, Gerald led the creation of the Libraries’ Post MLS Diversity Residency Program and its Diversity Committee. As the Diversity Coordinator, Gerald took on the additional responsibility as a Co-Principal Investigator for three Institute of Museum and Library Services (IMLS) grants designed to recruit and prepare minority librarians for serving their communities in the 21st Century. As a credit to his work, 55 librarians from underrepresented populations are now working.

Gerald was named the American Library Association 2014 Achievement in Library Diversity Research Honoree for his contributions to the library profession and his promotion of diversity within it. In 2015, he received the Black Caucus of ALA Distinguished Service to the Library Profession Award and the Harvey E. Beech Outstanding Alumni Award from the UNC-Chapel Hill General Alumni Association.

Gerald earned his Bachelor of Science in Criminal Justice from the University of North Carolina at Charlotte and his Master of Science in Library Science from the University of North Carolina at Chapel Hill School of Information and Library Science (SILS). He serves as a co-chair of the SILS Alumni Inclusion and Diversity (SAID) Committee.

Kate Hill has been appointed Electronic Resources and Distance Education Librarian at UNC Greensboro. She was previously the Librarian at the University of North Carolina Highway Safety Research Center. Kate holds a Master of Arts in Library and Information Studies from the University of Wisconsin-Madison.

BOOK REVIEWS


An anthology of selections from the works of African Americans from South Carolina whose personal stories, distinctive ideas and influential writings still have an impact that continues today. Broad in scope, the collection begins in the time of slavery and abolition with Daniel Payne and continues through the very recent past, with the afterword section including middle school student Ty’Sheoma Bethea’s famous letter written to Congress in 2009. This is a welcome collection that brings together in
one volume many important works that might be difficult to locate otherwise. The excellent biographical introductions by the editors introduce each writer and place their work in historical context for the reader, helping to further illuminate the importance of each writer’s work. The anthology includes a wide variety of genres of writing, including autobiographical narratives, letters, essays, speeches, pamphlets, chapters reprinted from books, and sermons. The works are grouped into four sections by time periods, so that readers can also follow chronologically if desired. The editors chose selections that showcase the way that these writers were able to reach a national audience and influence national thought. This is an essential book for South Carolina libraries, but would be a good addition to any library with collections in American History or African American studies, especially if the authors included are not already represented in existing collections.

Allison Faix
Coastal Carolina University


For anyone who has spent considerable time in Miami or who has lived there as a resident as I did during the 1980’s rather than just passing through as a tourist, it becomes apparent that many if not most black residents live in conditions noticeably less comfortable than is true for most white and Latino residents. Many of these rundown and largely black neighborhoods such as Liberty City are not visible to the tourists and the wealthy. The city is increasingly Latin American (primarily Cuban) in culture and many Latinos are prospering. Just as the socioeconomic conditions of Miami are a complex mixture, so too is the history of civil rights in that city as related by

Chanelle M. Rose, associate professor of History at Rowan University.

Rose’s thesis is that the civil rights struggle in Miami was not typical of that of other Southern cities due to the fact that the white civic elite, concerned with ensuring Miami’s reputation as a glamorous tourist destination, were prepared to make mostly cosmetic changes that nonetheless served to dissipate growing black discontent, all while the city’s increasingly Latin flavor tended to blur or obscure the more harshly traditional divisions of black and white found in other Southern cities.

The book is largely successful in demonstrating this interpretation of the history of civil rights in Miami but, perhaps due to the complex nature of the topic, it is also, at times, a bit frustrating. Just when it looks as if things are improving for black Miamians, Rose then illustrates that, no, the fundamental problems have not been solved. Yet progress in improving the lot of Miami’s black citizens is undeniable at certain steps along this frustrating journey.

Even when analyzing the black population of Miami alone, the story is more complicated than in most American cities, especially in the South, because a significant portion was of West Indian origin, primarily Bahamian. This is significant in that the Bahamian experience of slavery and then freedom was different from that of African Americans. Many Bahamians refused to accept second-class citizenship or the insults of white racism. Several important early civil rights leaders in Miami were Bahamian in origin including Episcopal priests Rev. John E. Culmer and Father Theodore Gibson. Both of these leaders at different points in the twentieth century were able to work with the white civic establishment in a largely non-confrontational way and to gradually begin improving conditions for the black population. In recent decades the black population has been augmented by significant immigration of Jamaicans and Haitians.

Even prior to the huge influx of Cubans fleeing Fidel Castro’s revolution, Miami developed a Latin character as Latin Americans increasingly patronized the city as a vacation destination and as a place of business. The white business and political elite took steps to ensure that Latin Americans, even those of dark complexion, did not experience the insults of segregation. As Rose indicates, some of this favorable treatment of Latin Americans was occasionally extended to blacks at least under certain circumstances and in certain locations.

One of Rose’s more illuminating insights is that seemingly progressive measures of the white leadership of Miami paradoxically either made things worse or merely served to delay addressing the real problem for black Miamians. This is especially evident in Chapter Six concerning school desegregation. Progress in integrating Miami’s schools was very slow yet gradual and grudging reforms did take place, thus blunting some of the growing black anger at poor educational conditions.
Real progress was haltingly made by a combination of the gradual accommodating tactics of early black leaders such as Culmer and Gibson, the efforts of white civic leaders concerned about keeping Miami’s image as a tourist paradise and as a welcoming place for Latin American tourists and businesspeople, and, as the 1960s unfolded, more militant demonstrations and legal actions of the local NAACP chapter and other black civil rights groups. An important component too is the Black – Jewish alliance that emerged in the post-World War II period. The presence of a very large Jewish population is yet another factor making Miami’s civil rights history atypical of the South as well. Raymond Mohl’s South of the South: Jewish Activists and the Civil Rights Movement in Miami 1946-1960 (University of Florida, 2004) provides a detailed look at the story that unfolds in Chapter Four in Rose’s The Black Freedom Struggle in Miami and, in fact, appears to be the only other book that really addresses the broader civil rights movement in the city.

Academic libraries and large public libraries collecting in the areas of civil rights and African American history will want to add The Struggle for Black Freedom in Miami to their collections as will many libraries large and small in Florida. Although a little frustrating to read at times, this title is an important one that provides a unique perspective on the ongoing struggle for African American civil rights. Regrettably, this scholarly book does not have a bibliography, although it is possible to determine at least some of the sources consulted by Chanelle N. Rose via the informative endnotes.

Tim Dodge
Auburn University


How can two bicycle mechanics from a little town in Ohio become the two people who provide the world with the means of transportation that will essentially change lives in America and around the world?

David McCullough responds to this question and a similar one on a recent talk show with Charlie Rose (http://sharetv.com/watch/919759). McCullough offers his strong feelings in answers: “the brothers grew up in a home filled with books, they never graduated high school, never went to college, they never had tutors or instruction in the liberal arts but they had a father who believed in the value of learning and perfecting the English language, both speaking and in writing and those specific abilities served them well. Both sons were avid readers and took advantage of the books that filled their home. They were self-taught. McCullough also credited the philosophy of the midwestern United States family as one of humble origins. They taught their children to seek a high purpose in life, and a never give up attitude.

In the Prologue, a note includes a story of a toy brought home to the boys from a trip their father made to France, “… it was created by the French experimenter of the nineteenth century, Alphonse Penaud, little more than a stick with twin propellers and twisted rubber bands, and probably cost 50 cents…when their father opened his hand to reveal the toy, it flew to the ceiling; they called it the bat..” (p.1)

Experimenting and trying ideas by involvement was demonstrated by the brothers. One behavior which created humorous reactions by the neighbors was to see the brothers as they studied birds flying overhead. Orville and Wilbur copied the flying movements by watching the birds and running along below them flapping their arms and bending themselves into the shape of the flying birds. Watching and learning that these birds could soar and could let the winds lift and propel them gave the brothers a belief that the winds could lift and propel a machine to fly.

“The Wright Brothers” by David McCullough is fascinating and reveals messages about education, family values, creativity in science and art, and a persistence of loyalty and love in families.

McCullough is a masterful researcher and writer. This book has a large number of beautiful and varied photographs and also has Acknowledgments, Source Notes, A Bibliography, Illustration Credits and an Index that covers pages 263 to 320. Though a thick and large book, it is recommended for public libraries, school libraries and colleges and university readers.

Carol Walker Jordan, Ph.D.
University of North Carolina Greensboro

Catherine Seltzer introduces us to young Pat Conroy: As a high school student Conroy accompanies his teacher, Eugene Norris, to Thomas Wolfe’s home in Asheville, North Carolina. Seltzer recounts the story that Norris took an apple from one of the trees on the grounds and said, “Eat it boy.” (p.1) Reflecting on taking the first bite, Conroy said, “I was given the keys to go out and try to write.” Conroy’s explanation of Norris’ comment goes on to show how “from the very beginning I wrote to explain my own life to myself”. From uncovering Conroy’s tree of knowledge and his tree of life, Seltzer recounts the many ways in which Conroy has brought sensitive and intellectual inspirations to his writings.

Through five novels and five books, Seltzer says Conroy returns to his life experiences and says “Only rarely have I drifted far from the bed where I was conceived.” (p.2) His comments on his family life that appear in his writings includes this comment, “One of the greatest gifts you can get as a writer is to be born into an unhappy family I could not have been born into a better one.” (p.2)

Reading Seltzer’s book, I am reminded of the one bit of advice any student hears from a mentor or teacher, “write what you know about, write what you have experienced.” I don’t think many English teachers are so clever as to give an apple to a talented student but I thank Catherine Seltzer for recounting the tale.

For students and faculty who might want to recommend Seltzer’s book for a reference or for supplemental reading, the author provides Chapters 2-8 as an individual commentary on “The Water is Wide”, “The Great Santini”, “The Lords of Discipline”, “The Prince of Tides”, “Beach Music”, “My Losing Season”, and “South of Broad”. Notes, Bibliography and Index cover pages 119 to 135. Recommended for school and college libraries.

Carol Walker Jordan, Ph.D
University of North Carolina Greensboro


Often a title will grab attention and produce a moment of disbelief. The recent book by Patrick Rael created that reaction from me. “Eighty Eight Years: The Long Death of Slavery in the United States 1777-1865” by Rael seemed to be an overstatement to this reader who held only a sketchy knowledge of “slavery in the Atlantic world”. Supported by a grant that funded a year of research and writing, Rael’s contributions in this manuscript represent diligence, perseverance, and determination to help readers such as I, to begin to see why it took 88 years to move slavery in the Atlantic world to a place much changed and needed.

A particular piece of Rael’s research was fascinating to me—the establishment in March of 1863 of the Freedman’s Bureau and its place in attempts to provide funds and free lands to support former slaves. Though the 40 acre plots did not materialize (p. 301), the attempt was a government effort to provide assistance to former slaves. Rael’s research covers many topics that will be of interest to scholars and students: “half slave and half free”, “Atlantic slavery and abolition in the era of the early republic”, “caste and resistance in the age of Emancipation”, “antislavery militance and the collapse of party politics”, “the terrible war: secession, civil War and Emancipation”, “one hundred years of Reconstruction”, and “what peace among the Whites brought”. (pp. 62-321)

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Author Douglas R. Egerton, asks us, “Why did it take so long to end slavery in the United States, and what did it mean that the nation existed eighty-eight years as a “house divided against itself,” as Abraham Lincoln put it?” (Back cover entry) Then Egerton goes on to say, “In no other nation was (slavery) so prolonged as in the United States…from 1777 when Vermont wrote slavery out of its state constitution, to 1865, when the Thirteenth Amendment abolished slavery nationwide.”

Egerton also points out that “African Americans played a central role in ending slavery in the US, “fueled by Revolutionary ideals of self-rule and universal equality, slaves and free blacks—both on their own and alongside abolitionists—slowly turned American opinion against the slave interests in the South.” (Back cover entry)

This intense work by Rael is highly recommended for scholars and students of history of the South and of the Atlantic region. Notes and Index run from page 331 to page 381. A number of black and white illustrations provide flavor to the text.

Carol Walker Jordan, Ph.D
University of North Carolina Greensboro

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