

Spring 2012

The Southeastern Librarian v. 60, no. 1 (Spring 2012) Complete Issue

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Volume 60, Number 1, Spring 2012

The Southeastern Librarian



The Southeastern Librarian
Volume 60, No. 1 Spring 2012

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Cover: Attendees gather for a group photo at the 1936 Asheville conference of the Southeastern Library Association. Cooperative measures as a means of strengthening research facilities were discussed. Photo courtesy of the Western Kentucky University's Special Collections Library.

The Southeastern Librarian (ISSN 0038-3686) is the official quarterly publication of the Southeastern Library Association, Inc. A subscription to the journal is included with the membership fee. The subscription rate is \$35.00, which includes institutional membership. Please send notice of change of address to SELA Administrative Services, P.O. Box 950, Rex, GA 30273 Ph: 770-961-3520, Fax: 770-961-3712, or email: bobfox@mail.clayton.edu. Send editorial comments and/or submissions to: Perry Bratcher, Editor SELN; 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099 email bratcher@nku.edu, Phone 859-572-6309. Membership and general information about the Southeastern Library Association may be found at <http://selaonline.org/>

From the Editor

I hope that all of you are enjoying a pleasant spring. As I write this editorial, the spring semester is winding down and I'm looking forward to a time where I can concentrate on projects left undone in the previous few months. That isn't to say that SELn will get a "rest". I am now receiving monthly reports from Kennesaw State University – whose institutional repository hosts our journal. In February, the journal had 763 full text downloads, with 704 downloads in March. This is proof that providing this access (in addition to the journal's access through the SELA website and Library Literature Online and LITA databases) is a successful expanded benefit to researchers (at no cost to SELA!).

This month's journal articles cover varying topics of interest to librarians. Robert Detmering and Claudene Sproles discuss trends in the job market for those seeking entry-level positions in the Southeast. Gregory H. March and Benjamin Darnell outline a cooperative venture between the library and a campus department to uniquely meet student needs. Sarla Murgai addresses one-on-one research assistance in order to meet the needs of students. Ellen K. Wilson's analysis of citations used in undergraduate honors theses gives insight as to how these can be used by librarians in order to make sure the library is providing the needed resources and instruction to students.

Enjoy the issue and have a great summer!

Perry Bratcher
Editor

SELA Mentoring Program

The SELA Membership and Mentoring Committee is looking for SELA members to join its mentoring program either as a mentor or mentee. The program is open to only SELA members, in any stage of their library career or currently enrolled in a library science program.

As a mentor, depending on your background and interest, you will have the opportunity to provide assistance to individuals who work in all aspects of librarianship and those who are either professionals, paraprofessionals or library science students. As a mentee, you will be matched with a mentor who can provide you direction in the area of librarianship you wish to pursue.

The link to the mentoring program (found on SELA's website) is <http://selaonline.org/> under the membership tab. Once you access and read the program description, you will find the necessary forms to complete prior to being accepted into the program.

If you have any questions, feel free to contact Hal Mendelsohn, Chair of the SELA Membership and Mentoring Committee either by email hal@ucf.edu or phone 407-823-3604.

So, You Want to Be a Southeastern Librarian? Entry-Level Academic Library Job Trends in the Southeast

Robert Detmering and Claudene Sproles

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Introduction

While it is no secret that looking for one's first job as a librarian can be difficult, especially in the current economic climate, the process can be even more challenging when one's search must take place within a particular geographic area or region. For a variety of reasons, including financial constraints and family obligations, many entry-level candidates are not in a position to move to any part of the country and start their new lives as professional librarians. The need to focus a job search on a specific region, however, necessarily limits the number of available jobs. Developing a strong understanding of the job environment is vital to competing successfully for a small number of positions. When preparing to enter a highly competitive market, job seekers will find it advantageous to know more about what types of jobs are likely to be available, how lucrative the jobs might be, how much experience might be needed, and other concerns about the job market.

Examining such concerns in relation to one specific region, this article provides an overview of recent trends in the entry-level job market for academic librarians in the Southeastern United States. Based on an analysis of job advertisements collected over a one-year period (January-December 2010), this overview should be relevant and useful

to anyone interested in starting a career in academic librarianship in the Southeast or certain states within that region. Additionally, the information herein should also give current academic librarians in the Southeast a general sense of what skills and specialties are being prioritized in entry-level jobs throughout the region. Although *Library Journal's* annual "Placements and Salaries Survey" incorporates some geographically focused data regarding jobs obtained by recent graduates of library and information science programs (e.g. Maatta, 2011), this article presents a more detailed examination of the specific types of positions currently being advertised by academic institutions in the Southeast. In addition, while there have been a number of formal research studies examining library job advertisements primarily at the national level (e.g. Beile & Adams, 2000; Reeves & Hahn, 2010; Sproles & Ratledge, 2004), this article is unique in its regional emphasis. As such, our intention is not only to offer helpful information to Southeastern librarians and soon-to-be-Southeastern-librarians but also to acknowledge the reality that not all job seekers engage in a national or international search for a position. Job candidates limited by region or state may need more information to plan their searches effectively; this article represents one example of how we might provide that

information through a close look at advertised positions.

Data Collection

Throughout 2010, entry-level advertisements were gathered from the American Library Association's *JobLIST* website, *LISjobs.com*, and several professional listservs, including ili-l (the American Library Association's listserv on information literacy instruction), libref-l (Kent State University's listserv on library reference issues), and various library school listservs. Only permanent, full-time positions were studied; thus, temporary, part-time, foreign, and community college ads were excluded. Employing the criteria developed by Sproles and Ratledge (2004), ads were determined to be entry-level if they met one of the following conditions: used the term "entry-level," did not mention required professional experience, or made no statements indicating requirements impossible for entry-level candidates to meet, such as administrative duties or "progressive" experience.

Of the 428 ads gathered, 129 (30.1%) were jobs identified as being located in the Southeast. States considered part of the Southeast for the purpose of this article were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Although departmental responsibilities may overlap in certain positions, each entry-level job was categorized based on the department encompassing its *primary* area of responsibility: computer technology, public services, or technical services. Computer technology positions, including systems librarians, focus on the administration of computer networks and related technological

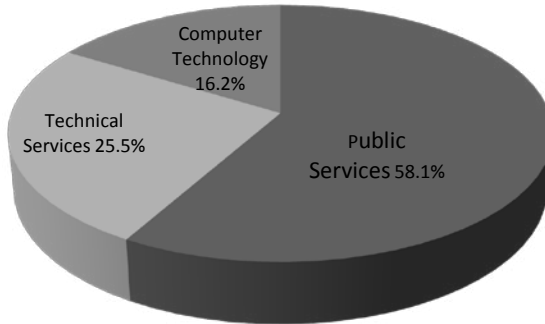
applications within the library. Public services positions, including reference and instruction librarians, involve direct and significant interaction with library patrons. Technical services positions emphasize functions such as cataloging, creating metadata, managing acquisitions, or other responsibilities not directly related to public services. Additional data from the ads were coded into a spreadsheet and analyzed to extrapolate trends relating to experience, job duties, and other areas.

Job Location

Of the 129 entry-level jobs identified as having a Southeastern location, the majority (75 positions or 58.1%) were public services related. Of the remaining ads, 33 positions (25.5%) were identified as technical services, while 21 (16.2%) were computer technology positions. [Figure 1]. The good news for entry-level job seekers with a public services orientation is that their skills are clearly in demand. On the other hand, the competition for public services jobs may be more extreme because of their popularity (Maatta, 2011).

Figure 1

Categories of Entry-Level Jobs in the Southeast



At the state level, North Carolina had the most entry-level ads with 23, whereas Arkansas and Louisiana were tied for the least with only two each [Figure 2]. Although Georgia posted the most public services positions (14), North Carolina listed

the most technical services ads (9) as well as the most computer technology ads (5). Based on these 2010 figures, North Carolina seems to be relatively fertile ground for entry-level academic library jobs.

Figure 2

STATE	TECHNICAL SERVICES	COMPUTER TECHNOLOGY	PUBLIC SERVICES
Alabama	3	2	7
Arkansas	0	0	2
Florida	4	3	10
Georgia	4	3	14
Kentucky	3	0	6
Louisiana	0	0	2
Mississippi	0	1	2
North Carolina	9	5	9
South Carolina	2	2	10
Tennessee	3	4	4
Virginia	3	1	8
West Virginia	2	0	1
TOTAL	33	21	75

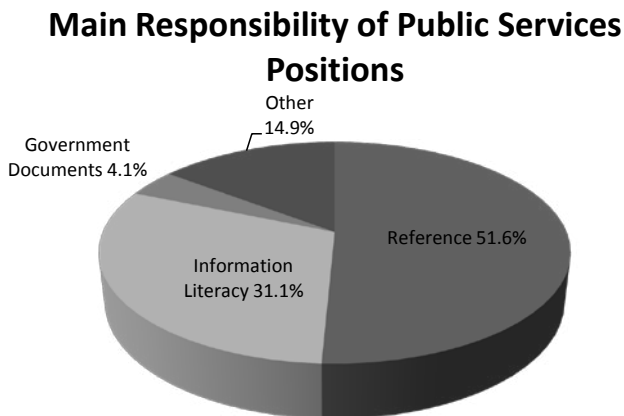
Stated Duties

After ads were coded into one of the three categories, they were analyzed to determine the main responsibility within the category. Unsurprisingly, in the public services category [Figure 3], 38 positions (51.6%) listed the main responsibility as reference. Reference work includes duties such as providing service at a reference or information desk, monitoring an online chat service, and providing in-depth research assistance. Twenty-three public services ads (31.1%) described the main responsibility as information literacy or library instruction. Primary information literacy tasks include teaching classes at the library and developing online tutorials or other teaching materials. Three public services positions (4.1%) oversaw government documents, while the remaining 11 (14.9%) were

scattered among branch administration, data management, interlibrary loan, special collections, circulation, distance learning, and learning commons management.

Information literacy is a large component of public services ads; in addition to being the main responsibility of 23 ads, all but one public services ad (98.6%) listed information literacy instruction as part of the stated job duties. Ten separate public services positions listed teaching a for-credit information literacy course as a requirement. Job seekers should be prepared to have information literacy as a component of their position. Promotion and outreach emerged in seven ads, with distance learning also specified in one position. These duties reflect the recent emphasis on marketing library services to various clientele (Mathews, 2009).

Figure 3



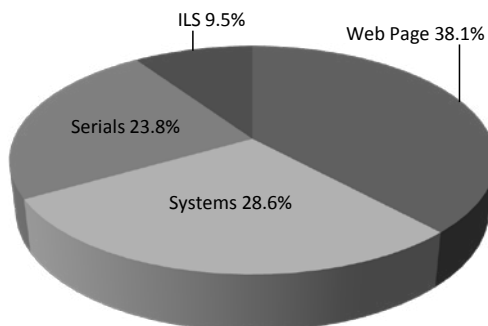
Main Responsibility- Public service Positions	Number of positions
Reference	38
Information Literacy	23
Government Documents	3
Branch Head	2
Data Management	2
Interlibrary Loan	2
Special Collections	2
Circulation	1
Distance Learning	1
Learning Commons	1

Computer technology positions demonstrated less diversity in responsibilities than public services positions [Figure 4]. Web page administration was the most common duty of jobs advertised in this area, with eight positions (38.1%) listing it as the primary duty. The second most common was actual systems administration, which appeared in six positions (28.6%). Management of electronic serials was third, with 5 positions (23.8%). Electronic oriented positions were included here; more traditional serials positions were categorized as technical

services. Administration of an Integrated Library System (ILS) was listed in two positions (9.5%). Project management emerged as a big theme in many computer technology positions. Thirteen (61.9%) ads listed data management, project management, or electronic resources management as a duty highlighting a need for the ability to direct and oversee specific tasks and operations. The variety of primary duties indicates a diversification in the computer management needs of the library and a branching out of computer related services.

Figure 4

Main Responsibility of Computer Technology Positions



Main Responsibility- Computer Technology Positions	Number of positions
Web Page	8
Systems	6
Serials	5
ILS	2

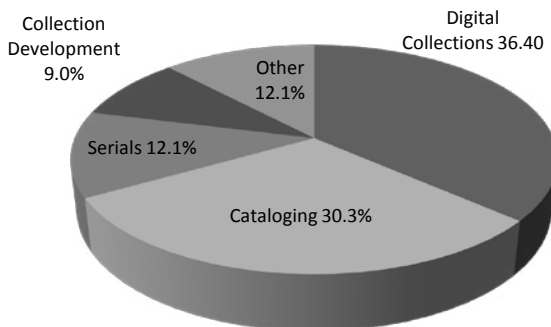
In technical services, standard cataloging positions accounted for only 10 positions (30.3%) [Figure 5]. Interestingly, it appears that the need for digital collections specialists is in greater demand now, with twelve positions (36.4%). As academic libraries will likely continue to expand their efforts to digitize content and unique collections, entry-level job seekers can expect that any skills in this area will be highly beneficial on the job market. Hiring institutions also sought serials librarians (4 positions or 12.1%), which can be listed as either technical services or computer technology positions. The remaining four

positions were spread out among acquisitions, circulation, database management, and interlibrary loan.

A major trend discovered in job responsibilities for technical services was the focus on digital collections, indicating a move away from traditional book cataloging. Including those that listed digital collections as the main responsibility, 18 ads referred to working with either metadata or digital repositories. Eight ads listed working with data as a responsibility, either through data manipulation or database management.

Figure 5

Main Responsibility of Technical Services Positions



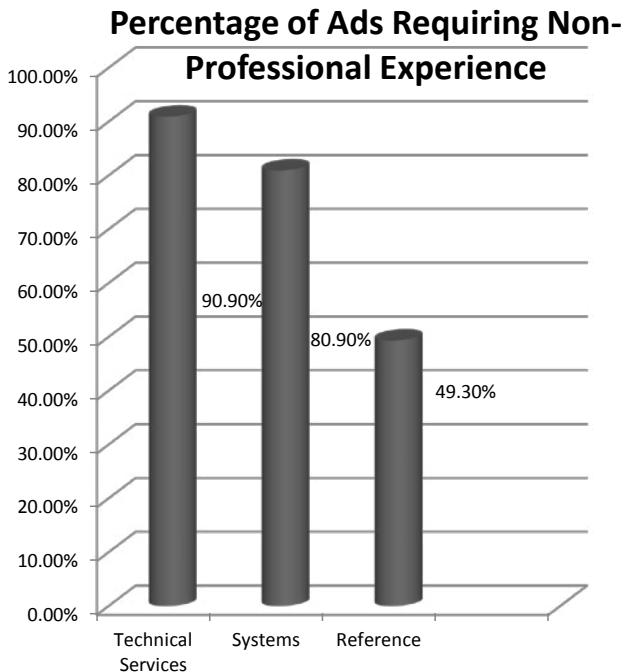
Main Responsibility- Technical Services Positions	Number of positions
Digital Collections	12
Cataloging	10
Serials	4
Collection Development	3
Acquisitions	1
Circulation	1
Database Management	1
Interlibrary Loan	1

Experience

While ads requiring professional experience were excluded from this study, overall, fully 90.9% of technical services ads (30) required some type of non-professional

experience. In addition, 80.9% (17) of computer technology jobs asked for non-professional experience and roughly half (49.3% or 37 ads) of the public services positions required non-professional experience. [Figure 6].

Figure 6



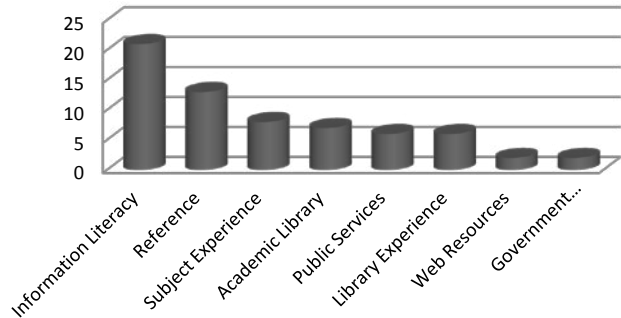
Information literacy experience was by far the most required skill of public services jobs [Figure 7], with 21 positions requiring experience and another 19 jobs preferring experience. Fifty-three percent of public services jobs either required or preferred experience with information literacy or library instruction. Thus, experience of any kind in instruction will almost certainly be valuable for entry-level job seekers interested in public services work.

Beyond information literacy experience, reference experience was required for 13 positions (17.3%). While the sample used for this article is not necessarily representative of the profession as a whole,

the fact that more public services ads require information literacy experience than reference experience may suggest that instruction, rather than traditional reference work, is now the key responsibility associated with public services in academic libraries in the Southeast.

After reference, subject experience was the next most requested, appearing in eight (10.6%) of the ads. Six ads (8.0%) required public service experience (as a generality), and three (4.0%) asked for general library experience. 2.6% of the ads (2 each) asked for experience with web resources or government documents experience.

Figure 7
Experience Requirements for Public Services Positions

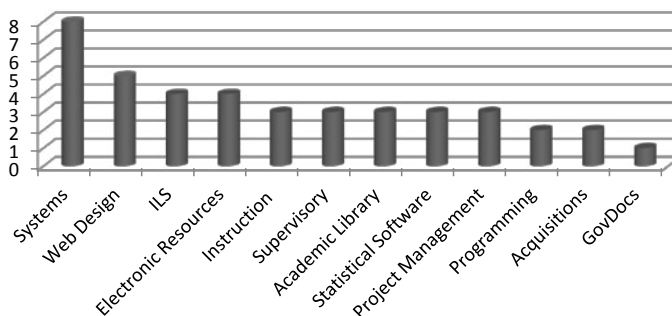


Computer technology ads also displayed a variety of experience requirements [Figure 8]. Systems experience was requested in eight ads (38.1%); web design was second, with five positions (23.8%). Experience with an ILS and electronic resources were required in four ads each (16%). Three ads listed several experience requirements

(14.3%): instruction, general computer, supervisory, academic library, statistical software, and project management. Programming and acquisitions were required in only two positions, while government documents experience was required in just one.

Figure 8

Experience Requirements for Computer Technology Positions

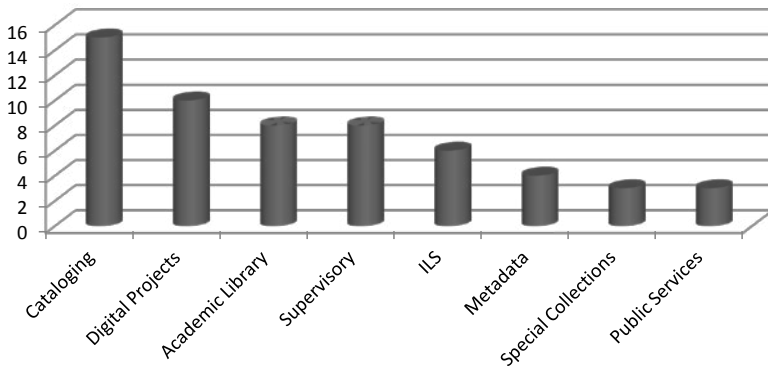


Technical services ads required a broad array of experience [Figure 9], much more so than the other two categories. Twenty-five separate experience requirements were listed throughout the ads. The most popular experience requirement was cataloging, listed in fifteen positions (45.5%). Next was experience with digital projects, with ten positions (30.3%). Academic library and supervisory experience were each listed eight times (24.2%). Experience with an ILS was required in six ads (18.1%), followed by four (12.1%) ads requiring experience with metadata. Public services and special collections experience was listed in three ads (9.1%), while collection development,

training, grant writing, and data management were each listed twice. Other assorted experiences that were only listed once include general library experience, acquisitions, circulation, outsourcing, assessment, diversity, institutional repository, general technical services, content management systems, outreach, project management, serials, and budgeting. The diverse nature of experience requirements indicates that job seekers in the Southeast who are interested in technical services will need to be quite knowledgeable about specific technologies and trends, and will need practical experience in the field.

Figure 9

Experience Requirements for Technical Services Positions

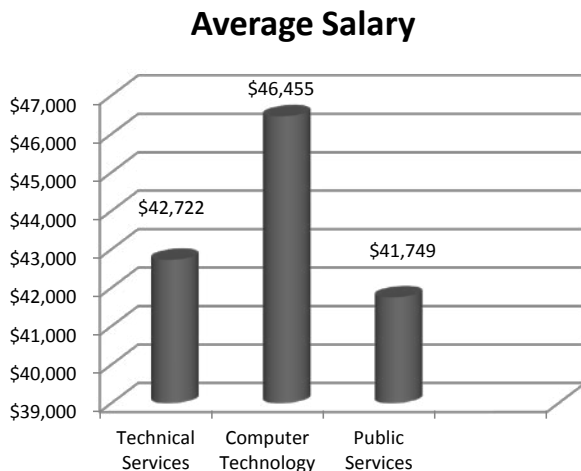


Salaries

Although average salaries were difficult to determine because the majority of ads did not list a salary, we are including the limited information we were able to collect on salaries under the assumption that entry-level job seekers are interested in how lucrative their future positions might be [Figure 10]. Of the 41 ads listing a minimum starting salary (31.8% of total ads in the Southeast), the average for all positions was

\$43,225. Computer technology positions paid the most with an average starting salary of \$46,455, while technical services averaged \$42,722 and public services averaged \$41,749. Since public services positions seem to be the most readily available for new academic librarians, perhaps it follows that they would be the least lucrative. Hiring institutions appear to be willing to pay (slightly) more for technology and technical services skills that they view as more specialized.

Figure 10



Tenure Status

In regard to tenure status, the majority of ads collected were not for tenure-track positions. Only ten (30.3%) of the 33 technical services positions were defined as tenure-track, as were 23 (30.6%) of the public services positions. Computer technology ads represented the highest percentage of tenure-track jobs with nine positions (42.8%). However, regardless of tenure status, requiring research and professional activity, such as publishing and participating in professional activities, was pervasive. Twenty-two technical services ads (66.7%), 15 computer technology ads (71.4%), and 36 public services ads (48.0%) specifically addressed the expectation of evidence of activity within the profession. Most graduates should strive to be professionally active upon hiring.

Conclusion

The job-related information provided in this article is limited in several ways. Perhaps

most importantly, the data is not comprehensive because not all institutions advertise positions on *JobLIST* or *LISjobs.com*. Although we included some positions advertised on listservs and not on the two websites, there are so many potential venues for job advertisements in the online world that it would be impossible to collect every advertised position. It is also important to point out that we only examined job advertisements. While these advertisements offer useful insights into the expectations of hiring institutions, they do not necessarily reflect the exact nature of jobs in the “real world.” Indeed, advertisements tend to represent the ideal nature of a position. Institutions are not always able to recruit ideal candidates, and positions may evolve based on the needs of the institutions and/or the skills of successful candidates. That said, job seekers (entry-level or otherwise) are in the difficult position of needing to match, as closely as possible, the institutional ideal. Examining job advertisements in detail is one of the best methods of understanding that ideal.

Despite the aforementioned limitations of the data, we did collect a substantial number of advertisements and, as a result, we can draw some general conclusions about key trends in the Southeastern academic library job market. First, regardless of the specialty area entered, most academic librarians are now expected to engage in some form of instruction. Across all specialties (public services, technical services, computer technology), job duties related to information literacy was pervasive, with duties related to information literacy and/or library instruction appearing in 73.6% of all ads. While it follows that entry-level candidates interested in public services would need to gain instructional experience and knowledge of information literacy to prepare for the job market, it might be less obvious to candidates interested in technical services or computer technology that they too would benefit from prior experience with instruction. This is not to say that information literacy should be the highest priority for such candidates, but the ads we have collected suggest that information literacy will continue to play a significant role in all areas of academic librarianship.

Second, entry-level candidates interested in technical services will likely need substantial experience and knowledge in order to meet the minimum requirements for most current entry-level positions in this area. As previously noted, the technical services ads collected for this article required a diverse range of specific experience requirements: cataloging, ILS

management, metadata creation, etc. Although these ads, like all ads discussed here, did not require candidates to have actual professional experience, most entry-level technical services job seekers will need paraprofessional experience of some kind (or perhaps an internship) to obtain their first professional positions. It is unlikely that entry-level candidates would be able to gain the specialized experience required by hiring institutions through a graduate program alone.

Lastly, several emerging trends not traditionally associated with entry-level librarianship were identified in this analysis. These trends include assessment (19 ads), implementation and planning (12 ads), data management/curation (15 ads), and project management (16 ads). Scholarly communication, as well as promotion and outreach, were mentioned in all three specialty areas, highlighting new directions in librarianship. Entry-level academic librarians in the Southeast can expect to develop a variety of new skills as library collections and services evolve with the times.

This article has attempted to provide entry-level academic job seekers in the Southeast with relevant information about trends and conditions in the field. Hopefully, this will help library school students who plan to work in this region to focus their training and experience and successfully secure a position upon graduation.

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Partnering to Teach Orienteering: The UT Libraries' and UT Outdoor Program's Experience

Gregory H. March and Benjamin Darnell

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Introduction

Working with departments on campus to foster and support learning is a fundamental component of the University of Tennessee (UT) Libraries' service philosophy. Academic libraries that have a broader view of the traditional liaison model and seek to develop unique and non-departmental relationships can raise their profile on campus (Dahl 2007, 3). An example of such a relationship, one that has provided a real-life collaborative learning experience for students, is the partnership between the UT Libraries and the University of Tennessee Outdoor Program (UTOP) to teach orienteering.

Orienteering is an activity where people use a map and compass to successfully navigate a designated course in the outdoors. In the fall of 2006, the Map/GIS Librarian suggested to UTOP's director that working together to teach orienteering could be an excellent use of both the Libraries' and Outdoor Program's resources and expertise. In the spring of 2007, the first map and compass basics outdoor workshop was held. Since then, additional collaborative outdoor workshops have taken place off campus during fall and spring semesters. In the fall of 2010, the map and compass basics workshop was revised in collaboration with UTOP's new director. This successful partnership between the UT Libraries and UTOP to offer orienteering training has grown and has provided benefits to all involved.

Literature Review

The topic of teacher-librarian collaborative relationships within a university setting has been addressed in the literature, along with how libraries can promote their services through collaboration and outreach. Dewey (2004) states that librarians who collaborate and embed themselves in as many venues on campus as possible can help move a university forward. Johnson, McCord, and Walter (2003) discuss the advantages of integrating information literacy instruction across academic disciplines. Dahl (2007) further suggests that the role of the traditional liaison librarian be expanded to target non-academic units on a university campus. The topic of outdoor education, leadership, and training is also addressed. Wagstaff (2009) describes core fundamental competencies for outdoor leaders to include a theme of leadership, facilitation, technical ability, program management, environmental stewardship, self-awareness, and professional conduct. Based on this theory, educators must have a clear sense of their own abilities and limitations. This, in turn, will guide the direction of training initiatives either within the agency or in conjunction with external organizations. Martin (2010) focuses on the strategy of combining traditional education models with experience-based learning. By adhering to this model, students are able to process the learning experience and develop their professional growth, as educators and practitioners.

Technology and Orienteering

With so much technology at one's fingertips, it is easy to forget what life was like before there were computers, mobile phones, and Global Positioning Systems (GPS). GPS technology has many advantages, but it has also contributed to people becoming disconnected from their surroundings. If a GPS malfunctions, or if the batteries run out, an individual without the necessary skills or equipment could get lost or be put in a life threatening situation.

If people know the basics of using a compass with a map, they are less likely to get lost. Before portable GPS technology was available, people used large scale topographic maps and compasses to help them navigate on land. Large scale topographic maps, where 1 inch equals 24,000 inches, were created by the United States Geological Survey (USGS) in the early 1900's, and were mainly used for land planning and development, and scientific research. Topographic maps use contour lines to project land elevation three-dimensionally on a two-dimensional surface, and the maps' large scale allows people to calculate distance fairly accurately. As more and more of these large scale maps were produced by the USGS, they became useful not only for governmental and scientific purposes, but also for recreational purpose. By the 1940's, people interested in camping, fishing, and hiking used topographic maps and a compass to navigate in wilderness areas. The map and compass basics workshop was developed to offer core navigation competencies to students of an Outdoor Leadership class administered by UTOP and to the university community as well. These skills are useful to anyone venturing outdoors, but are especially necessary to outdoor educators responsible for the job of delivering safe, educational programs while managing risk in an unpredictable outdoor environment. Orienteering helps to sharpen memory, aids

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with decision-making and communication skills, teaches self confidence, and familiarizes people with their surroundings. Understanding the basics of navigating with a map and compass will reduce the risk of people getting lost outdoors, and more importantly, saves lives.

The Libraries' Contribution

The UT Libraries serve its community by providing beneficial resources, knowledge, and information. The UT Libraries Mission states:

- We connect people to the world's scholarship through every available medium.
- As leaders, collaborators, and innovators, we enable our communities – in
- Tennessee and beyond – to discover quality scholarship and create knowledge.

The UT Libraries Map Services Unit has a sizeable print map collection which is used regularly by the campus community. University departments from varying academic disciplines tour Map Services to learn more about its collections, and staff provide instruction on how to use materials within the collection. The library also has GPS units available for checkout to UT students, faculty, and staff. Basic instruction with recreational GPS units is also available. UT affiliates who are not familiar with how GPS equipment can be used, can take some time with Map Services staff to learn the basics of operating a recreational GPS unit. Map staff can demonstrate the functions of the GPS and point the patron to additional resources. The full list of equipment provided by the library for the workshop:

- Topographic maps of the area where the compass course will be taught
- A recreational Global Positioning System (GPS) handheld unit to help create the compass course. Recreational GPS units usually have an accuracy of between 10 – 30 meters depending on the GPS unit. The accuracy of a recreational GPS is usually adequate for setting up a course, but it's likely that waypoints will need to be checked
- Simple base plate compasses if needed
- A custom topographic map and control card (used when reaching a control checkpoint) with directions for navigating the course
- Orienteering markers, pin flags, and needle punches used in conjunction with the control card
- Plastic clipboards and pencils to hold map and control card

The Map/GIS Librarian used a GPS to help set up the course. GPS waypoints (physical location on the earth's surface using a set of coordinates) were entered into the GPS at designated control checkpoints on the orienteering course. The Map/GIS Librarian then downloaded the GPS waypoints to a computer and created a draft topographic map using Geographic Information System (GIS) software in conjunction with additional geospatial data. The instructors (Map/GIS Librarian and UTOP Director) returned to the field with the draft topographic map to determine the accuracy of the GPS data vs. where orienteering markers, pin flags, and natural and manmade features (trees, buildings) were located. A revised custom topographic map was then created by the Map/GIS Librarian.

The UT Outdoor Programs' Contribution

The University of Tennessee Outdoor Program (UTOP) is designed to provide its

university community with outdoor opportunities that emphasize skill acquisition, leadership development, environmental awareness and fun. As a part of this charge, the Outdoor Program developed a Student Outdoor Leadership Education, or SOLE, program. Students who take part in this educational experience have the opportunity to design, plan, implement, and manage outdoor adventure activities. The UTOP Director sought better and more efficient methods for training and program development after realizing that this is a huge endeavor for one full-time staff member. During this process, it became clear that a portion of the student's skill development and training is, in fact, transferable. Outdoor education relies on the fact that those who teach adventure-based activities must master core competencies before attempting to lead others in this type of environment. Decision making is a part of these core skills and one of the most difficult skills to teach new instructors (Wagstaff 2009, 3). Wagstaff defines the role of judgment in decision making as, "an estimation of the likely consequences of such a decision or course of action. Effective judgment relies on experience and knowledge as a basis for estimating likely consequences" (Wagstaff 2009, 4). By embracing the idea of collaboration and seeking strong partnerships with other University departments, UTOP has assisted in creating a map and compass navigation course that is largely managed by UT Libraries' Map Services. This workshop also serves as a tool to demonstrate the decision making process, which involves taking an inventory of the best and available resources that helps meet the educational outcomes for the student leaders. "Outreach from academic libraries takes many forms, often built around a commitment to instruction" (Johnson, et al., 20, 2003). Thus a mutually beneficial partnership between Map Services and the Outdoor Program has evolved. Outdoor Program Instructors create and facilitate activities that

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correspond to the goals of the UT Division of Student Affairs:

to provide students with an engaging and enlightening atmosphere of living and learning. The Division is committed to an uncompromising respect for diversity, strong partnerships with University programs and support of the University's academic mission.

Librarians are in a unique position to engage in initiatives and activities on campus so that the university can advance and achieve its mission (Dewey 2004, 10). UT Libraries' Map Services collections offer a vast amount of information and specialization, and the Map/GIS Librarian's knowledge in the art of land navigation has helped the Outdoor Program Staff provide opportunities for the students to apply learned technical skills in scenarios of increasing difficulty. In addition to a minimum level of fitness and an understanding of technical and social skills, safe travel in a wilderness environment is necessary for the Outdoor Program trip instructors, and when used correctly, can be applied in other areas to attain similar results.

Workshop Planning

The instructors met at the UT RecSports Facility to start planning the workshop. Planning began with determining where to have the workshop. In the past, workshops were held at Ijams Nature Center in Knoxville, Tennessee, but the Map/GIS Librarian desired a new location because some natural and manmade features found at

Ijams Nature Center made it difficult to learn basic land navigation skills. The UTOP Director contacted a private land owner and was granted permission to host the workshop. The orienteering course was set up by the instructors and orienteering control checkpoint locations were confirmed by the Map/GIS Librarian before the finished map was created. The instructors supplied compasses and handouts for students to use while navigating the compass course. As for participants, the UTOP Director suggested that this workshop would be a good fit for students participating in the SOLE Program.

The Workshop

The instructors suggested that participants bring a compass (preferably with a sighting mirror) of their own because equipment was limited. The orienteering course began with a lesson on how to read a topographic map and how to adjust a compass for magnetic declination (Figure 1). Magnetic declination is calculated by taking the difference from true north on map (north arrow follows longitudinal lines on globe towards the North Pole), and magnetic north on map (north arrow points towards the current location of the magnetic north pole). It is important to have an up-to-date map when orienteering because the magnetic north pole moves due to consistent changes in the earth's magnetic field. Students were then taught how to orient their maps with their compasses (Figure 2). This part of the workshop is very important and normally encompasses between one or two hours of explanation and hands-on practice.



Figure 1: Instructors teaching participants how to adjust their compasses for magnetic declination.

Once the compass is adjusted for magnetic declination, the easiest way to orient a map is to place the compass on top of the map. Students learn to turn the map until the compass needle is aligned (parallel) with the

north/south neat line on the map (Figures 2 and 3). They become aware that red = north and white = south. Students learn that this is an easy way to accurately orient the map with the compass.



Figure 2: Learning to orient a topographic map with a compass.



Figure 3: Map oriented correctly with the compass needle parallel with the Grid North arrow on map.

Ensuring that the map and compass are oriented properly is the most important lesson of the orienteering workshop. Now the group is ready to begin the outdoor

course. The participants work as one group (Figure 4), and the instructors help with questions about how to navigate the course.



Figure 4: A group begins the orienteering course with help from the Map/GIS Librarian.



Figure 5: Students use a custom topographic map of the course area and a control card with directions for following the course. When arriving at a control checkpoint on the course, they are asked to use the needle punches with their control card. Since each needle punch has its own unique pattern, the instructors are able to track if a student arrives at the correct checkpoint.

Conclusion

The map and compass workshop was held on Saturday morning and was not as well attended as anticipated. Of the fifteen registered students, only three participated. Determining how to better market to a broad range of students and how to increase registration and participation is a priority. The decision was made to schedule future workshops on a weekday evening, which is a more conducive time for students. Since the instructors work in different departments, it was not always easy to schedule time to meet in person, so most of the planning was done via email.

This partnership helped both the Library and the Outdoor Program recognize the value of this workshop. The learning opportunities provided for the participating students exceeded expectations. Social learning theory suggests that students involved in this type of collaborative learning environment learn not only from their own actions but also through the actions of others. This type

of teaching focuses on the relationship between learning and the social contexts where learning occurs (Martin 2010, 42). The Map/GIS Librarian has seen more students visit Map Services since the first map and compass workshop was held in 2007. This has helped the library to raise its profile on campus. Students are asking about the collections and wanting to learn more about training with map and compass. Both departments provided students with the resources and knowledge needed to be successful in the art of land navigation, which can potentially decrease the chances of life threatening emergencies in the outdoors. After seeing that students entering the SOLE Program lacked skills in land navigation, the Outdoor Program Director determined that this course should be a mandatory part of the Outdoor Leadership curriculum and has developed more training utilizing these learned navigational skills. This year's winter training included the development of an adventure race with the focus on technical skills, leadership

development, wilderness medicine, and a focus on navigational competencies. Another idea for the future could include designing a map and compass workshop for the academic library environment. Orienteering teaches team building, confidence, communication, and leadership skills, and is designed to bring people together to solve a problem. This hands-on workshop could be added as part of a library social event. Individuals from different departments within the library could engage with one another as part of a library retreat. The Map/GIS Librarian could tailor a map and compass workshop for members of the library and develop a program so that librarians could then lead their own

workshop to train other librarians. Subject librarians could use this workshop to open communication with their subject area faculty as part of a library-sponsored event. This creates value for the library. This orienteering workshop could also be incorporated as part of an Emerging Leadership Training Program that some university libraries have their staff participate in.

A strong bond has been created between the Library and the Outdoor Program, and a realization of the products and knowledge offered through the orienteering workshop will benefit future students. The two departments are already planning the next workshop slated for fall 2011.

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They Sought Our Help

A Survey of One-on-One Research Assistance at The University of Tennessee Lupton Library

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Introduction

Give a man food and you feed him for a day. Teach him to sow seeds and he will feed himself for ever.

This Indian proverb has often been used by educators who believe in encouraging students to become self-confident and self-reliant in finding information for and by themselves. Rather than providing ready answers to their questions, librarians try to use one-on-one moments of contact with the patron as teaching experiences. Most academic reference librarians believe in this philosophy and endeavor to train their patrons how to find the appropriate information for themselves. Helping patrons to understand the research process and use the library collection and other resources efficiently and effectively is the most common form of instruction that reference librarians provide. Academic librarians strive to give students as much instruction as they need at the reference desk, in library instruction classes, while roaming around the public computers, and, perhaps most thoroughly, while conducting one-on-one research consultations. So embedded is the idea of teaching in the psyche of librarians, that they even provide instruction during those briefer encounters when they field questions by phone, IM, and through Web queries. Samuel Green (1876) visualized instruction as individualized and personalized reference service. Recently, Tyckoson (2003) summarized Greens' four core functions of reference librarians as:

- Instructing the reader in the ways of the library
- Assisting the reader with his queries
- Aiding the reader in the selection of good works
- Promoting the library within the community

Tyckoson argues that although a century has passed and there have been many changes and improvements in reference service, these four founding functions have remained unchanged (p.13). Duncan & Gerard (2011) endorse Tyckoson's role of reference. RUSA/RSS (Reference and User Services Association) Evaluation of Reference and User Services Committee has adopted the following definition of reference by Saxon & Richardson (2002): **"Reference Transactions** are information consultations in which library staff recommend, interpret, evaluate, and/or use information resources to help others to meet particular information needs." The one-on-one instruction that a patron receives from a librarian may be the most effective form of instruction. Hinchliffe & Woodard state it eloquently "When reference librarians approach a reference question with an instructional philosophy, not only do they provide the information that users need, they also capitalize on the opportunity to utilize the experience as a teaching moment" (2001, 182). Even after the patron has left, a reference librarian is often thinking of the question, reflecting on it, and if the opportunity arises, contacts the patron with

further information. The author is reminded of Dr. S. R. Ranganathan's (1961) statement that a reference librarian eats and sleeps with reference questions.

Providing research assistance on an individual basis to patrons has long been a standard service in the panoply of services at many academic libraries. The University of Tennessee at Chattanooga (UTC) Lupton Library describes its one-on-one research service as follows: "if you are new to using the library resources, can't find the right source for your paper or need a demonstration of a database, need help in tracking an obscure article, or have any

other questions that require a little extra help, Lupton Library offers one-on-one research help to students and faculty. You may request a research appointment online or if you want to work with a specific librarian, you can contact him or her directly" (spring Newsletter, 2011).

About five years ago the reference librarians at UTC started keeping statistics of how many students and faculty use the one-on-one service and how much time was being devoted to that service. A form was devised which collects the following information:

One-On-One Research Appointment Statistics

Date: _____ Time Spent w/Patron: _____ (Faculty/Student)

Librarian: _____ Patron's name: _____

Class Name: _____ Course #: _____

Project: _____

(Yes/No) _____ Will you be willing to participate in a follow-up survey? The data may be used for research purposes, but your name will remain anonymous.

As Table 1 indicates, during the 2009-2010 school year, there were a total of 121 one-on-one meetings, which totaled 113 hours of librarian time. Of the 121 patrons, four were faculty and the rest were students. This help was provided in a wide variety of subjects at all levels of courses including anthropology, business, criminal justice, education, English, health and human performance, geography, history, nursing,

philosophy, political science, social work, sociology, and more.

Table 1**2010 One-on-One Statistics Course Specific**

Date	Course	Course Level	Date	Course	Course Level
1/15/2010	ENGL	800(Faculty)	4/1/2010	ENGL	122
1/15/2010	SOCW	800(Faculty)	4/5/2010	ENGL	201
1/27/2010	ENGL	500	4/8/2010	EDUC	201
1/28/2010	SOCW	376	4/12/2010	POLS	203
1/29/2010	ENGL	800 (Faculty)	4/12/2010	CNJ	211
2/1/2010	ENGL	122	4/14/2010	ENGL	122
2/1/2010	ENGL	122	8/27/2010	SOC	151
2/1/2010	ENGL	300	9/10/2010	SOC	151
2/4/2010	HHP	201	9/13/2010	ENGL	519
2/4/2010	HHP	201	9/13/2010	ENGL	110
2/5/2010	ENGL	201	9/13/2010	EDD	600
2/8/2010	ENGL	122	9/14/2010	ENGM	596
2/8/2010	ENGL	122	9/15/2010	EDD	600
2/9/2010	ENGL	122	9/17/2010	POLS	500
2/9/2010	ENGL	122	9/21/2010	ENGL	210
2/9/2010	EDU	500	9/24/2010	SOCW	407
2/12/2010	ENGL	122	9/28/2010	ENGL	465
2/16/2010	ENGL	122	9/29/2010	ENGL	110
2/16/2010	EDUC	500	9/29/2010	ENGL	465
2/17/2010	UHON	102	10/6/2010	EDUC	502
2/17/2010	ENGL	122	10/8/2010	ENGL	280
2/17/2010	ENGL	500	10/19/2010	ENGR	211
2/18/2010	ENGL	122	10/20/2010	EDD	600
2/19/2010	ENGL	122	10/28/2010	POLS	520
2/19/2010	ENGL	122	10/29/2010	HIST	310
2/19/2010	ENGL	122	11/3/2010	ENGL	110
2/22/2010	ENGL	122	11/4/2010	POLS	422
2/23/2010	ENGL	122	11/8/2010	ENGL	110
2/23/2010	ENGL	122	11/8/2010	ENGL	110
2/23/2010	ENGL	122	11/10/2010	ENGL	210
2/23/2010	ENGL	122	11/11/2010	SPAN	300

2/24/2010	ENGL	122	11/11/2010	ANTH	340
2/24/2010	ENGL	122	11/12/2010	ENGL	110
2/25/2010	ENGL	122	11/12/2010	PHIL	122
2/26/2010	ENGL	122	11/12/2010	PHIL	122
2/26/2010	ENGL	122	11/15/2010	ENGL	110
3/2/2010	ENGL	122	11/15/2010	ENGL	110
3/2/2010	ENGL	122	11/15/2010	PHIL	122
3/3/2010	ENGL	410	11/15/2010	ANTH	152
3/4/2010	ENGL	122	11/15/2010	PHIL	152
3/4/2010	EDUC	570	11/16/2010	ENGL	110
3/5/2010	BACC	500	11/16/2010	ENGL	122
3/5/2010	BACC	500	11/16/2010	PHIL	122
3/5/2010	ENGL	500	11/17/2010	PHIL	122
3/15/2010	ENGL	122	11/18/2010	PHIL	122
3/15/2010	ENGL	122	11/18/2010	ANTH	152
3/15/2010	ENGL	122	11/18/2010	POLS	422
3/19/2010	ENGL	278	11/19/2010	PHIL	122
3/22/2010	ENGL	278	11/19/2010	HUM	115
3/23/2010	ENGL	122	11/22/2010	ENGL	110
3/23/2010	ENGL	122	11/22/2010	PHIL	122
3/24/2010	ENGL	122	11/22/2010	PHIL	122
3/25/2010	ENGL	122	11/23/2010	PHIL	122
3/25/2010	HIST	301	11/29/2010	PHIL	122
3/25/2010	ENGL	361	11/29/2010	PHIL	122
3/25/2010	ENGL	500	11/29/2010	PHIL	122
3/29/2010	GNSC	800(Faculty)	11/30/2010	PSY	412
3/29/2010	ENGL	278	12/6/2010	PHIL	113
3/29/2010	ENGL	361	12/8/2010	HHP	407
3/30/2010	ENGL	361	12/8/2010	HHP	407
3/31/2010	ENGL	122			

In 2011, the UTC reference librarians conducted a survey to determine whether our patrons perceive our one-on-one research service to be effective and to solicit feedback on any needed changes or improvements to this service.

Literature Search

The revised RUSA guidelines outline approachability, interest, listening, search, and follow up, as the behavioral

performance objectives for information service providers (2004). In all forms of reference service, the success is measured not only by the information conveyed, but by the impact of the patron/librarian interaction on the learning outcome. Courtesy, interest, and helpfulness of librarians have a major influence on the successful performance of reference service. While all these criteria play an important role, an added advantage of the one-on-one research help is an opportunity of

establishing a more individual relationship with the patron.

Kuhlthau (2004) writes that a twenty-first century library calls for services and systems that enable users to find meaning, interpret information, and promote an understanding of facts within the increasing amount of resources. The author provides a theoretical framework for a process approach to library and information services. Along with providing physical access to information, librarians should facilitate problem solving, promote understanding, and help the patron with the decision making process. Reference services are differentiated by the author into five levels of mediation: organizer, locator, identifier, advisor, and counselor. Instruction services are also differentiated in five levels of education: organizer, lecturer, instructor, tutor, and counselor. During the performance of reference service, a reference librarian plays two roles, that of a mediator and an educator, especially during these one-on-one sessions.

Marcum (2003) visualizes that by 2012 librarians will be using multi-media, art exhibits, video displays, content management tools, and science and technology to help the user explore the topic of their research. These meetings afford an opportunity to “stretch” the learning capabilities of the student through virtual reality. By using zoom atlases a librarian can whisk the reader from place to place and to enact a dialogue with people from other times and places. A librarian can assist a student in creating an individualized information portfolio.

Ross, Nilsen, and Dewdney (2002) contend that to succeed in a reference interview, a librarian has to be a good communicator. The librarian can help the user develop a

more accurate mental model of the library system by including them in the dialogue while formulating a search strategy. Engaging them in such discussion helps the student understand his or her topic better, and enables them to narrow it down to a manageable size. The user and librarian are partners in the research. The librarian is the expert on the library system, the organization, and retrieval of information. Students want to be involved in the process and are most satisfied with the experience when the librarian engages them as active partners in understanding how the catalog, indexes, and bibliographic tools work. The basic skills for a successful one-on-one interview are nonverbal communication, acknowledgement, encouragement, and listening. The authors advise that while conducting a reference interview, guide the student through the process, provide instruction in stages, and leave the user in control.

An article by Campbell and Fyfe (2002) describes the ten best practices for a successful one-on-one reference instruction. They include the following: ensure that the student is ready to learn, do not teach them what they already know, respect their personal space and preferences, allow time for independent discovery, explain each step so that they learn the process and will be able to replicate it, check for comprehension, reassure learners that instruction is necessary and that they have the ability to learn, use humor, respect the learner’s stress level, and know when to let the learner explore on his or her own.

Beck and Turner suggest that the librarian should let the students take more responsibility for their work (2001). During a one-on-one meeting, the librarian can co-browse and watch the student perform the tasks, enter appropriate search terms, and evaluate the results. The librarian acts as a

facilitator and a guide to the students and allows them to figure out the steps. The authors advise librarians to use this opportunity to teach the student the process of finding information. This hands-on experience builds students' confidence that they can do it on their own when the next assignment rolls around. Working with the student also gives the librarian a better understanding of the level of research skills and expertise of the student, and provides a road map on how to steer him/her in the formation of the best search strategy and its implementation.

Eisenberg and Berkowitz (1990) advocate six big skills to information problem solving: task definition, information teaching strategy, location and access, use of information, synthesis, and evaluation. Task definition includes stating the parameters of the problem from an information needs perspective. Information seeking strategies include a full range of text and human sources. The criteria for selecting these sources should be accuracy, reliability, ease of use, availability, comprehensibility, and authority. Most library instruction programs teach the students the location, availability, and how to access and use information sources efficiently and effectively. Synthesis involves the task of combining the retrieved information from various sources and producing a paper, a report, or a project. Evaluation is the assessment of how well the task was carried out.

Finkel (2000) contends that informal questioning prompts the student to describe the problem and helps the librarian assess the student's knowledge of the subject. While listening intently and posing a sequence of questions (Socratic Method) the librarian/teacher encourages the students to talk about the topic, thus developing their cognitive skills. Such self-verbalization provides them with a sense of direction

without providing direct answers to their questions. "The inquiry teaches because the process of inquiring induces one to learn (p.58)." The teacher's work is to help the student develop necessary skills to pursue the topic. In the course of using the library or the lab for their research, they learn the techniques of using them efficiently. The librarian acts as a teacher or a facilitator in their learning.

A more recent trend in teaching is to encourage the students to think critically about the subject of their research. A majority of these one-on-one requests for help convey a desperate message from a student whose paper is due but who has not been able to find anything on the topic. Engaging them in a dialogue (Beck & Turner, 2011) as to why are they doing this research and what do they expect to learn from this experience, opens a whole host of questions that inspires students to think deeply about their topic, it's social, religious, historical, and environmental ramifications, etc. This sort of self-verbalization (Finkel, 2000) is a useful strategy. It becomes a personal challenge for them to think critically and derive pleasure out of the research experience. By encouraging them to explore, exploit, and discover the most relevant information out of the vast amount of information at their fingertips the librarian has hit the mark. Kissane and Mollner (1993, 448) describe it as putting the student in control of the research process.

As librarians, we are taught to find answers to questions. As teachers, we need to learn how to ask questions rather than supply answers. A reference interview is usually an informal invitation to the student to describe the problem, and it helps the librarian assess the knowledge of the student about the topic and the level of research skills he/she possesses. The following types of questions

encourage the student to talk about their topic and to help the librarian assess what they know about it.

- Please tell me about your topic
- What have you already found?
- What are the specific requirements of this assignment?
- Do you need to find a minimum number of sources?
- What types of sources?
- Is there a time period for which the information is needed?
- Do you need current or historical information?

While resisting the urge to provide a direct answer to their questions, the librarian guides the student to explore the topic and find answers to his/her questions through a literature search. Basic structure questions are designed to focus on the topic, examine its relationship with other similar topics, or see it as part of a whole. The process questions help the librarian to know where to start if the student needs help in searching techniques, picking terms from the thesaurus or finding full text and peer reviewed articles. Challenge questions encourage the student to think outside the box and take a different approach. Reflective teaching leads to effective learning. It is an ongoing challenge that moves one towards instructional excellence. “When we cultivate stronger, more grounded relationship to teaching and learning, we sharpen our ability to advocate as well as to educate.” (Booth, 2011, p.151; Ellis, 2004, Appendix).

One-on-One Process at UTC

The UTC library website provides a form for students to give librarians the topic of their research and a convenient time when they can meet a librarian. Some advance information about the subject of search and

the difficulties they are facing helps librarians prepare for the meeting in advance. The students can also call, tweet, or email a request for an appointment with the librarian of their choice.

The next step is the meeting between the librarian and the student. It can be in the office or at the two consultation computers at the back of the reference desk. Some librarians prefer to meet the student at the back of the reference desk, while others choose to meet them in their offices. Since there are two computers, at the back of the reference desk the librarians can guide the student in performing the search hands on while exploring the scope of the subject, resources, availability, and other techniques.

During a one-on-one research appointment, all of the elements of RUSA guidelines (approachability, interest, listening, inquiring, searching and follow-up) play an important role. The librarian assumes the role of a mediator and a teacher by helping the student understand the topic, organization of the collection, location of the sources, and identification of appropriate resources for the subject of research as well as to train them to think critically.

At the initial meeting the librarian greets the student and engages him/her in a relaxed conversation about the topic. It puts the student at ease and, together they articulate a common understanding of the goal for the meeting. The goal of the first ACRL (American College and Research Libraries, 2000) Information Literacy standard is to “determine the nature and extent of the information needed.” Dewdney and Ross (1994) found that if taken at face value the user’s questions are extremely misleading and confounding. The first step is to help the student understand the problem clearly and perceptively (Howze & Unaeze, 1997).

By asking about the who, what, where, why, when and how of their research topic, the librarian and the student are able to comprehend the problem fully (Ellis, 2004; Finkel, 2000; Eisenberg & Berkowitz, 1990). Sometimes this discussion prompts the patron to focus on one or two aspects of a broad topic and, at other times they choose to expand the topic. For example, after such discussion, he/she may decide to tackle an aspect of a multifaceted subject like cancer by narrowly dealing with brain or skin cancer. The patrons tend to feel they are confused and uncertain, but the librarian assures them that this is quite normal in any type of new learning/research experience. Such an assurance relieves the patron of some of the anxiety they may be feeling (Ellis, 2004). After this discussion, the student is able to define the problem, formulate questions based on the need, and identify the key concepts. They also become aware of a variety of sources and formats through which they can find the needed information, like multimedia, databases, websites, audio-visual, and book resources. Some of these resources may be at other locations and may have to be obtained through interlibrary loan.

Most students today are self-directed and self-motivated learners. They often search for sources of information on the Internet via Google and other websites. They are more confident in online searching skills and versatile in finding online information. Reference librarians make use of their skills and motivation and, rather than discourage them from using the internet, introduce them to content-rich library resources which can yield much better results in less time and at no cost. By guiding them to select the most appropriate method(s) of accessing and retrieving the desired information, the reference librarian helps them in making sense of the ever-changing world of

information. By identifying the key words from the controlled vocabulary of a specific discipline, they are able to retrieve pertinent information. A demonstration of Boolean operators, truncation, internal organization of indexes, and different command languages and protocols helps them understand the complexities of access, retrieval, and evaluation of retrieved information. The criteria for evaluation like: accuracy, reliability, currency, and the authority responsible for the information retrieved, are also explained and discussed with the student during this one-on-one meeting.

If the patron is looking for books, they begin by searching for books in the online catalog. The librarian tells them that they can search the catalog by the author, title or subject or keyword, and demonstrates to the patron the efficient methods of searching the online catalog. Also, the librarian explains to the student the difference between a simple basic search and an advanced search and the advantage of using one or the other. At this stage, the librarian can allow the student to select search terms from the subject listings in the online catalog. The librarian then prompts the student to interpret the results of the search. Often, the librarian has to explain the Library of Congress classification system and how books are arranged by subjects on the stacks. The librarian takes this opportunity to explain to them the basic layout of the library and its collections. All the circulating books are on the 3rd floor, all journals are on the 2nd floor, and all the reference books and audio-visuals are on the first floor. They are specially advised to pay attention to the availability of the selected book(s) which is also indicated on the screen. If the book is checked out the librarians teach them how to request or place a hold for the book in the system. For some students, librarians have

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to accompany them to the stacks to show them how to find a book and how to check it out. The complexity of this learning process in extended searching is not limited to just identifying sources but it is also in interpreting the retrieved information and feeling at ease with the process. At this stage the librarian also shows them a link to the subject guide(s), (giving them a list of major references in their subject), that has been prepared by a librarian and explains to them its content and its online availability. During the last few years the library has purchased quite a few reference and circulating books online. Students are made aware of the accessibility of these books through the E-library link in the catalog and of the availability of the downloaded books on Kindles, which they can check out. By being able to access the needed information effectively and efficiently and by being able to evaluate the selected information, the student meets the second and third criteria of ACRL Literacy standards.

The next step for the librarian is to teach them how to find articles on their topic. Depending on the need, the librarian introduces them to the general and/or subject database(s) and explains the difference between them, so that the students can decide for themselves which resource will be suitable for their topic. Multidisciplinary topics may require searching more than one database. The student is encouraged to take control of the research process and is assisted in formulating a research strategy. Having made the selection of the database, the librarian introduces them to the thesaurus of terms and helps them select the most pertinent terms for their topic. Displaying the index of terms from the database helps the student narrow or expand the topic, pick pertinent vocabulary, and formulate a search statement. The librarian shows them the difference between an

advanced search and a basic search and explains the advantage of using one or the other. The librarian draws their attention to the left side bar if they need to further focus their search on a sub topic. The tabs indicate if the information has been retrieved from academic journals, magazines, newspapers, books, or multimedia. Most databases display related subject headings for consideration of the researcher. A brief abstract is included to help with the evaluation of the content. Students are engaged by the librarian in a discussion of how to apply the criteria of validity, accuracy, authority, timeliness, reliability, and point of view or bias for evaluating the retrieved information. Once they find some suitable results, the librarian shows them how to find full text or peer reviewed articles. The librarian shows them how they can use the tabs and symbols on the screen to save, email, print or send/ store the information to endnotes, RSS feeds, etc.. If an article is not available in full text, the librarian shows them the function of the "Get-It" link the UTC's link-resolver. If that link indicates that the article has to be requested on interlibrary loan the librarian shows them the location of the form and how to fill out a request, and explains how that function works. Thus the librarian provides tips on a search strategy as well as provides instructions on how to navigate through a search process. "Instruction at this level is embedded in the process and educates users to identify, interpret and evaluate information as a search progresses." (Kahlthau, 2004, p.119).

Usually this one-on-one session results in the student being able to use these techniques with other research assignments as indicated by the survey results. For many who call for citation help for their papers, the librarian directs them to the library's online style guides that are available on the

library web page, and helps them find answers to specific questions. These guides deal with the APA (American Psychological Association), MLA (Modern Language Association), Chicago/Turabian, and some special subject styles like ACS (American Chemical Society), ASA (American Sociological Society), AAA (American Anthropological Society), and BLUEBOOK (Harvard Law Review Association). Special workshops are also offered by the library covering such subjects as plagiarism (ACRL standard 5), Endnote, digital media use, citation help, and other topics of the patron's choice to further strengthen their literacy skills. These types of sessions help students develop an understanding of the privacy and security issues, free- and fee-based information, copyright laws and fair use of information, netiquette, and help them develop respect for institutional policies.

Some of the students who come for repeat appointments need extensive help either on the same topic or on a new topic that they have started researching. A lot of these requests are multidisciplinary and requires multiple databases to be searched, ranging from history, economics, technology, policy, to business and beyond. Very often the search extends to Google Scholar and other web/online and statistical sources. These web pages and their URLs are saved and delivered as references to the patron at the end of the one-on-one session along with other notes that could prove helpful to the patron in later searches. This escorting of the patron through an elaborate search is a crucial pedagogical role of reference service. It is a gratifying experience that you have helped a student in their need, taught them how to think critically, made them aware of the steps needed to plan and execute a literature search. "Education is not filling a bucket but lighting a fire" says W.B. Yeats.

The usual resistance from the budding scholars and some of the professors is "why do I have to go through the thesauri and restrict myself to their terms?" "Why can't I perform a free text search like Google?" "Why can't you give me a few relevant articles instead of making me learn new ways of searching the subject databases or new software?" The simple explanation that each discipline has its own terminology and to find quality articles you have to search in that language sometimes does not sit well with them. Almost all of them are however thankful at the end of a one-on-one session.

Most freshmen in college need help with almost all aspects of the research process. As they mature they are more expressive about the topic and the difficulty they are having. They have also discovered an oasis of help available to them in the library. Students in their senior year usually ask for one-on-one consultation to find information on their thesis or final research paper, where they have not been able to find pertinent information or when the angle of approach to the subject is unique or has not yet been explored. The reference librarian has to dig deeper and prepare for such meetings in advance and sometimes perform follow-up searches and get back in touch with them. Faculty consultations usually involve learning about new databases, new search strategies, verifying references for their books or papers that they are writing, assisting with endnotes, statistics, and how often they have been cited by others.

Information competency is a part of life-long learning which encourages scholarship, career success, and responsible citizenship. Librarians involved with such deep research projects with faculty and students experience a lot of self-satisfaction, professional growth, and personal fulfillment. Since 80.9% of the students

who were surveyed indicate that these one-on-one research sessions improved their grade and 93.6% were able to use the skills for subsequent assignments, we can safely conclude that the students were able to effectively use information to accomplish their specific purpose of research.

The Survey

The department formulated the following six questions in the form of an anonymous, web-based survey to gather feedback from 117 students who had used the one-on-one service during 2009-2010. The initial date of emailing the survey was April 14, 2011. It was followed by three more weekly reminders. Ultimately by May 10, we had 47 (40%) responses.

Questionnaire

We are contacting you because during 2009-2011 you had a one-on-one research appointment with a librarian at UTC. In order to improve our performance we would appreciate your answers to the following questions. (Results will be anonymous.)

- 1) How did you hear about this service (the one-on-one research appointment)? (Please select all that apply).**
 - a) Library instruction class
 - b) Library advertisement
 - c) Library website
 - d) Professor referral
 - e) Classmate
 - f) Other, please comment
- 2) What research help did you need? (Please select all that apply).**
 - a) Finding sources
 - b) Citing sources
 - c) Using software
 - d) Thinking of keywords
 - e) Other, please comment
- 3) Do you think that the research appointment improved the grade on your final product?**

Yes
No
If you did not receive a grade, please comment.

4) Were you able to apply what you learned to other assignments?

Yes

No

Comments

5) Would you use this service again?

Yes

No

Comments

6) Is there anything else that you can add to help us improve our service?

Survey Results

Q 1. Of the 117 students contacted by email, 47 students responded. Of those, 42.6% heard about the service during the instruction classes and 38.3 % learned about it from their professors. 10.6% heard about the service from their classmates, followed by 8.5% from library advertisements, and 6.4% from library website. One of them sought us out on her own.

Q 2. 89.4% wanted help with finding sources and 23.4% needed help with the use of software. 14.9% needed help with keywords and 12.8% needed help with citing sources. Of the comments made: one sought help in the structuring of resources and another needed help with finding, and citing sources, using software and thinking of keywords.

Q 3. 80.9% think the research appointment improved their grade or the final product. One of the comments was "I needed it just to assure myself that I knew where I was going in my research." Another one said it helped very much. Another patron was helped with research on her/his dissertation.

Q4. 93.6% were able to apply the search skills learned during this meeting to other assignments.

Q 5. 93.6% would use this service again. Of the four students who will not seek our help again, one indicated they graduated, which may explain why they responded in the negative.

Q 6. Free text comments were:

- I think it's fine the way it is. It's great!
- It was great, thanks!
- Before the appointment actually do some researching and pull some information together for help, don't just show the student how to search the databases.
- it was great!!!
- I called and asked if librarians would revise apa style research papers and the request was denied. However I feel that this should become offered because students who are social science majors are in need of this service due to lack of help with apa from the writing center. This service

would really help improve students grades!

- The librarian was very helpfull and patient. I enjoyed working with her and look forward to the next time I need librarary services. Thank You!!!
- Library personnel are always extremely helpful and anxious to support my work. Thanks!
- They are always enthusiastic to help.
- She was really nice and helpful.

Conclusion

One can safely conclude that one-on-one service is having a positive effect on the research efforts of the students at the Lupton Library. The one person who needed help with writing the paper was directed to the writing center by the librarian. Also, the faculty member in-charge of student retention was contacted to find out where such students could get more help. The student, who commented that just showing them how to search the databases was not enough, evidently needed more help in actually interpreting the retrieved information and how to relate it to the topic of the research. This remark would prompt the librarians in future to discuss in detail the needs and see if all of the goals have been satisfied before letting the student leave.

This survey has been helpful in assessing our performance as librarians. Follow up discussions among librarians about the personal touch, search strategies, questioning techniques and methods of instruction used by them can further help improve our one-on-one instruction skills.

In order to improve the services and justify the costs of such services, evaluation and assessment of services is one of the most important issues facing reference departments. One-on-one research service is just one of the many services provided by the reference department, but it is the best opportunity to establish an individual relationship with the patron. Some of these encounters develop into life-long friendships or co-author/co-researcher roles. Through their approachability, listening skills, interest in the research process, research skills, and professional knowledge of the resources, the reference librarians help the patrons find meaning in their research endeavors. As teachers and/or mediators, reference librarians develop the critical thinking skills of students; make them more self-confident, self-dependent, life-long learners, and curious researchers. Such one-on-one sessions challenge the reference librarians to keep up with new technologies, sharpen their search techniques, and improve their communicating skills to provide the best reference service to the patrons. After all, both the patron and the librarian are members of the same community of learners.

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Citation Analysis of Undergraduate Honors Theses

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Introduction

Librarians often wonder what resources students use for research and whether the library provides access to these resources. At the University of South Alabama (USA), students in the honors program must complete a senior thesis in order to graduate with honors. The library holds these theses, providing a convenient source of bibliographies for examination. Studying these theses provided an unobtrusive manner of investigation. While such theses do not represent the entire undergraduate population's research and writing behavior, they provide a starting point for addressing the above question. Non-honors program students likely encounter the same difficulties in locating and using resources as honors students. The insights into citation behavior and library holdings of information cited in this sampling can then be used to inform decisions about library instruction and outreach to undergraduate students.

Librarians frequently use citation analysis studies to explore and evaluate information use. Such studies can identify the most important journals in a discipline. This method can also guide collection development decisions and cancellation policies. It is also used to determine the proportion of materials cited by researchers in various disciplines, which can be used as an indication of the relative importance of various formats to those fields. This information can then be used in determining library budget allocations for monographs versus serials for different disciplines (Smith 2003).

Such studies frequently examine the citation behavior of faculty, although a few studies explore the habits of students. Sylvia (1998) used psychology research bibliographies from undergraduate and graduate students as one basis for journal selection and cancellation. Kuruppu and Moore (2008) examined PhD dissertations to determine the ages and types of resources cited, as well as journal title dispersion.

Citation analysis can also be a tool for assessing the citation habits of undergraduate students (Knight-Davis and Sung, 2008). Mill (2008) analyzed the citations of a random sample of bibliographies drawn from a college-wide collection of undergraduate papers to determine the types of resources cited, as well as library ownership of books and journals. Leiding (2005) studied undergraduate honors thesis bibliographies to highlight resource use patterns and collection weaknesses. Kriebel and Lapham (2008) used social science honors theses to determine the proportionate use of print and electronic studies. Hovde (2000) explored freshman English papers to determine the type of work cited, the origin of the citation, and characteristics of the journal citations, and suggested that student bibliographies are a flexible, non-invasive, and time-efficient method for assessing student library use. Carlson (2006) studied bibliographies from student research papers across class levels, disciplines, and course levels.

Several papers focus on the use of citation analysis studies for informing or assessing library instruction. Burvand and Pashkova-

Balkenhol (2008) looked at undergraduate use of government information and suggested incorporating more government information in standard library instruction, while Cooke and Rosenthal (2011) examined the citation habits of students who had received library instruction versus those who had not. Clark (2010) researched the citation habits of students who had received online versus face-to-face instruction.

Setting

The University of South Alabama is a co-educational, public university located in Mobile, Alabama. According to the USA Office of Institutional Research, Planning, and Assessment, the enrollment at USA in the fall of 2009, at the time this study began, was 14,522 students, of whom 10,934 were full-time students. The undergraduate population in the fall of 2009 was 11,250 students. The mean ACT composite score for first-time, full-time, freshmen was 21.7, compared to 20.3 for Alabama and 21.1 nationwide.

The honors program at the university is a competitive program to which approximately 35-45 students are admitted per year, but due to attrition, class numbers fall to the 20s by senior year. These students take designated honors classes as well as regular undergraduate courses and must complete a senior thesis at the end of their studies to graduate with honors. The library holds copies of all completed honors theses.

Methodology

This study examined all 88 undergraduate honors theses submitted to the University Library at the University of South Alabama from 2002 to 2009. The theses represented 23 undergraduate majors, which for the purposes of this study were grouped into five major disciplines (business, health sciences, humanities, social sciences, and science, technology, engineering and mathematics (STEM)). Business had the fewest theses (six) and health sciences the most (28).

Table 1 – Disciplines and Included Majors

Business
Business Administration (n=4)
Finance (n=1)
Marketing (n=1)
Health Sciences
Biomedical Sciences (n=26)
Nursing (n=1)
Pre-professional Health Sciences (n=1)

Humanities	
English (n=6)	
Foreign Languages and Literatures (n=2)	
Music (n=1)	
Studio Art (n=1)	
Social Sciences	
Anthropology (n=5)	History (n=4)
Communication (n=2)	Political Science (n=2)
Criminal Justice (n=1)	Psychology (n=4)
Elementary Education (n=2)	
Science, Technology, Engineering, and Mathematics (STEM)	
Biological Sciences (n=11)	Computer and Information Sciences (n=2)
Chemistry (n=6)	Mathematics and Statistics (n=1)
Civil Engineering (n=1)	Meteorology (n=3)

The author photocopied the title page and bibliographies of the theses and recorded the department, discipline, publication date, and total number of citations in an Access database. Bibliographies did not include the student's name. Each citation was classified as one of eight resource types: book, journal, magazine, newspaper, conference proceeding, thesis/dissertation, website, or other. To determine the age of books and journals cited, the difference between the publication date of the thesis and the book or journal was calculated. This calculation excluded citations lacking dates.

The author checked the library catalog for each distinct book title to determine local

ownership. For journals, library holdings and dates of coverage for each title were checked, as well as the format of the journal in the library's current holdings. An article was marked as in the library's collection if the issue number fell within the determined dates of ownership.

Results

The study examined 2301 citations from 88 theses. Table 2 shows the number of theses and citations, the minimum and maximum number of citations and the mean and median number of citations overall and by discipline.

Table 2 – Citations by Discipline

Discipline	Number of Theses	Number of Citations	Minimum Number of Citations	Maximum Number of Citations	Mean Number of Citations	Median Number of Citations
Business	6	107	12	31	17.8	16.5
Health Sciences	28	476	6	58	17.0	13.5
Humanities	10	371	10	112	37.1	19.5
Social Sciences	20	852	8	340	42.6	23.5
STEM	24	495	6	42	20.6	21.0
Total	88	2301	6	340	26.1	19.0

The mean number of citations across disciplines was 26.1 (median 19.0). The minimum number of citations in a thesis was six, while the maximum was 340. Theses from health sciences had the shortest average bibliography length, with a mean of 17.0 (median 13.5), while social sciences theses had the longest average bibliographies, with a mean of 42.6 (median 23.5).

Books and journals accounted for most of the citations in all disciplines with the exception of social sciences where

newspapers and magazines accounted for 32% and 6% respectively. Web sources comprised 5% of citations, magazines 3%, conference proceedings 1%, theses and dissertations less than 1% and other sources 3%. USA's library currently has 62% of the cited journals in print and electronic format, 31% in electronic format only, and 3% in print format only. It is likely that at the time the theses were done the percentage of print journals was higher, since the library has been switching many journals from print to online only.

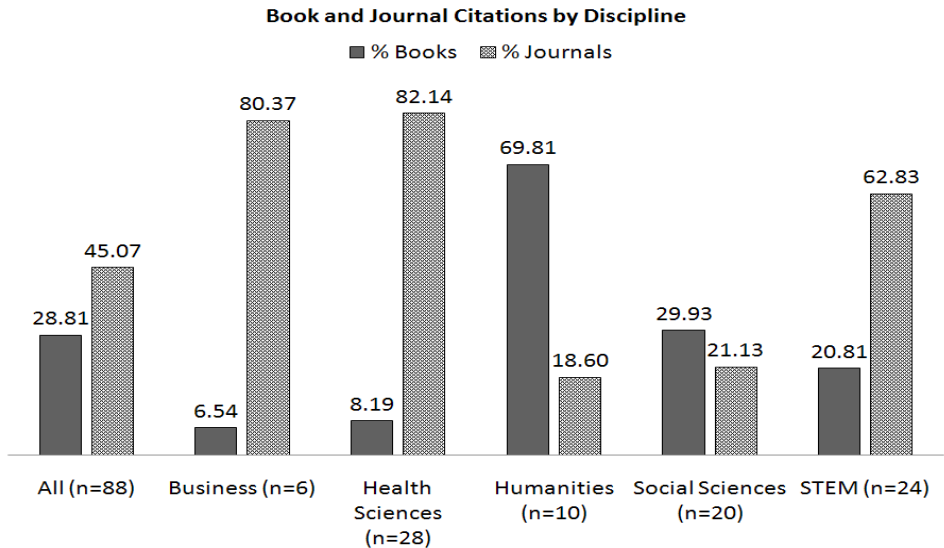
Table 3 – Citations by Resource Type and Discipline

Resource Type	Business		Health Sciences		Humanities		Social Sciences		STEM		All Disciplines	
Book	7	6.54%	39	8.19%	259	69.81%	255	29.93%	103	20.81%	663	28.81%
Journal	86	80.37%	391	82.14%	69	18.60%	180	21.13%	311	62.83%	1037	45.07%
Magazine	7	6.54%	1	0.21%	12	3.23%	54	6.34%	3	0.61%	77	3.35%
Newspaper	1	0.93%	11	2.31%	2	0.54%	273	32.04%	0	0.00%	287	12.47%
Conference Proceeding	1	0.93%	5	1.05%	2	0.54%	3	0.35%	12	2.42%	23	1.00%
Thesis/Dissertation	0	0.00%	1	0.21%	0	0.00%	3	0.35%	10	2.02%	14	0.61%
Website	4	3.74%	5	1.05%	11	2.96%	63	7.39%	34	6.87%	117	5.08%
Other	1	0.93%	23	4.83%	16	4.31%	21	2.46%	22	4.44%	83	3.61%

Overall, journals accounted for 45% of citations and books for 29%, but there were percentage distribution differences by discipline. Journals comprised 80% of citations for business, 82% for health sciences, and 62% for STEM.

Unsurprisingly, the humanities relied on books heavily, using them for 70% of sources. The social sciences used books for 30% of citations and journals for 21%. Newspapers were heavily cited in the social sciences, particularly in the field of history.

Figure 1 – Book and Journal Citations by Discipline



Students cited a total of 502 distinct journals and 602 distinct books. The library holds 93% of the journal titles and 54% of the book titles. Table 4 shows the holdings of books and journals by discipline. Journal

holdings by discipline ranged from 85% for business to 93% for health sciences, while book holdings ranged from 26% for health sciences to 66% for business.

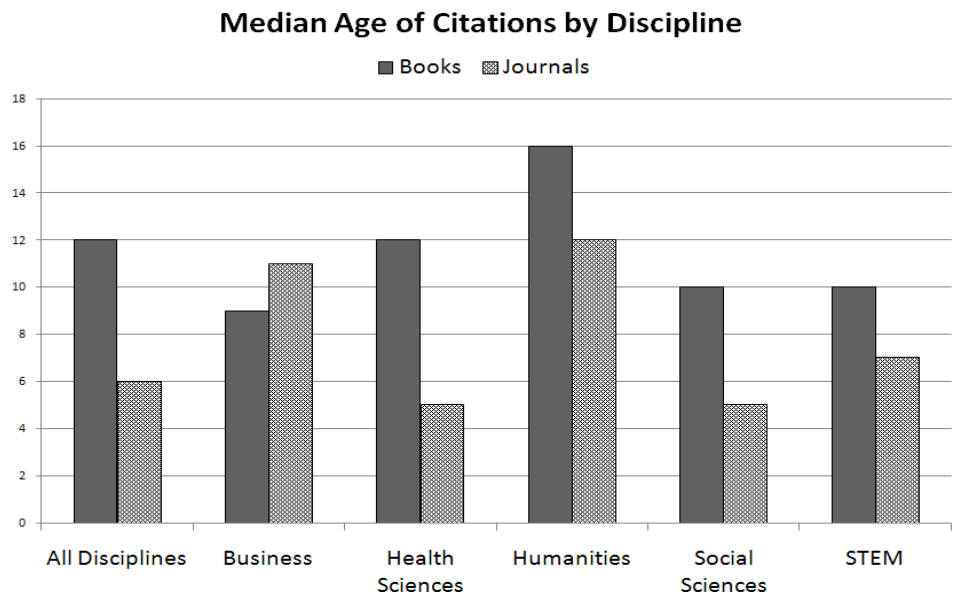
Table 4 – Library Holdings of Books and Journals

Discipline	Books	Journals
Business	66.67%	84.71%
Health Sciences	26.47%	93.35%
Humanities	66.82%	86.76%
Social Sciences	60.74%	90.56%
STEM	54.46%	91.64%
All Disciplines	60.36%	91.21%

For all disciplines, the median age of books cited was 12 years, and the median age of journals cited was 6 years. In the humanities, the median age of books was 16

years, while 12 years was the median for journals. In health sciences, the median age of books was 12 years, and journals had a median age of 5 years.

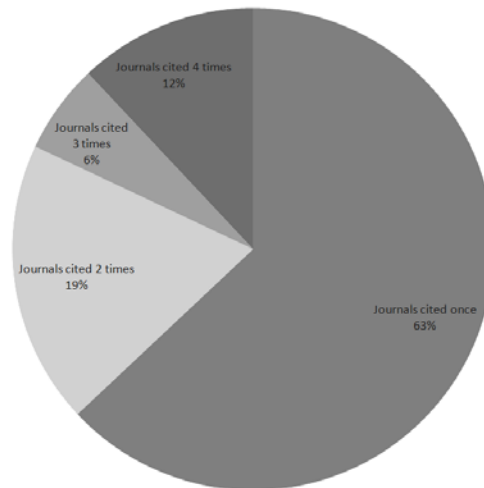
Figure 2 – Median Age of Citations by Discipline



Of the 502 distinct journals cited, 63% were cited once, 19% were cited twice, 6% were cited three times, and 12% were cited four times.

Figure 3 – Citation Frequency of Distinct Journals

**Citation Frequency of Distinct Journals
(n = 502)**



Discussion

USA's journal ownership rate of 91% is higher than the 62.7% found by Mill (2009) and 58.2% found by Leiding (2005). However, Mill's study was done at a much smaller college with considerably fewer electronic database subscriptions and thus is not an ideal comparison (Mill, 2008). The institution studied by Leiding (2005) is comparable in size to USA; however, the theses were done over an earlier time period (1993-2002) when fewer journals were available in electronic format. At USA, electronic holdings dominate the journal collection.

Several questions arise from these results. Since the library holds 91% of the journals, does this indicate that those library holdings are well-matched to the students' needs? It

could indicate that students are only working with the library's existing collection. For those students who cited articles not held by the library, how did they obtain these articles? This study did not look at interlibrary loan usage, a likely source. Anecdotal evidence suggests that in some cases the students received articles directly from their adviser or from informal department libraries whose holdings are not reflected in the University Libraries system.

The book ownership rate of 60% is comparable to the 62% found by Mill (2008) and 65.4% found by Leiding (2005). Due to the specialized nature of topics chosen for honors theses, the lower level of book ownership is understandable. Students conducting such research can be expected to use interlibrary loan services, and again may have obtained the books through means such

as informal department libraries, contact with advisers, and the purchase of needed book titles.

A troubling finding of the study is the age of materials cited. While it is understandable that the median age of books cited in the humanities was older than that of other disciplines, several other disciplines relied on sources that were older than expected. In particular, the median age of book citations in health sciences was 12, while that for journals was five. Given the rapidly changing nature of the field, the use of more recent information is essential. It seems that students may not have considered timeliness of sources when selecting them, a major shortcoming.

This study has several limitations. As it looked at citations in aggregate, it cannot provide insight into individual usage of the library, as an examination of individual bibliographies would. Also, this study looked only at the bibliographies of the theses and did not examine how sources were cited in the text, so it does not address whether the selected sources were in fact used effectively or at all. Both of these issues could be addressed in future studies.

Actions are warranted as a result of this study. Currently there is no library instruction outreach designed to reach students in the honors programs, although faculty members may request such instruction; indeed, there has been an upswing in such requests for honors freshman seminar and honors composition during the last few years. Instruction for the honors freshman seminar focuses mainly on orienting students to the library, discussing different types of sources (with emphasis on academic sources), including honors theses. In honors composition sessions, the format varies depending on the assignments, but

generally covers search strategies and specific resources targeted to composition assignments. Honors students continue to take seminar classes, but thus far such classes have not contacted the library for instruction. As a result, a history major may complete a thesis without having had any library instruction or only instruction targeted to a 100-level composition class.

Research papers are a common assignment for honors students. However, faculty may make faulty assumptions about students' familiarity with the library research process. As Parker-Gibson (2005) notes, several assumptions are implicit in many professors' research paper assignments, including that students will:

- use library resources,
- be able to distinguish between free Web site documents and scholarly publications,
- be able to identify scholarly databases available through library websites,
- know and be able to use databases that are important in the field of study,
- use print materials as well as those available electronically,
- be willing and able to evaluate materials they have found in order to decide what is appropriate for a particular project.

Furthermore, faculty often assume that students are familiar with the research process and understand discipline-specific and research or library vocabulary (Parker-Gibson, 2005). Since students work closely with an adviser during the thesis process, honors students are presumably introduced to such discipline-specific vocabulary; however, faculty may simply refer to an article and not explicitly state that they mean a peer-reviewed or scholarly journal article.

It is unclear how much checking of sources is done by advisers and thesis committees, and, since in-text citations were not examined, this study does not address the question of appropriateness. It is noted, however, that several Wikipedia citations existed in the theses, supporting the conjecture that some faculty are not closely monitoring the sources used. Further examination of Wikipedia use is an area for future research.

Another issue highlighted by the study was that the theses contained many poorly formed citations – an issue that likely affects many undergraduate students. The practice of citation format checking before thesis publication may be merited. An initial goal of this study was to record the usage of print and electronic sources over time; however, very few of the students indicated in citations the format in which the source was retrieved, despite this information being required in several widely-used citation styles, and this aspect of the study was abandoned.

The study suggests several means of addressing these difficulties. Outreach to the honors program and its students could be done through in-class library instruction, drop-in workshops, or by developing online tutorials. These resources could be publicized for students and faculty. Since the study's completion, librarians have begun reaching out to the honors composition classes, with positive results. The library's purchase of Springshare's LibGuides software has made the creation of online guides to relevant topics and courses much simpler and many such guides have been created. Examples of topics covered include the uses and abuses of Wikipedia, MLA and APA style in brief, ascertaining whether a source is scholarly, and locating full-text scholarly articles. Over the summer

of 2011, the author created a series of online screencast tutorials using Adobe's Captivate software, which have been embedded in various LibGuides. Workshops on research resources, strategies, and tools are in the planning stages.

More in-depth options also exist. Semester-long information literacy credit courses would be one option; however, due to the curriculum planning technicalities, the implementation of such a course in the context of USA would be difficult and time-consuming. However, a new opportunity for information literacy instruction presented itself in the fall of 2011, when the university introduced learning communities. A major objective of these communities is to promote information literacy and critical thinking skills, and the director of the learning communities has reached out to the library for assistance in this area.

Another option is collaboration between faculty and librarians to incorporate information literacy into courses other than those in learning communities. For honors students, a seminar course may be a particularly apt choice. Carlin and Damschroder (2009) discussed the work of a librarian and an art historian to develop such a seminar at the University of Cincinnati. During the fall of 2011, the author worked with a section of honors composition taught as a seminar entitled "The Hero's Journey." Students in the class examined different types of sources, evaluating them for appropriateness, and discovered that in this case, the web did not rule. Several students remarked that using article databases was a more efficient process for their projects than searching the web. This realization will carry over to future classes and research experiences and help to inform the students' research process as they work on their theses.

Perhaps the most valuable use of this study will be to open a dialogue with the honors program in which academic faculty and library faculty can collectively address the issues revealed by the study. The attrition rate of the honors program is one issue that could potentially be ameliorated by increased information literacy instruction throughout all four years of the students' college careers.

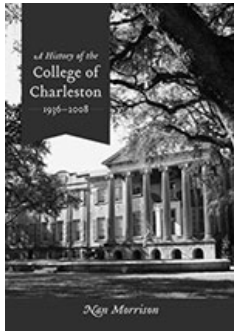
The study results may also help non-library faculty and administrators realize the importance of incorporating information literacy into all courses in a substantive manner. Furthermore, the study's results support the case for a for-credit information literacy course at the University of South Alabama, not solely for honors students but for all students.

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BOOK REVIEWS



Morrison, Nan. *A History of the College of Charleston*. Columbia, S.C.: University of South Carolina Press, 2011. 289 p. ISBN 978-1-6111-7001-6. \$34.95

There have been numerous other books written about the College of Charleston, the most notable of which are *A History of the College of Charleston, Founded 1770* by J H Easterby and *College of Charleston* by Ileana and Katina P Strauch. Easterby's book covers the College's history from 1770-1935; Morrison concludes Easterby's work by describing the College's history from 1936-2008. The Strauchs' history is light overview of the College's entire history, with over 200 illustrations and a focus on student life. In contrast, this new book by Morrison is a scholarly work that focuses on the College's administration (both its successes and mistakes). Morrison is well qualified to write this book, as both a renowned faculty member at the College for almost 40 years and as one of the College's first female faculty members.

The book opens with a brief introduction that outlines the College's history from its founding in 1837 to the present day. Morrison refers the reader to Easterby's

book for a full account of the College's history prior to 1937, but this short note may escape the reader who will then be puzzled by this book's seemingly random start date. Each chapter title refers to the primary College president for the stated era (for example, "The end of the Randolph era: 1836-1945"). The chapter begins with a summary of events leading up to this era, gives a summary of this chapter, and finally enters a narrative description of the period. This narrative includes in equal parts description of the campus administration and student life. Morrison provides ample endnotes citing her extensive sources. Those sources are outlined in her bibliography, which is in turn followed by an index of topics and personal names.

The reader is left with the overwhelming sense that story of the College of Charleston is primarily that of real estate. Since the College is located in the heart of Charleston, space for new buildings and parking is scarce. Battles over and expenditures for real estate were fought throughout the College's history, and Morrison recounts them in such detail that maps would have been extremely useful to those readers (such as myself) unfamiliar with the city. Morrison is fair but unflinching when describing the purchase and use of local real estate by the College. While she does not hesitate to explain how various purchases were poor financial moves made by presidents (in fact, overzealous real estate purchases almost drove the College into bankruptcy), she fairly concedes that the College benefits from those same purchases today.

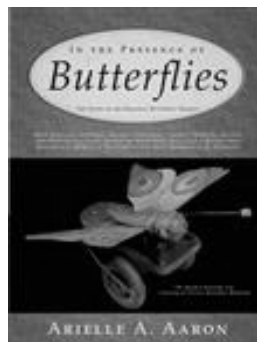
Another town and gown problem faced by the College throughout its history is the school's change from a small commuter

College dedicated to educating the young citizens of Charleston to an internationally renowned center of higher education. Morrison illustrates this identity change with a fair, unbiased perspective as she describes the rationale behind various presidential decisions, and she takes care to describe the response of the academic faculty to these changes. The author is understandably less able to provide an unbiased perspective when recounting the blatantly and unabashedly sexist or racist behavior of many College administrators.

A college without students is nothing, and the same is true for a book about a College's history. No matter how deeply Morrison's prose becomes intertwined with the politics of the school's administration, she always remembers the students. The author describes various aspects of student life, such as the commencement regalia, class satisfaction, and recreational activities. The author also mentions illustrious alumni. While student life does take a narrative back-seat to the political and administrative history of the College, the reader still obtains a solid understanding of the student body's evolution.

In the end, this is an extremely well-researched and well-written book that succeeds in illuminating both the mistakes and successes of the College of Charleston in the past 70-plus years. Though a more extended summary of pre-1937 history for context would have been useful, it remains an easy yet scholarly read. A highly recommended purchase for collections with an emphasis on South Carolina history or the development of higher education and civil rights in the south. It is currently available in hardcover and is not available as an electronic book.

Tammy Ivins
Francis Marion University



Aaron, Arielle A. *In the Presence of Butterflies: The Story of the Original Butterfly Project*. Bloomington, IN: AuthorHouse, 2011. 192 p. ISBN 978-1-4634-3285-0. \$29.95

Teaching children about the Holocaust is never easy. It's obviously not a pleasant topic. One always considers how to teach about the horrific and not horrify; how to warn about history's terrible tendency to repeat itself without terrifying listeners about the future. Arielle A. Aaron's, (aka Joy Summerlin-Glunt), *In the Presence of Butterflies* speaks to those concerns by providing answers to those very questions and providing methods and suggestions for materials to do so.

Butterflies documents the story of the original Butterfly Project planned and directed by South Carolina Social Studies teacher Eleanor Schiller. If you've had the pleasure of reading Ms. Aaron's previous work, *I Remember Singing*, you will remember Eleanor (Ellie) is the wife of Hugo Schiller whose Holocaust survival

story was related in the book. Ellie and Hugo planned and directed a project in which over one million paper butterflies made by school children and collected by teachers all over the world were placed on a field in memory of the children who died in the Holocaust. The project not only gave people a visual picture of the magnitude of the lives lost, it also gave those involved the opportunity to teach and/or learn about the Holocaust and honor those who died.

Chapter one is the why behind the Butterfly Project. Essentially it is the acknowledgement that what happened in Nazi Germany was due simply to pure, unadulterated evil allowed to grow to the point of disaster. *Butterflies* emphasizes that evil has been with us throughout history and will continue to be. As such, it waits for its chance to emerge and take over. Our best defense is to teach our students about it and prepare them to resist it on an individual level each and every day so it does not grow to the point it overcomes us or our societies as it nearly did in the last century. This is the mission of the Schillers, the Butterfly Project and Ms. Aaron's book.

Chapters two through twelve give an account of the original Butterfly Project as well as subsequent Butterfly projects. They are accompanied by poems, student letters, pictures and paintings. The Butterfly Fields are stunning. If there is any fault at all in these chapters, it is that the butterfly pictures and paintings were not reproduced in color – that, however, is a minor issue.

Chapters thirteen through seventeen are short biographies of those persons behind or influential to the project including Ellie and her husband Hugo and Alice Resch Synnestvedt, the woman who resisted Hitler's evil by helping save as many

children as she could, one of whom was Hugo Schiller.

Chapters nineteen through twenty-two include information on museums and centers dedicated to researching, documenting and educating about the Holocaust, and commemorating the lives lost. Chapter nineteen discusses the U.S. Holocaust Memorial Museum in Washington D.C., and includes some of the Museum's suggested guidelines for teaching about the Holocaust.

The remaining chapters discuss the Yad Vashem world center for Holocaust documentation established in 1953; Simon Wiesenthal, Holocaust survivor and Nazi hunter; the Simon Wiesenthal Center founded in Los Angeles in 1977 and the Center's Museum of Tolerance founded in 1993; as well as the Terezin Memorial established in 1947 in the Czech Republic to commemorate the victims of the Terezin Ghetto.

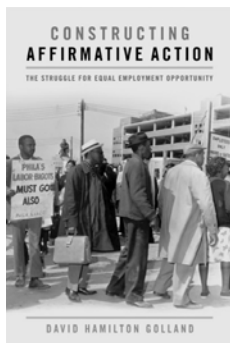
The entire final chapter, twenty-three, is a highly useful extended Holocaust chronology. It includes events that occurred in Germany and Europe before Hitler's rise, during his years of power and the post-war years after his fall up to June of 1948. Immediately following the book's bibliography, are sections on how to teach about the Holocaust to ages K-Adult; best approaches and practices for teaching middle school and adult students; teaching the Holocaust across the curriculum; and discussion topics. There is also an extensive list of age appropriate reading suggestions that include fiction and non-fiction; a section on teacher resources; a list of books and films for adults; and a vocabulary list for students.

Finally, there is a section that speaks to the heart of the book's mission and the reason

we remember the Holocaust. Like Aaron's earlier book *I Remember Singing*, there is an emphasis on learning from the past and becoming personally responsible for making the world a better place. This section speaks to that responsibility with suggestions that will hopefully prevent similar catastrophes from occurring in the future.

Although the tragedy of the Holocaust can be a difficult topic to teach, *In the Presence of Butterflies* is a valuable teaching resource that manages to turn feelings of sadness about the past and helplessness to change it into positive, action-oriented hopefulness of preparing ourselves and future generations to recognize and resist evil in whatever form it may take in the years to come.

Paris E. Webb
Marshall University Libraries



Golland, David Hamilton. *Constructing Affirmative Action. The Struggle for Equal Employment Opportunity*. Lexington: The University Press of Kentucky, 2011. 248 p. ISBN 978-0-8131-2997-6. \$50.

This book by Golland is a thorough account of one of the most divisive issues in the 20th century.

Golland tells his readers early on that this book is not about the role of affirmative action in higher education.

What this book does cover is the federal legislation that set the stage for the affirmative action implementation.

The author writes in detail about both the advocates and opponents of affirmative action; the differing stances of the presidents in the oval office regarding this issue; the role of the federal government in affirmative action, and the difficulty implementing affirmative action.

This book also is an examination of the powerful entities that were both for and against affirmative action and the “bureaucratic inertia” Golland refers to which succeeds in delaying Affirmative action’s goals. The book also is about the Supreme Court decisions which upheld many of the President Johnson-era laws and programs. Golland notes how grassroots organizations at the local level were able to effect change at the national level.

Golland, a history professor at the City University of New York, decided to focus much of his coverage on the events that took place in Philadelphia during the first years of affirmative action. Then President Richard Nixon enacted the Philadelphia Plan in 1969 which was one of the first major applications of this plan. Similar plans were created in other cities, after the Philadelphia Plan emerged.

The Philadelphia Plan was a program that required federal contractors to hire and train

minority workers in several of the construction trades in Philadelphia.

This book details how the black workers tried sometimes successfully to get government funded work that employed these trades, primarily work as electricians; sheet metal workers; plumbers; roofers; ironworkers; steamfitters and elevator constructors.

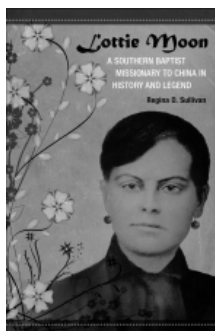
Though companies were urged to improve employment prospects of members of both minority groups and women, the unions affiliated with workers at these companies often wouldn't grant union membership to minorities.

Constructing Affirmative Action succeeds in documenting a large portion of the history of affirmative action.

This excellent book is highly recommended for academic and public libraries.

Peter R. Dean

University of Southern Mississippi



Sullivan, Regina D. *Lottie Moon: A Southern Baptist Missionary to China in History and Legend*. Baton Rouge, LA: LSU Press, 2011. 280 p. ISBN: 978-0-8071-3725-3. \$36.00

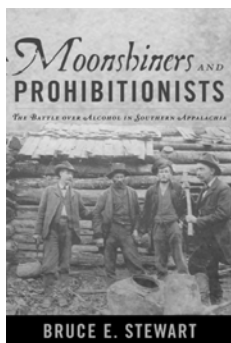
Regina D. Sullivan in her book, “Lottie Moon: A Southern Baptist Missionary to China in History and Legend”, gives us a look into the religious and philosophical life of Lottie Moon. Interesting and filled with in-depth research on the life of this woman, Sullivan’s work creates an historical view that researchers and scholars of history will appreciate. This book attracted my attention, as I reflected upon many Sunday morning church services at the Kings Mountain Baptist Church in Kings Mountain, North Carolina.

A young child, the daughter of a life-long Baptist Mother, I remember with distinction the Sundays when my Mother gave coins to me to put in the Lottie Moon Offering envelopes. To her, it was the most important gift at Christmas time. “Lottie Moon Offering” had no meaning to me other than my mother had a sincere devotion to Lottie Moon. Only by reading Regina D. Sullivan’s historical research did I realize the beauty and spirituality of the woman, Lottie Moon, and the respect my mother, Lillie Mae Walker, held for her.

Regina D. Sullivan, in her biography, draws a portrait of a woman who denies herself the privileges of a wealthy family and sets off to share her beliefs in the Christian faith. As a young female missionary, Lottie gained the support of women within the Baptist faith. Writing letters and requesting support for her ministry, Lottie inspired Baptist women to form The Woman’s Missionary Union. I can see now that those envelopes and coins from women sustained Lottie’s ministry in villages in China. Lottie’s tragic death showed her final sacrifice for others when she gave the last of her own food to feed those starving in the villages where she ministered.

Readers of Sullivan's book will find a woman's life story that fascinates and illuminates a dedication to serving and a dedication to the belief in the need for personal spiritual fulfillment. It is possible that few Baptist women in the 1800s had been to China but they believed sharing the message of Christianity around the world was their duty. Lottie Moon's legacy may be that women who never traveled beyond the borders of the United States came to believe in and support a woman who took the spiritual life that sustained them and passed it to those in need in a far away country.

Carol Walker Jordan
Queens University of Charlotte



Stewart, Bruce E. *Moonshiners and Prohibitionists: The Battle Over Alcohol in Southern Appalachia*. Lexington: University Press of Kentucky, 2011. 325 p. ISBN 978-0-8131-3000-2 \$34.50

Growing up in North Carolina and hearing about "moonshine" and its appeal to family members who compared it to the current "spirits" in the local ABC store, I was fascinated by the possibility of learning the history that Stewart's book promised on battles over alcohol in Southern Appalachia. Books and movies and jokes and family stories of "moonshine" and its powers to endow its consumers with a level of

intoxication not possible with local ABC store brews, were rampant in my childhood. Stories of the brew were cautionary and balanced by the stories of how my family and kin called moonshine a brew of the devil and a path of sin to all who followed in its addition.

My grandmother and aunts were members of Temperance Unions. They marched into saloons and used brooms to sweep out the customers, bar stool sitters, bar tenders and any in their path as they yelled, "Don't sell alcohol!"

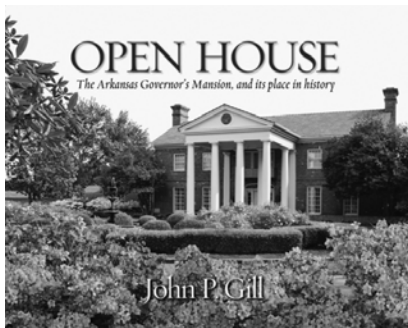
Members of our church recount how they heard a sermon each Sunday on the evils of "the drink" and harrowing stories of fiery furnaces. Some told of preachers who warned them that they would be met at the Pearly Gates by St. Peter who will say, "you were told about the evils of drink and philandering and did not listen. Your behavior is recorded in the book of deeds so you are condemned to the fiery furnace." To a young girl, this meant no streets of gold and no ivory mansions! Moonshine and spirits were not for me!

Stewart's complex and complete investigation of the history of the development of brewing and selling of spirits in Appalachia, from the Ulster Scots to later days' regulated distillers, gives a valid picture to point to the true story of the rise and fall of moonshine and prohibitionists. The true story proposed by Stewart is that the rise and fall of moonshiners and prohibition was an economic and not a religious movement. True the churches and their members were involved in trying to bring sobriety to the citizens of the towns and villages in Appalachia but the idea and implementation of controlling the economy that arose and resulted from the "moonshine" industry

made a greater impact upon the historical scene.

Stewart's research is in-depth, colorful, spiked with historical figures, and filled with data charts that are helpful to any scholar of North Carolina history and its historical trends and issues. As an economics text, it is colorful and engaging reading. As an historical text, it is well documented and enlightening.

Carol Walker Jordan
Queens University of Charlotte



Gill, John P. *Open House: The Arkansas Governor's Mansion and its Place in History*. Little Rock: The Butler Center for Arkansas Studies, 2010. 230 p. ISBN-10: 1-935106-26-0. \$50.00.

The matchless piece has connection to the Southern USA since the masterwork is a discussion of the governor's mansion of Arkansas in Little Rock. The writing style is outstanding and easy to understand with numerous quotes from Arkansas governors and their wives and children on living in the beautiful palatial mansion. The perceived interest to the readership of the journal is superior. The vividly captivating one

hundred twenty-five photographs of the exterior and ninety-seven lovely photographs of the interior of the mansion along with the splendid details enchant readers of *Southeastern Librarian* particularly librarians to visit the mansion to educate themselves with the history and to see the magnificent house and scenery. Ninety-one other pictures show the governors and people residing and participating in the activities at the glamorous mansion. The superb content comprises Contents, Foreword, a family tree of Arkansas Governor's Mansion First Families 1950-2010, *Rosewood Construction, Renovation, Merci Furnishings, Sitting on a Neighbor's Porch, Neighborhood, That Old House Mansion Commission, Association/Operation Expenses, Cinderella Life in the Mansion, Liza The Kitchen, You Ain't Ready Trusties, Come Run Our House Administrator/Staff, I'll Take #3 with a Coke, Security, Trick or Treat Holidays and Weddings, Ole Red Pets, We Accept with Pleasure Public Events, Warriors' Reunion Visitors, Rosemary Punch Gardens, and the End of Your Beginning Conclusion, Appendix 2010 Arkansas Mansion Governors, Commission, Association, and Staff, Endnotes, and Photographs and Illustrations.*

Agnes Bass Shinn, President of Arkansas Federation of Women's Club wanted a residence for the United States Arkansas governor. Judge James M. Shinn and Agnes obtained one hundred thousand dollars in 1947 to create the house and an additional ninety-seven thousand dollars in 1949. The palace resides on 8.27 acres and is where a blind school stood. It is listed with the National Register of Historic Places. The mansion is Greek Revival and the inside is Georgian and colonial. The famous opulent mansion's Grand Hall where numerous parties and functions occur was developed

for 3.5 million. Two businesses are in Arkansas due to parties at the Grand Hall. The Arkansas seal measuring eight feet made of fifteen woods of Arkansas decorates the Grand Hall Floor. The Grand Hall warms with two fireplaces.

The furniture is chiefly English some French and American with carpets of the Eastern empire. A 1770 grandfather clock from Ireland, adorned with moon phases, intrigues guests. The house dazzles with a majestic circular stairway, a 1765 Baccard chandelier from Napoleon's assistant Count Durosnel's French home and a Louis XVI chandelier from New York's Byar's. The silver set utilized in the ward's room of the USS Arkansas, the sole battleship from the United States in Normandy, is displayed in Chippendale cabinets.

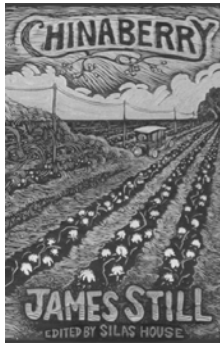
The opulent home captivates with seven gardens including an entrance garden, a rose garden, a garden for the family, a garden of vegetables, a parterre garden, Arkansas native trees, and a herbaria which provides potpourri presents to charm visitors. The herbs from the herbarium supply chocolate mint for ice cream, thyme tea, lemon verbena tea, and rosemary punch for guests, the governor and family. Flowers are grown for fresh flower displays. Guests also receive jars of mansion made pickles. Mansion cook Liza Ashley published a cook book of mansion recipes *30 Years in the Mansion*. Iron entry gates, eight entry Tuscan entry columns, a Janey Crane fountain, a greenhouse, and a child's playhouse lure tourists.

Current Governor Mike Beebe and his wife Ginger supply mansion group excursions upon meeting the groups in the entry way. Mrs. Ginger Beebe developed a mansion group showing for people who cannot hear. Legendary people who visited are Zambia's

president, Miss America and Miss USA both of Arkansas, the Beverly Hillbillies, June Allyson and Dick Powell, Bob Hope, Billy Graham, Gregory Peck, Glenn Campbell, President Truman, Colonel Sanders, Roy Rogers, Gene Autry, Minnie Pearl, Warren Beatty, Frankie Avalon, Barbara Eden, Alabama, Charlie Daniels Band, Milburn Stone and Ken Curtis from Gunsmoke, fighter Evander Holyfield, and the Indonesian ambassador. Mansion socials included United Daughters of Confederacy of Arkansas, modeling sponsored by the Salvation Army, and Phantom of the Mansion Gala and Ball where President Clinton enthralled with the saxophone.

Academic and public libraries should own the book because of its priceless historical value and its invaluable allure to potential Arkansas tourists. Conclusively and delightfully, the last sentence of the fascinating masterpiece, *Open House*, is genius author John P. Gill welcoming people to visit the spectacular governor's mansion of Arkansas at 1800 Center Street in Little Rock.

Melinda F. Matthews
University of Louisiana at Monroe



Still, James, and Silas House. *Chinaberry*. Lexington: University Press of Kentucky, 2011. 153 p. ISBN: 978-0-8131-3372-6. \$21.95

James Still (1906-2001), widely known as the “Dean of Appalachian Literature”, was a librarian, poet, writer, scholar, teacher, and author of many books, including *River of Earth* (1940) and *The Wolfpen Poems* (1986). At his death in 2001, the manuscript for his novel *Chinaberry* was still unfinished, and was entrusted to the novelist Silas House for editing. Armed only with a brief outline from Still’s personal papers that showed how the novel’s first few unnumbered chapters should be arranged, Silas House carefully and thoughtfully set about putting together the rest of the story. His goal as an editor was to always remain as true as possible to James Still’s vision and intentions for the novel.

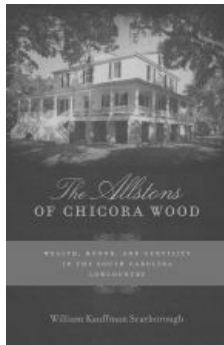
Chinaberry is narrated by an unnamed thirteen-year old boy who sets off on a summer road trip with family friends. The group travels from Alabama to Texas, seeking work in cotton fields. Small for his age, the boy attracts the attention of a rancher, Anson Winters, who is still mourning the untimely loss of his first wife and his own young son. Anson invites the group to work on his ranch, Chinaberry. Instead of letting the boy work in the fields,

however, he keeps him at the house as company for himself and his new wife, Lurie, and it isn’t long before the couple begins to treat the boy as if he is their own small child.

There is a sense of mystery throughout the book, but part of the book’s mystery also involves the question of exactly how autobiographical the novel is meant to be. The book is set around the time period when James Still himself was a teen, and many of the book’s details mirror facts about the author’s early life. In his introduction to the novel, Silas House mentions that James Still told versions of many of the stories from the book to friends and acquaintances who often wondered whether or not any parts of these stories might be true.

This final novel from a master storyteller deserves a place in all southeastern libraries, but libraries with special collections in Appalachian literature or Southern literature will be especially interested in purchasing a copy.

Allison Faix
Coastal Carolina University, SC.



Scarborough, William Kauffman. *The Allstons of Chicora Wood*. Baton Rouge: LSU Press, 2011. 224 p. ISBN 9-780-8071-3843-4. \$35.00.

The Allstons of Chicora Wood by William Kauffman Scarborough is as he describes it “a family biography of one of the most influential families in the South Carolina Lowcountry, the Allstons of Chicora Wood”. The title of this book caught my attention because as the university librarian at Queens University of Charlotte, formerly Queens College of Charlotte, North Carolina, I have collected and preserved many documents about Chicora College (once located in South Carolina), which merged with Queens College in 1930. My hope in asking to preview and read Scarborough’s new book was that I might find more about Chicora College and the merger.

In great detail, author Scarborough chronicled the Allstons’ family history, tracing the planter family from Robert’s birth in 1801 to his death in 1865 and

beyond. Before the Civil War, Robert is shown as a brilliant, determined and highly successful planter, growing his lands and fortune to span seven rice plantations and building an exemplary twenty-eight year career as a state legislator and as governor of South Carolina from 1856 to 1858.

From the interestingly written biography of the Allstons, it was fascinating to learn of Robert’s wife, Adele Allston, who despite Robert’s death in 1864, triumphed in keeping the family plantations producing and sustaining of the family fortune. Following Adele’s example one of their children, Elizabeth “Bessie” Allston, cared for the plantations and the family business while distinguishing herself as a writer and giving readers insights into the life of a woman rice planter.

This entrancing and historical biography is a key reference for anyone studying and researching southern history, especially the South Carolina Lowcountry. The end notes are extensive and well organized for the history scholar.

Sad to say, I found no mention of a connection between Chicora Wood and Chicora College, yet in my additional reading, I ventured off into the Chicora Indians and also learned more about Chicora College from related research. The pleasure of a literature search brings many surprises but can also take the reader down unexpected trails.

Carol Walker Jordan
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Guidelines for Submissions and Author Instructions
The Southeastern Librarian

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

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