

## The Southeastern Librarian

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Fall 2012

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Volume 60, Number 3, Fall 2012

# The Southeastern Librarian





*The Southeastern Librarian*  
Volume 60, No. 3 Fall 2012

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**Cover:** In December 2011, a gingerbread replica of the Mississippi State University’s Mitchell Memorial Library was displayed. This replica, created by library staff members Bobbie Huddleston and Faye Fulgham, also included a candy replica of Frances Coleman, MSU Dean of Libraries, and gingerbread MSU fans ringing cowbells. Photo courtesy Megan Bean, MSU University Relations News Bureau.

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## From the Editor

As I sit to write this, it is a few weeks before the Thanksgiving holiday. Thinking about this makes me thankful for all of those who have supported me through the years as editor of *The Southeastern Librarian*. I thank past SELA Presidents for their confidence in giving me the freedom to make publication decisions regarding the journal. I thank my Editorial Board for their assistance in helping me make editorial decisions, and my reviewers who provide the feedback for us to make those decisions. I thank those who make submissions to the journal and the excellent quality of those submissions. Finally, thanks to the readers who make this all worthwhile. I hope to continue my tenure as editor for many years to come. As always, I welcome any feedback for improvements to the journal. For this issue, you will probably notice a change in font size. This is being done in order to reduce the total number of pages per volume and thus reduce cost.

This volume contains a good variety of articles from which I hope you will be able to glean ideas for your own libraries. Melanie Dunn addresses how to best use wikis for library policies. She addresses the issue of “acceptance” of wikis by library staff members, what type of information to use, and the training issues which need to be addressed. Rachael Elrod, Elise Wallace and Cecilia Sirigos review syllabi used for teaching information literacy and the commonalities found within them. They address various components of those classes and provide comments on the effectiveness of those components. A detailed listing of books and articles used for teaching the classes is also included for those wishing to start or improve their own resources.

Laura Wright and Michael Holt outline a unique program at their institution engaging pre-Kindergarten students in an academic library setting while at the same time providing a positive community face to the library. Their Read Fest program is outlined in detail and provides ideas for others to build upon. Rachel Renick and Brett Spencer present the results of their survey regarding iPad use in ASERL reference departments. This review provides fodder for others to consider in implementing this new technology into their own service areas.

In summary, keep those articles coming and happy reading!

Perry Bratcher  
Editor

# Wikis: The Perfect Platform for Library Policies and Procedures

Melanie J. Dunn

Melanie J. Dunn is the Coordinator for Resource Sharing at the Lupton Library, University of Tennessee at Chattanooga and can be reached at [Melanie-Dunn@utc.edu](mailto:Melanie-Dunn@utc.edu).

## Introduction

The University of Tennessee at Chattanooga (UTC) is a public university serving a population of approximately 11,400 students that offers degree programs through the doctoral level. UTC's Lupton Library provides for the research needs of the institution through a wide array of resources and services ranging from bibliographic instruction classes and video tutorials through research guides and interlibrary loan. As the Library's services continue to multiply and expand, adapting to the needs of its users, library personnel require easily accessible, in-house documentation to navigate this tide of change and stay current with updates in workflow, procedures, and processes. From instructions on how to handle cash transactions at the circulation desk, to detailed scanning procedures for interlibrary loan, transparent documentation can ensure consistent performance of duties, reduce time-consuming questions on the order of "how did we do this last time?," and mitigate the impact on productivity when experienced staff leave.

## WIKI: or What I Know Is...

The term wiki, derived from the Hawaiian adjective "wiki wiki" meaning quick or fast, was coined by Ward Cunningham who created the original WikiWikiWeb for the Portland Pattern Repository (Leuf, 2001, 15). Touted by Cunningham as "the simplest online database that could possibly work" (Cunningham, 2002, June 27) "wiki" is alternately used to refer to both a wiki website and the software used to create and maintain it and was designed to allow multiple users to collaborate in its development (Klobas 2006, 3). Wikipedia is perhaps one of the best examples, as well as the most recognized, of wikis. The website, created in 2001 as an encyclopedic reference source, includes more than 21,000,000 articles in 280 languages and has more than 85,000 current contributors (Wikipedia, 2012, Wikipedia:About). Wikis provide a collaborative space for many people to contribute and edit information, thus serving as an ideal repository for a library's manuals and guides which require continual revision.

In *Web 2.0 for Librarians and Information Professionals* (2008), Kroski describes wiki features and software, and how libraries are adapting wikis for their purpose. She includes the Library Success Wiki ([www.libsuccess.org](http://www.libsuccess.org)) as

an example of a participatory wiki where libraries share their collective knowledge about successful programs and other innovative ideas useful to the library community at large.

## Literature Review

Two exploratory studies of wikis in libraries are provided by Bejune (2007) and Chu (2009). Bejune illustrates the variety of wiki usage in libraries, developing a framework for classifying wikis using Computer Supported Cooperative Work (2007, 27), an area of computer science research that examines how computer technology can support collaborative work. Using examples of wikis collected from three resources – Library and Information Science literature, Library Success wiki, and three professional listservs – he classified them into four distinct categories: one, collaboration among libraries; two, collaboration among library staff; three, collaboration among library staff and patrons; and four, collaboration among patrons. Of these, nearly 80% of the examples were included in categories one and two. Examining the reasons why wikis are predominantly used in these two categories, Bejune concludes that two factors might be in play: a strong history of collaboration and cooperation within libraries, and the service orientation of the profession itself (2007, 32). He suggests three possible reasons why wikis are used less in the library community to collaborate with patrons and for patron to patron collaboration: one, historically and ongoing, the librarian patron relationship has been one-way only, with the librarian serving as gatekeeper and facilitator – not a true cooperative partnership; two, library concerns about authority and liability issues; and three, wikis as a tool perhaps support the purpose of categories one (collaboration among libraries) and two (collaboration among library staff) a little better (2007, 33,34).

Chu's study was based on two surveys; one set for libraries using wikis and the other for libraries that were not. Sixty libraries were surveyed with a response rate of 80% (48 libraries). Twenty libraries were currently using wikis, thirteen were planning to implement and fifteen had no imminent intention of using a wiki. Of the libraries currently using wikis, the highest rated response for using was "To enhance information sharing among librarians" (Chu 172). Among the responses for difficulties encountered implementing wikis, "Low participation rate" scored highest, while "User's lack of knowledge about wiki", "Managing transition from one software to the

other”, “Others”, and “Difficulty in promoting new technology” came in 4, 4, 4 and 3 respectively (Chu 173).

Current library literature also provides examples of libraries that have implemented wikis to host departmental documentation. Two such are “Putting Wikis to Work in Libraries” by Nancy T. Lombardo, Allyson Mower and Mary M. McFarland and “Not Just a Policies and Procedures Manual Anymore: The University of Houston Music Library Manual Wiki” by Tammy Ravas. Lombardo describes four ways wikis have been used at the Spencer S. Eccles Health Sciences Library at the University of Utah: strategic planning, collaboration on a grant proposal, public service policies and procedures, and campus committee work. Regarding the creation of the Public Services department manual on the wiki, the authors relate how the original manual was first copied and pasted from a Word document into the wiki, a table of contents was inserted and then supervisors were adjured to collaborate, review and edit as necessary (Lombardo 139). One difficulty that arose related to supervisors’ unfamiliarity with formatting and editing. The authors conclude that wikis can be a helpful collaborative tool, but staff need time for training and experimentation with the technology in order to achieve a comfort level in contributing to the wiki (Lombardo 144).

The case study by Ravas describes how the University of Houston Music Library’s intent in implementing a wiki was fourfold: one, to house and improve their current policies and procedures manual; two, to serve as a conduit for training materials; three, to create a record of problem issues in daily operations; and four, to serve as a data collection form for statistics such as gate-count. Their wiki, originally implemented to host the library’s policies and procedures manual, burgeoned into a tool that also included a discussion log to record problems relating to library services such as the copy machine and as a way to document student assistant progress.

## Background

The University of Tennessee at Chattanooga’s Lupton Library wiki was implemented by the Head of Instructional Technology (IT), Jason Griffey, as a web tool to host documentation for the new library building project, which is slated to be completed in the Fall of 2013.



Figure 1. Visual presence of the wiki on UTC Lupton Library’s homepage.

The site expanded from there to include committee and taskforce meeting minutes, department documentation, standard forms, and project updates. Originally skeptical of the wiki’s utility, the author became a believer after witnessing how effectively the wiki permitted efficient maintenance of department documentation that is in constant need of updating. Policies and procedures manuals, process guides, even those handy little instruction sheets, can be saved here and are available to any employee with a question. The primary appeal of a wiki as a content management tool is its simplicity; very little, if any, formatting is necessary; the focus is on text and enhancement options are minimal.

## Training

One essential aspect is to have an IT staff member available to provide basic training on the use of the wiki. From the fundamentals of logging in, navigating around and editing the wiki, to creating outlines for organizing information and inserting links to other documents, a knowledgeable IT staff member serves an essential role in allaying any concerns of wiki neophytes. Lupton Library’s Staff Development Committee sponsored an in-house session on wiki basics, giving library employees an opportunity to become familiar with the fundamentals of this application. For staff members who understand the rudiments, but still need some guidance, Lupton Library’s Reference Department maintains a “How Do I Contribute to this Wiki?” section on their pages.



Figure 2 Navigation toolbar with search option on Lupton Library’s wiki.

Once initial training has been provided, either through training sessions or one-on-one assistance, staff members have access to post their documents and edit their pages as

needed. In most institutions, the wiki is set up so that anyone with access can log in and add or edit pages. Libraries challenged by the disparate technological skills of their staff often discover that wikis level the playing field, enabling everyone in the organization to provide input on content. This ability to contribute empowers staff and benefits any library that wishes to reflect the collective knowledge of its employees (Farkas 2007, 67). Wikis generally include a Recent Changes page where recent edits are listed, so additions and other changes can be tracked on entries.

Editors can also view previous versions of pages they've modified using the History tab and can restore if necessary. If the senior leadership recognizes the merits of social software such as blogs and wikis, and are active contributors, most employees will be motivated to give it a try.

### What To Include

What types of documentation should be added to a Wiki? From someone who was initially reluctant to post material that had previously been primarily internal, the author came to embrace the Wiki's transparency. In the Interlibrary Loan unit, the project required staff to review the ILL manual and select that content worth transferring. After deciding what to include, an IT staff member then assisted by creating a simple outline with headers to organize the material. The author was then able to post ILL policies and scanning instructions, which was followed by other procedures such as processing and packaging mail, handling overdues and lost book invoices, as well as including links to corporate proprietary software documentation. As with all organization documentation, this continues to be a work in progress.

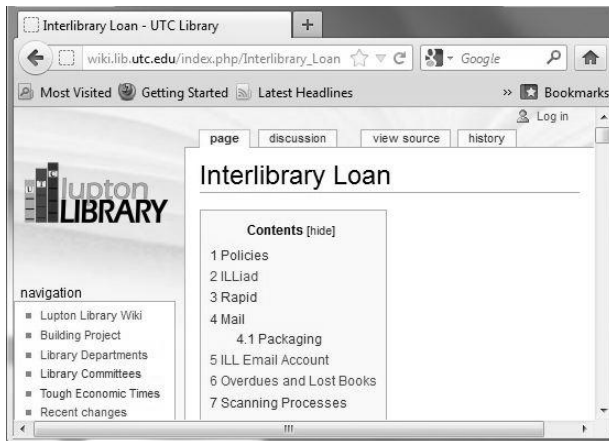


Figure 3 Lupton Library's Interlibrary Loan wiki page with content outline.

Some examples of other library wikis that include policies or procedures are listed below:

- Albany County Public Library, Laramie, Wyoming  
<http://albystaff.pbworks.com/w/page/1693188/FrontPage>
- Antioch University, Keene, New Hampshire  
[http://www.seedwiki.com/?wiki=antioch\\_university\\_new\\_england\\_library\\_staff\\_training\\_and\\_support\\_wiki&page=](http://www.seedwiki.com/?wiki=antioch_university_new_england_library_staff_training_and_support_wiki&page=)
- North Metro Technical College, Acworth, Georgia  
<http://nmtclibrary.pbworks.com/w/page/5615545/FrontPage>
- University of Connecticut, Storrs, Connecticut  
[http://wiki.lib.uconn.edu/index.php/Main\\_Page](http://wiki.lib.uconn.edu/index.php/Main_Page)

Circulation desk procedures also lend themselves well as prime material for the wiki. Many library staff members outside the Access Department are required to assist at the circulation desk and questions commonly arise about circulation procedures when a supervisor is not available. In this situation, the wiki is always an option for consultation. Building operations, reserves, money and billing, and patron policies are just some of the responsibilities covered under Access. Each library department at UTC-Access, Administrative Office, Information Technology, Reference and Instruction, Materials Processing and Special Collections-has posted documentation relevant to their needs.

Wikis can also serve as a knowledge base for frequently asked questions about common problems such as printing in the library, laptop issues, and computer applications. It also serves as the site for the library's emergency plan. Any documentation that ensures productivity and continuity should always be considered for inclusion. It is apparent that there is a recognized demand for such library documentation. On the ILL-L listserv for November 9, 2011, there was a post requesting examples of Interlibrary Loan training guides from other libraries. The post received fifty responses that same day, most of them seeking examples of training guides themselves.

One helpful approach to the decision of what to include is to view it as an online instruction manual for a new employee. A library needs to identify and disseminate all repeatable tasks that are integral to its operations. This way when experienced employees leave, their expertise does not walk out the door with them. The ideal goal should be that if everyone in the department were to depart, those who come behind would be able to carry on based on the documentation available of processes and procedures. Of course, sensitive information such as passwords and contact numbers should not be generally available. In Lupton Library's wiki, it is possible to link to a secure internal network which can include such information, but is only available to those individuals with login privileges.

When creating the department manual from scratch, the wiki is the perfect place to begin. Consider the guidelines



below when drafting the different processes in the department workflow:

- Describe the process and its purpose
- Delineate the steps involved; the more detail, the better
- Relate this process to others, if necessary.

Don't be too concerned about how polished the material is; typos as well as grammar and punctuation can always be corrected. It's much more important that the material added comes from the acknowledged expert in a particular department. For example, in the Lupton Library, the Circulation Supervisor is, hands down, the authority on cash register transactions. He created the original instructions, posted them to the wiki, and updates them when necessary. While the Dean and department heads set policy and review procedures, front line staff are in a much better position to recognize when established routines should be incorporated into a reference manual to serve as accepted protocol.

### Utilization

A wiki that is not used is, of course, a wasted effort. Thus, the challenge is getting everyone to use the wiki for reference. When staff ask questions about routine processes that are not performed on a regular basis, supervisors should refer them first to the wiki. Encouraging coworkers to consult wiki documentation before interrupting others in their work will save time and promote job skill acquisition. When department heads question a policy or procedure, refer them to the wiki and request their feedback. As a collaborative tool, the wiki can't be beat. One of the great benefits is the ease with which information can be updated.

Because the wiki serves as an online repository of commonly used information, it must be consistently monitored for inaccuracies and necessary updating. This requires commitment from the entire department to

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maintain its relevancy. A useful check for inconsistencies is to assign portions of the documentation to staff specialists and have them follow the outlined steps. They then become responsible for reviewing these sections as a job duty. Outdated information is usually identified pretty quickly and suggested changes forwarded to the supervisors. Identifying processes and procedures that could benefit from clarification, i.e. pinpointing errors and omissions, appoint staff with similar skills to trade sections, thus allowing a fresh set of eyes to review it. Another staff member can often spot issues others have missed and provide a different perspective.

One of the best training assignments for a new manager is to review and edit an existing manual (or to create one, if necessary) after the initial orientation to the department. Trying to follow sometimes outdated written instructions and to buttonhole staff and department heads to obtain explanations of established precedence on processes can be an incredible learning experience, immersing them in the department as nothing else can. Having personally undergone this trial by fire, the author heartily recommends it as a way to become the resident expert in your area.

### Conclusion

Peter Drucker, late renowned authority on management, once noted "Knowledge has to be improved, challenged and increased constantly, or it vanishes;" perfectly expressing the transience of institutional knowledge and the necessity for continually revising and updating organizational content. A wiki is the perfect platform to share a department's documentation, and can be a huge timesaver for a library. It's a communication tool that adds value to the library by allowing those with expertise in a given area to share their knowledge and avoid having to continually "reinvent the wheel." Train staff on how to use the wiki, organize the documentation with a simple outline, lead by example in contributing and utilizing the wiki, and reap the benefits.

Kroski, Ellyssa. 2008. *Web 2.0 for Librarians and Information Professionals*. New York: Neal-Schuman Publishers.

Leuf, Bo and Ward Cunningham. 2001. *The Wiki Way: Quick Collaboration on the Web*. Boston: Addison-Wesley.

Lombardo, Nancy T, Allyson Mower and Mary M. McFarland. 2008. "Putting Wikis to Work in Libraries" *Medical Reference Services Quarterly* 27 (2) (Summer): 129-145.

Ravas, Tammy. 2008. "Not Just a Policies and Procedures Manual Anymore: The University of Houston Music Library Manual Wiki" *Notes* 65 (1) (September): 38-52.

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# Teaching Information Literacy: A Review of 100 Syllabi

Rachael E. Elrod, Elise D. Wallace, and Cecilia B. Sirigos

Rachael E. Elrod ([relrod@citadel.edu](mailto:relrod@citadel.edu)), Elise D. Wallace ([wallacee1@citadel.edu](mailto:wallacee1@citadel.edu)), and Cecilia B. Sirigos ([sirigosc1@citadel.edu](mailto:sirigosc1@citadel.edu)) are Reference and Instruction Librarians at the Daniel Library of The Citadel: The Military College of South Carolina.

## Introduction

This study presents an analysis of 100 syllabi of credit-bearing information literacy (IL) courses from colleges and universities across the United States. The objective was to determine how IL courses were being presented and taught in academic settings; how many credits were offered; the duration of the course; platform used to teach - face to face, online, or other methods; how students were graded; what types of assignments were used, and what topics were being taught and how. The authors hypothesized that over the course of six years since the original study, syllabi would show significant changes as technology has continued to dominate and expand the library world.

Finally, the study looks to see how national IL courses address the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education (the Standards). The importance of this research was to guide our own interest in developing a credit-bearing IL course as well as to provide this information for others in our profession who share an interest in this area.

A previous analysis of syllabi for credit-bearing IL courses was conducted in 2006 by Paul L. Hrycaj. No study like this had ever been performed before, as Hrycaj stated, "there do not appear to be any other analyses of syllabi of information skills courses published in the literature" (2006). An additional search found that his article still appears to be the only one specifically addressing this topic in the literature.

Hrycaj's ground-breaking article used the Standards to analyze syllabi for the purpose of comparing skill sets, especially those which librarian's value in information literate students, to what is being taught within the curriculum of IL courses. As the first published analysis of IL online syllabi, Hrycaj's work identified *access of information* as the emphasis of credit-bearing courses in 2006. (Hrycaj, 2006, p.528) He found that ACRL Standard Two, with a focus on matters of information access, was the standard most taught, according to the syllabi. Standard Four, which deals with using information to put together an end-product, was the least taught of the standards.

Our current study found a significant change in the focus of IL courses from 2006 to 2011. When Hrycaj did his analysis, he found that instructors were focused on helping students learn how to use *periodical databases* and how to *search the web*. According to the 2011 study, the emphasis has changed to address the fact that students are conducting

most of their searching online, and not citing those sources properly, if at all. In 2005, Harris said,

"Clearly, the Internet has had an influence on the ease of cheating. Greater connectivity leads to greater opportunity and requires a greater sense of responsibility. This is true for all Internet users. Anyone surfing the Net has the potential to use or misuse and abuse the intellectual and copyrighted property of others, and students are no exception." (Harris, 2005,p.1).

Thus the emphasis shifted from teaching students how to successfully search the web to properly giving credit, or *citing their sources*.

The intention to analyze syllabi from 2006 or later was to evaluate how information literacy courses have developed in more recent years. Subsequent findings illustrated differences in the required texts as well as curriculum content, and expanded on Hrycaj's work by examining the course format, including how many weeks the courses last, the number of credit hours earned, the platform the course was offered in (face-to-face, online, or blended), the types of assignments, required readings, and methods of grading (pass/fail vs. letter grade).

These supplementary criteria are intended to provide further understanding of the ways that information literacy classes are being taught; both content as well as delivery methods. In addition, it appeared there was no research on this topic in the literature. These findings will be of value to those who are currently, or are in the process of, developing courses in information literacy skills.

## Literature Review

The first mention in the literature review belongs to Paul Hrycaj's 2006 article "An Analysis of Online Syllabi for Credit-Bearing Library Skills Courses." This analysis set the foundation for further research on skills emphasized in library instruction courses in relation to the Standards. The decision to follow up and expand Hrycaj's work was made with the purpose of increasing the literature in this area. Currently, Hrycaj's article is the only item in the literature that specifically addresses the syllabus content of credit-bearing IL classes for undergraduate students.

Hrycaj calculated that the sample size needed to provide an "accurate generalization from the sample" to the target as 406 syllabi. He computed this by determining that "30 percent of colleges and universities" offered a credit-

bearing library skills class and “the number of colleges and universities in the United States for 2002-2004 is 4,168.”

He concluded, “the size of the sample needed to make a 95 percent accurate generalization from the sample to this target population is 406.” (Hrycaj, 2006, p.532)

The initial attempt was to find 406 syllabi for this research, however the authors were fortunate to be able to duplicate the 100 syllabi of the original study, as they were difficult to come by even with seeking out syllabi through listserv requests. It is our hope that this study will further establish a baseline in this area of study.

In “A Rationale for Information Literacy as a Credit-Bearing Discipline,” William Badke (2008) examines surveys completed by undergraduate seniors from the University of California-Berkeley during 1994, 1995, and 1999. These surveys do not directly address information literacy courses, however they do illustrate over-estimations in student research capabilities. Since the publication of Badke’s article, similar investigations have been conducted, supporting the lack of truly developed research skills and the need for thorough information literacy instruction. Results of these assessments demonstrate that information literacy will only be obtained when it is formally recognized as an academic discipline, and is held to accountable standards with “a confirmed role within the curriculum.” (Badke, p.2)

In the year 2000, the ACRL Standards Committee and Board of Directors reviewed and prepared the Standards. These revised Standards were designed to address the “rapid technological changes and proliferation of information resources.” (ACRL, 2000, p.4) A mastery of the five categorized Standards would enable an information literate student to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.” (p.4) The question is: how are the Standards being implemented into credit-bearing information literacy classes?

Each of the five Standards is followed by a sub-list of further capabilities, called Performance Indicators, that the ideal information literate student should exemplify. In their simplest form, the Standards are as follows:

Standard One: The ability to determine the extent and characteristics of information needed.

Standard Two: The ability to successfully and proficiently access information

Standard Three: The ability to evaluate the information and its source and to merge information with the individual’s value system and knowledge base.

Standard Four: The ability to use information to accomplish a particular goal.

Standard Five: The ability to understand the socio-economic, legal, and ethical issues that

accompany information use and information technology.

The ACRL Standards and corresponding Performance Indicators can be found at

[www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency)

## Methodology

One hundred syllabi were collected through online searches and requests on professional library listservs. Twelve of the 100 syllabi were results of listserv requests, while 88 were found through online searching. The combination of Internet searching and listserv requests was different from Hrycaj’s study, who only used syllabi found online.

To perform the online search, Google was utilized and the terms searched included, but were not limited to such words/phrases as “information literacy” syllabus, “library syllabus,” “library research” syllabus, and “library skills” syllabus. Syllabi included in this study met the following criteria: They were created for undergraduate, credit-bearing, non-major specific information literacy courses. The analysis provided details on course topics taught, type of assignments, required and recommended readings, quizzes and tests, length of the course in weeks, grading format, delivery method, and final projects.

A spreadsheet was created in Excel, with the first column representing the names of universities from which syllabi was obtained. Columns identified each of the Standards and their Performance Indicators. All syllabi were reviewed to identify activities, lectures, readings, or assignments that addressed specific standards. For example, if a syllabus contained this statement, “Students will develop awareness of the legal, economic, social, and public policy aspects of information resources,” then a check would be made next to Standard 5, Performance Indicators 1 and 2. The Standard 5, performance indicator 1 states, “the information literate student understands many of the economic, legal, and socio-economic issues surrounding information and information technology,” while Standard 5, performance indicator 2 states, “the information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources” (ACRL, 2000).

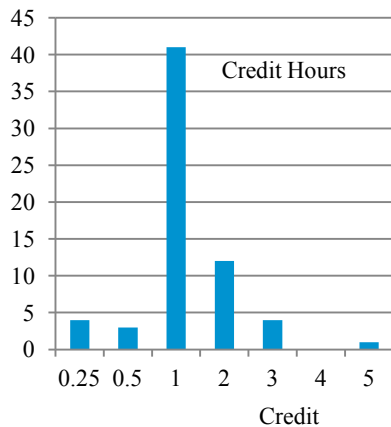
## Results

### A) Length of Class in Weeks

The majority of courses were found to be eight weeks in length, a typical half-semester. The second most frequent length was 16 weeks, typically a full semester. It was surprising to find such a wide variety of offerings, everything from two weeks to 17.5 weeks. There has been no strong guide in our profession to indicate an appropriate length of information literacy courses, which may lead us to a discussion for determining a standardized curriculum.

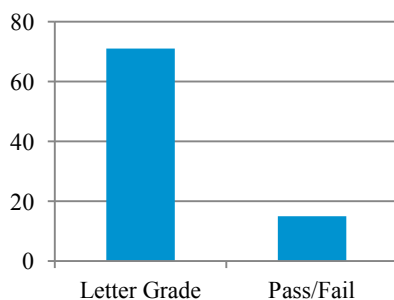
## B) Credit Hours

Differences in course length can be explained by the number of credit hours offered. One would expect a 3-credit class to last longer than a 1-credit course. Note, while all of the syllabi indicated that they were for credit, not all listed how *many* credits, therefore the total did not add up to 100. However, of the classes that did include this information, the study found that the overwhelming majority (over 40 classes) were for just one hour of college credit. Again, there was a wide variety, from one quarter credit to five credits. Future research may wish to examine whether the fact that the majority of the classes are only for one credit hour indicates that library skills are not taken seriously by academia.



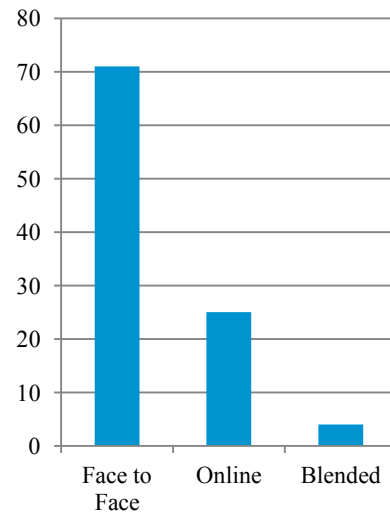
## C) Grading

The vast majority of courses offered a letter grade for students completing the course: 71 offered a letter grade of some type (A-F, A-E, A-D, etc.), while fifteen offered a pass/fail option. Not all syllabi listed the grading system. It seems probable that assigning a letter grade for this class would encourage students to take it more seriously. A study conducted by Wise and DeMars examines student efforts in low-stakes assessment situations, indicating that if students perceive an assignment as having no personal benefit, they are less likely to put forth the same level of effort as for a graded assignment. (Wise, 2005)



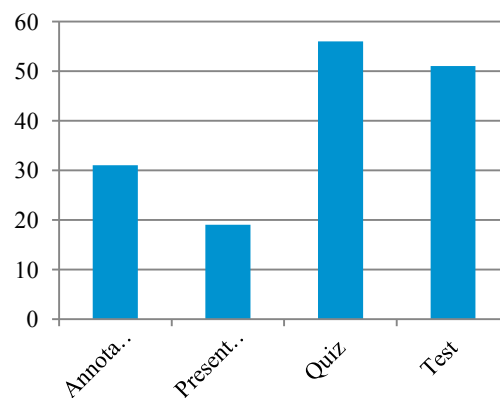
## D) Delivery Platform

The graphic for delivery platform illustrates that the greater part of the courses analyzed were delivered in a traditional, face-to-face format, with 71% going this route, with 25% of the courses being taught exclusively online. According to the U.S. Department of Education's National Center for Education Statistics, a little over twenty percent (20.4%) of students participate in some level of distance education courses (NCES, 2012).



## E) Assignments

While there were many assignments given in the syllabi, four of the most commonly found were annotated bibliography, presentations, quizzes, and tests.



**TABLE 1**  
**Topics Covered in Syllabi (The % sign indicates the percent of syllabi covering the specified topic)**

Topics	%	%	Rank	Rank	ACRL	Performance Indicator*
	2006	2011	2006	2011	Standard	
Writing citations	76	78	5	1	5	3
Periodical databases	94	74	1	2	2	3
Online catalog	92	64	3	3	2	3
Research strategy	75	61	7	4	2	3
Web searching	93	59	2	5	2	3
Research topics	54	55	11	6	1	1
Plagiarism	40	47	13	7	5	2
Popular vs. Scholarly articles	39	44	14	8	1	2
Copyright	32	37	17	9	5	1
Reference sources	66	31	9	10	1	1,2
Classification systems	57	31	10	11	2	3
Boolean searching	25	31	18	12	2	2
Web site evaluation	79	26	4	13	3	2
How information is produced	6	19	28	14	1	2
Library of Congress subject headings	47	15	12	15	2	2
Print indexes	18	14	21	16	2	3
Government documents	38	13	15	17	1	2
Monograph evaluation	75	11	6	18	3	2
Periodical evaluation	74	8	8	19	3	2
Interlibrary loan	8	8	25	20	2	3
Statistics	19	5	20	21	1	2,2
Concept of information	10	5	23	22	1	2
Censorship	11	4	22	23	5	1
Library tours	32	3	16	24	2	3
Periodical literature	21	0	19	25	1	2,2
Writing a research paper	8	0	24	26	4	1,3
Biographical information	7	0	26	27	1	2
Book reviews	7	0	27	28	1	2

This table indicates the percentage of syllabi covering the various specific topics mentioned in the ACRL Standards and Performance Indicators. For example, the skill of writing citations was covered in 76% of the syllabi researched in the 2006 and in 78% of the syllabi researched in the 2011 study. In the 2006 study, it ranked fifth as the most covered topic, while in the 2011 study it was the most covered topic, giving it a rank of 1. The last two columns indicate where the topic can be found in the Standards. For instance, writing citations can be found in ACRL Standard five, Performance Indicator number three.

**TABLE 2**

ACRL Standard	# of occurrences 2006	Rank 2006	# of occurrences 2011	Rank 2011
1	267	2	172	2
2	541	1	360	1
3	228	3	45	4
4	8	5	0	5
5	159	4	166	3

In this table, ACRL Standard 1 was mentioned 267 times in the syllabi reviewed in 2006, while it was mentioned 172 times in the syllabi reviewed in 2011, but overall remained the second most mentioned standard. ACRL Standard 2 was mentioned the most in syllabi for both studies; 541 times in 2006 and 360 times in 2011. The least mentioned ACRL Standard for both the 2006 study and the 2011 study was ACRL Standard number 4, only being mentioned 8 times in 2006 and zero times in 2011. The number of times a Standard is mentioned possibly indicates its importance to the librarians teaching credit-bearing IL courses or possibly its

ability to be taught easily in a class setting. This would indicate that Standard 2, “the information literate student accesses needed information effectively and efficiently” is seen as most important while Standard 4, “the information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose” is seen as least important. Another way to view this however is that Standard 2 includes skills that are easily taught in a class environment while Standard 4 does not. Further research may be needed to study the reason why some Standards are taught more than others further.

Table 1 summarizes the results of the analysis and compares the two studies, which reaffirms Hrycaj’s findings that ACRL Standard Two (*The information literate student accesses needed information effectively and efficiently*) is the focus of college and university credit-bearing library skills courses. This study also reaffirms that the least utilized standard is Standard Four (*The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose*).

In the 2011 survey, writing citations was the most taught topic (78%) and covers one of the Performance Indicators of the ACRL Standard Five. This differs from the 2006 survey which found the most taught topic to be *periodical databases* (94%) which is a performance indicator for Standard Two.

\* Performance Indicators define the desired learning outcomes, which “serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution’s unique mission.” (ACRL, 2000).

### Required Reading

Of the 100 courses in this analysis, 66 required a textbook. A total of 19 different textbooks were assigned, and of these only four were the same as those listed in the findings by Hrycaj. These four are Badke, Bolner, Quaratiello, and the MLA Handbook. Badke, William. (2004). *Research strategies: Finding Your Way Through the Information Fog*. (2<sup>nd</sup> ed.), New York: iUniverse. Bolner, Myrtle and Gayle Poirier. (2006) *The Research Process: Books and Beyond*. (4th ed.), Dubuque: Kendall Hunt. Quaratiello, Arlene. (2003). *The College Student's Research Companion*. (3rd ed.), New York: Neal Schuman. Gibaldi, Joseph. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed), New York: Modern Language Association of America.

### Discussion

The value of the results presented are important in order to corroborate the work of Hrycaj and to establish a baseline by which to measure future course analysis. By doing so, we will be better able to compare data as our profession continues to grow. This research has also established the first baseline measurement of the number of credit-bearing courses being taught online.

This research leads us to ask if a standardized curriculum should be created to help guide instructional librarians in teaching credit-bearing IL courses. It is the authors’ belief that the ACRL Standards should be revised to address what can and cannot be realistically taught by librarians in the classroom, thus creating a guide for librarians who wish to develop credit-bearing courses at their college or university, with skills that can realistically be taught versus those that cannot.

### Appendix A

The following is a list of required textbooks and articles which were included in the syllabi used in this study. The number of classes requiring each title is listed in brackets. This list is intended to provide librarians who teach credit-bearing information literacy skills courses with a bibliography of potential materials to include in their classes.

Future research may wish to examine whether the fact that the majority of the classes are only for one credit hour indicates that library skills are not taken seriously by academia. Research in this area may necessitate us to clearly demonstrate to the rest of academia the importance of information literacy in the college and university environment.

Has there been a shift in the teaching of information literacy over the past five years towards teaching information gathering ethics, such as plagiarism and citing sources? And might this be a result of the increase in online sources for information? Future researchers may wish to conduct further studies to substantiate this inference.

The objective of the study was to examine the content and make-up of credit-bearing information literacy classes. The authors hypothesized that over the course of six years, since the original study, syllabi would show significant changes to reflect the impact of technology as it continued to dominate and expand information sources within and beyond the library world.

The results showed, that while some minor differences are prevalent, the most significant change in IL education was found to confirm the hypothesis. An increased emphasis on teaching the skills needed to select, evaluate, cite, and avoid plagiarism when using online sources, was commonly found in the syllabi studied.

Appendix A provides a complete list of the required textbooks and articles found in the 100 syllabi reviewed for this article. The list provides teachers of these types of courses with resources their peers are using to teach information literacy skills and may guide them in their own syllabi development.

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- Modern Language Association of America's style manual (2009). *MLA Handbook for Writers of Research Papers*. (7<sup>th</sup> ed.). New York: MLA. [three classes]
- Quaratiello, A. (2003.) *The College Student's Research Companion*. (3<sup>rd</sup> ed.). Neal SchumanPub: New York. [two classes]

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# Read Fest: Academic Library Programming for Pre-Kindergarten Students

Laura Wright and Michael Holt

Laura Wright ([lbwright@valdosta.edu](mailto:lbwright@valdosta.edu)) is the Head of Reference and Michael Holt ([moholt@valdosta.edu](mailto:moholt@valdosta.edu)) is the Reference Librarian/Marketing Coordinator for the Odum Library, Valdosta State University.

## Literature Review / Background

Three factors influence an academic library's decision to interact with the community; a need expressed from the community, the mission of the library, and a response to a specific problem (Schneider 2003). Odum Library at Valdosta State University (VSU) developed Read Fest in response to a perceived need in the community and in support of the library's mission. Historically, South Georgia has had a high illiteracy rate; according to the National Center for Education Statistics most recent (2003) estimates, an average 22% of residents in Lowndes County and its neighbors lack basic literacy skills. Read Fest is an opportunity for the academic library to promote literacy in the community. The library's mission includes community outreach and Read Fest offers the chance to build a relationship with the citizens in our service area. (Hood interview). Read Fest emphasizes VSU's mission to reach out to the community and provides an opportunity for students to volunteer and work with members of the community.

A search of the literature yields few articles that discuss one-shot programs for young children at academic libraries. In her article on Story Times at McIntyre Library at the University of Wisconsin-Eau Claire, Tvaruzka hypothesizes that children's programming is being done in academic libraries but is not appearing in the scholarly literature because it is not considered important enough or worthy of publication (2009). In spite of the lack of current literature on the topic, there are reasons to support children's programming in academic libraries.

Very young children have a different literacy from older children and adults. A useful definition for literacy, especially appropriate for young children, is "all activity linked to reading and the use of, handling, and playing with books" and encouraging this literacy in young children encourages a love of reading (Genisio, 1999). There are many studies in the literature that show a love of reading and reading regularly and voluntarily build a strong foundation for more advanced definitions of literacy, including information literacy and technology literacy (Eyre, 2003). In addition, literacy is critical for a person to function effectively and succeed in today's information and technology laden society (Eyre, 2003).

Read Fest is a unique opportunity to expose pre-K students to imaginative literature and fun activities involving books and reading. A single event may not be enough to change the literacy of a child, but it can contribute to the cumulative effect of multiple positive exposures to reading and books that encourages a child to learn. Current literature shows that early exposure to literacy activities

and reading contributes to better success in school (Tvaruzka, 2009). A strong foundation for literacy is essential for individuals to survive and thrive in today's world (Eyre, 2003, Tvaruzka, 2009).

The Read Fest program at VSU is a successful example of a community outreach program. Read Fest promotes literacy and a love of reading to very young children and is an effective way for academic libraries to build community relations with local area schools.

## Read Fest: What We Do

Read Fest is an annual program organized and hosted by Odum Library and the Dewar College of Education at VSU. It seeks to promote literacy among area pre-K students. The first Read Fest was organized in 2006 by Yolanda Hood, the marketing coordinator for the library at that time. Since that time, Read Fest has continued to be organized by the library's marketing coordinator. This particular position has proved to be a good fit for organizing the event, since the marketing coordinator's job descriptions includes duties such as coordinating a comprehensive plan to promote Odum Library and Odum Library's reference services throughout the VSU community and collaborating with other librarians to create special reference service events, displays, programs and promotions.

Metropolitan Valdosta, with a population of approximately 139,600, is the cultural and academic center of the South Georgia region, the seat of Lowndes County, and the home of Moody Air Force Base. According to the 2010 Census Bureau estimates (American Fact Finder, 2010), the racial make-up of the Valdosta Metropolitan Statistical Area is 34% African American and 59.7% Caucasian. Almost 82% of residents hold the equivalent of a high school degree or higher, and almost 20% hold the bachelor's degree or higher. Almost 41,000 people aged 3 and older in the county are enrolled in school, with approximately 22,000 enrolled in kindergarten through grade 12. VSU is a public regional university, serving the 13,000 students of the institution as well as the 41-county population of the South Georgia region. Odum Library at VSU houses more than 450,000 books, serials, and government documents in its collections and provides various media, reference, and instructional services to the students and the community. Odum Library is committed to pursuing VSU's mission to provide lifelong continuing education and to contribute to the economic and cultural development of the region.

Each year Read Fest is held on the Friday morning of National Library Week. The current marketing coordinator is responsible for organizing Read Fest and coordinating

with a faculty member at the College of Education. The partnership between the library and the College of Education is critical to the success of Read Fest. The marketing coordinator solicits contributions and support from departments on campus and vendors off-campus, recruits volunteers from the library and student organizations, and invites local pre-K programs to Read Fest. The faculty member from the College of Education recruits student volunteers from their department and arranges the donation of books for the pre-K students.

To insure that the event is well attended, the marketing coordinator emails an invitation to the pre-kindergarten program coordinators for both school systems in the county. Attendance is on a first-come-first-served basis. Unfortunately, the library can only host 150 pre-K students due to space and budget limitations. Typically, the first three schools to reply will provide the attendees for Read Fest. Each school will have two to three pre-K classes of 20 students each. In addition, these space limitations mean that we have far more requests to attend than we can accommodate.

Read Fest lasts around an hour and a half, which allows sufficient time for the students to move through all of the events and activities. The students are bussed to the campus from their respective schools. Their parents are welcome and will often attend as well. There are a variety of stations for the students to visit. There are several read-aloud stations, including one with puppets and another with dancing. Read Fest also features stations that promote physical activities such as jump ropes, hula hoops, and a bean bag toss game. At craft stations, students can color and make bookmarks that they can bring home. In addition, the event includes fun stations with ice cream, face painting, and the Chick-fil-A Cow. At the end of Read Fest, each student receives a bag with a book, bookmark, and stickers. For the last two years, Bruster's Real Ice Cream, a local ice cream store, has donated "read for ice cream" bookmarks. The bookmarks have a space for children, or their parents, to record five books they have read, and then they can turn in the bookmark for a free ice cream.

Read Fest relies heavily on volunteer labor for its success. The marketing coordinator has been responsible for recruiting help for Read Fest. Fortunately, departments and student organizations across campus have been willing to accommodate requests for volunteers. The administration at Odum Library has supported Read Fest from the beginning and encourages faculty, staff, and student workers to volunteer. Many student workers are involved in campus organizations and willing to recruit volunteers from their organizations. Student organizations often require community service for their members and like to get involved in on-campus programs. The faculty member from the College of Education recruits students for the read-alouds. The last several years we have almost had more volunteers than we needed, but there is so much going on at Read Fest that having more volunteers to supervise and work with the pre-K students is a good thing. Working with volunteers requires a significant amount of trust that they will be there when needed, but it is a rewarding experience.

In addition, there are many departments on campus that contribute to the success of Read Fest in areas besides volunteer hours. The Access Office provides a sign-language interpreter the years that we request one. The Parking & Transportation Office provides free parking, without a parking pass, in designated areas for parents which makes it much easier logistically for parents to attend the event. The campus dining service donates water and ice cream cups. The university's Event Services department provides the space, tables, chairs, and helps with the set-up. The Athletics Office loans us several tents to use. The library provides supplies for various stations, including crayons and markers for the coloring station, and giveaways for the bags given to the pre-K students. The Student Council of the International Reading Association, who are affiliated with the College of Education, donates the books for the pre-K students. The books provided are generally purchased from Scholastic, who offers a special price to the students. A mix of titles is included every year, but they all are age appropriate according to Scholastic's own website. Titles have included *Ten Black Dots* by Donald Crews ("Ten Black Dots by Donald Crews," 2012.), *Let it Fall* by Maryann Cocca-Leffler (*Let it Fall* by Maryann Cocca-Leffler," 2012.) (Pre K – 1<sup>st</sup> Grade), *Bright Eyes Brown Skin* by Cheryl Willis Hudson and Bernette G. Ford ("Bright Eyes Brown Skin by Cheryl Willis Hudson and Bernette G. Ford," 2012.), *Happy Birthday Moon* by Frank Asch ("Happy Birthday Moon by Frank Asch," 2012.), and *Miss Nelson has a Field Day* by James Marshall ("Miss Nelson has a Field Day by James Marshall," 2012.) (K-2<sup>nd</sup> Grade).

A few local businesses are invited to participate as well. Local businesses are selected based on their popularity and support for literacy. Bruster's Real Ice Cream is popular and they donate bookmarks that promote reading. These bookmarks are placed in the bags that the students take home. Children read a certain number of books and their parents monitor their progress and record the titles on the bookmark. It is quite similar to the local public library's summer reading program, where children can receive prizes for reading a certain number of books. However, just as in the library's program, the reading activity for the Bruster's bookmark program is only monitored by a child's parents. Once they have filled in the bookmark they can turn it in for a free ice cream. Chick-fil-A is popular and the Chick-fil-A Cow has become one of the most popular features of the event among the children who attend. One year the local theme park, Wild Adventures, sent a couple of Veggie Tales characters to visit Read Fest. These characters were wildly popular with the pre-K students and the college students as well. It is good to ask for donations from local vendors. I did not know Bruster's had the reading bookmarks until I asked if they could support Read Fest in some way and the manager told me about the bookmarks, which are a perfect fit with the event's primary goal to promote literacy and reading.

#### **What do our pre-K guests think?**

Each year we send the teachers an evaluation form asking them for their feedback. These evaluations are brief and

serve as a quick and convenient way for teachers to evaluate their Read Fest experience. Sample questions include “Do you think that the activities were suited to the age/learning/grade level?”, “Would you attend again?”, and “What would you like to see changed?”. The questions include both Likert scale and open ended questions. These evaluations have been a part of Read Fest since the event started and have provided useful feedback for future Read Fests. Based on the comments from the teachers, it is safe to say that they feel Read Fest is a success.

We have learned a lot about what the pre-K students enjoy from the teacher comments. Pre-K students really enjoy interactive stations with music, such as the Three Little Pigs play. A number of teachers cited this station as their favorite one at Read Fest. If you are involved in planning a similar event for your institution, consider having well-recognized costume character. We have had Veggie Tales characters and the Chick-fil-A Cow at Read Fest, and according to teachers, these are quite popular with the pre-kindergarten students. Teachers say that the physical activity stations, such as hula-hoops, were a great break up in the event for the students to release energy. Teachers also like the craft stations where students are making things that they will be able to take home with them. Overall feedback has been overwhelmingly positive, indicating that children enjoyed the event, and reflecting the continuing interest in attending Read Fest that has arisen among a few area schools. Several evaluations included statements from instructors like “We want to sign up for next year’s event now!”

Negative comments focus on the logistics of how the event was run. We use these comments to improve how we organize and plan the event each year. One example of how we have used the feedback forms to make changes was in scheduling the start time for Read Fest. Based on feedback that suggested 9:00 was too early to get the students to the university on time, we adjusted our planning and now Read Fest starts at 9:30, which has made the teachers much more able to arrive on time and enjoy the full event. In addition, we did not traditionally offer students lunch on campus, but when teachers asked to have lunches they brought from their schools at the event in their feedback forms, we were able to accommodate them. We have also used the feedback received in these evaluations to help us learn which stations to offer each year, and have added stations in past couple of years. The main complaint we had this past year was that invitations to Read Fest came too late in the year and it was difficult for teachers to plan to attend. We have always sent out invitations in January, but this year we will be sending out the invitations in September or October.

### **The Future of Read Fest**

Read Fest is such a popular and fun program that we would like to see it continue and grow. For the past two years, Read Fest has been held on the main campus lawn, a more spacious location than the library’s lawn. Relocating to the main lawn has allowed us to physically reorganize the activity stations to create a better flow, and we have space

to accommodate more students. The two factors currently limiting growth are budget and volunteers. Each student receives a bag with a book and other reading related items, such as bookmarks and stickers. Books are purchased by the Student Council of the International Reading Association and we do not accept more students than they can afford to buy books for. In the future we would like to explore ways to expand the book budget. Read Fest has been championed by the library’s administration, the university’s administration, past and current librarians, and College of Education faculty. Read Fest has persisted through changes in personnel, including three different marketing coordinators and the retirement of the lead education faculty member. We hope that it continues to outlive its originators and flourish.

### **Conclusion**

Though reaching out to area pre-kindergarten students has not been a traditional role for an academic library, hosting an event like Read Fest can be a fun and easy way for an institution to be involved with the community.

In addition, events like Read Fest also provide an opportunity for the library to work with other departments on campus. The library has strengthened its ties with the College of Education, the campus Bookstore, and the catering department. Those who decide to organize an event like Read Fest should be prepared to make it a recurring event, because schools will enjoy it and want to come back!

### **Appendix A: Read Fest Budget**

#### **Read Fest Sponsors’ Donations and Contributions**

- Student Council of the International Reading Association donates books for the gift bags
- VSU Campus Catering donates ice cream, water, spoons, napkins, and cups
- VSU Bookstore donates gift bags and pencils with the VSU logo
- Bruster’s Real Ice Cream donates Read for a Free Dirt or Dino Sundae bookmarks
- Chick-fil-A does a read-a-loud with the Chick-fil-A Cow, most years they give coupons, this past year they gave out plushy toy cows
- VSU Parking & Transportation arranges for guest parking
- VSU Event Services supplies chair, tables, and trash cans, and usually assists with setting up for the event

#### **Gift Bags**

Each teacher tells us how many students are in his or her class when they register for Read Fest. We place the appropriate number of gift bags for each class in a box and give it to the teacher as they leave Read Fest. The teachers distribute the gift bags to the students after they get back to school.

- Gift bag – donated by VSU Bookstore
- Pencil – donated by VSU Bookstore
- Book – purchased and donated by the VSU Student Council of the International Reading Association
- Bruster’s bookmark – donated by Bruster’s Real Ice Cream
- Tissue paper – Purchased by the library
- Big Reader bookmarks – Purchased by the library
- Big Reader stickers – Purchased by the library
- Bubbles – Purchased by the library
- Reading Rubber Ducks – Purchased by the library

**Personnel Costs**

Coordinating Read Fest each year is part of the reference and marketing coordinator’s job responsibilities. On average seventeen librarians and staff volunteer to help with Read Fest, for approximately two hours. One or two College of Education faculty work closely with Read Fest, typically they coordinate the read-alouds, student volunteers, and the donation of books for the gift bags. There are many student volunteers from the library, various service organizations on campus, and College of Education who volunteer to help with Read Fest.

**Read Fest Activity Stations**

Activity station supplies include tarps, tents, and teacher bags. Tarps, for sitting on, are a recent addition, due to complaints about sitting on the grass. The number of tents you need will vary. We try to get at least four each year, but if we had more we would use them. We have rented and borrowed tents from other academic departments and volunteers in the past. We give the teachers a large bag, donated by the VSU Bookstore, to collect and hold the crafts the students make, including their coloring pages, bookmarks, foam hats, etc. Other essentials, such as tables, chairs, and trash cans are supplied by Event Services.

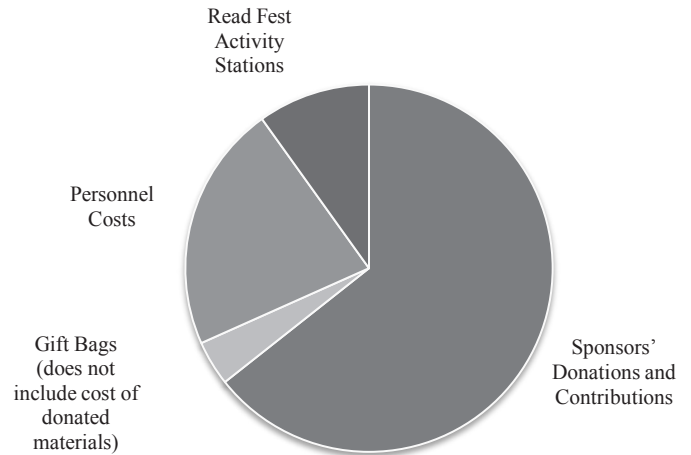
When organizing an event like Read Fest, plan enough activity stations. Read Fest at Odum Library is an hour and a half long, with 12-15 activity stations that last approximately 10-15 minutes each. Some activities take longer than others, and some are more popular (ice cream, Chick-fil-A). It is better to have a couple of extra stations that groups do not get to, than run out of stations and have bored groups of pre-K students milling about. Many of the supplies for the activity stations can be reused each year. Supplies for the craft stations have to be replenished each

year. Odum Library has an extensive Instructional Materials Collection and we check out many resources for Read Fest.

Odum Library’s Read Fest activity stations are listed below.

- Coloring Station
- Bookmark Making
- Foam Hats
- Temporary Tattoos (The first several years we did face painting but it is hard to find and recruit volunteers comfortable with face painting.)
- Jump Ropes
- Hula Hoops (We check these out from the library’s Instructional Materials Collection.)
- Bean Bag Toss with Bulls-Eye Tarps (We check out the Bean Bag Toss game from the Instructional Materials Collection and made tarps with a large bull-eye target pattern.)
- Three Little Pigs (The professor who does this station owns the stage, puppets, music and book.)
- Plan for several read-aloud stations. Read-alouds can incorporate puppets, props, music, etc.
- Ice-cream
- Chick-fil-A (They plan their own activities. This past year they did a Read-a-Loud. Previous years they had simple games and coupons for prizes.)
- Music Sing-along

**Read Fest Budget Breakdown by Category**



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# iPad Innovations in Public Services: A Survey of the Use of Mobile Devices in ASERL Reference Departments

Rachel Renick and Brett Spencer

Rachel Renick is a Public Services Librarian at the Millsaps-Wilson Library of Millsaps College and can be reached at [rachelrenick@gmail.com](mailto:rachelrenick@gmail.com). Brett Spencer is a Reference/Instruction Librarian at the Amelia Gayle Gorgas Library of the University of Alabama and can be reached at [dbspence@ua.edu](mailto:dbspence@ua.edu).

## Introduction

The availability of iPads and other mobile devices has provided new opportunities for communication, creativity, gaming, shopping, customer service, and more. With mobile devices surging in popularity among patrons, library innovators have started experimenting with these technologies in their services. Given the recent debut of these devices, the professional literature offers only a few studies about academic libraries that have harnessed mobile devices for reference, instruction, and outreach. In helping to expand this research, this paper presents the results of a survey of Association of Southeastern Research Libraries (ASERL) reference departments about their use of mobile devices.

At the University of Alabama's Gorgas Library, the Information Services department started discussing the potential of using iPads in Spring 2011. By the beginning of the Fall 2011 semester, each of the reference librarians had an iPad 2, and the graduate student assistants at the Information Services desk began roving with an iPad on the first floor of the library once an hour. The authors also presented a poster on potential uses of the iPad for reference librarians at the 2011 Alabama Library Association Convention and at the 2011 Mississippi State University Libraries Emerging Technologies Summit. In these poster sessions, many librarians from around the region shared if and how their libraries employed iPads or similar devices. These discussions, along with the iPad experiences at Gorgas Library, sparked the desire to survey Southeastern reference librarians about their efforts to develop mobile services.

## Literature Review

For the past several years, some circulation departments have offered Kindles or similar devices for patrons to check out, and the library literature reflects many of these experiences. One such case study is Clark's "Lending Kindle E-book Readers: First Results from the Texas A&M University Project" from 2009. However, this survey of ASERL libraries focuses instead on the use of tablet computers or smart phones to provide reference, virtual reference, research consultations, instruction, and outreach services.

Since 2006, the Handheld Librarian Conference ([www.handheldlibrarian.org](http://www.handheldlibrarian.org)) has produced a number of useful presentations on mobile applications. Most of these presentations have offered case studies of library programs

related to e-readers, text message reference services, mobile websites, QR codes, Twitter, and similar topics. Apple did not release the iPad until April 3, 2010 so only the most recent years have included discussions on tablet devices (Apple 2010). An example of one of the sessions about iPads is Willie Miller's 2012 session "iTeach: iPads in Library Instruction."

A few authors have reported on their experiences using iPads for reference. In one *C&RL News* article, Lotts and Graves (2011) described their use of iPads for roving reference in the Morris Library at Southern-Illinois University—Carbondale. McCabe and MacDonald (2011) illustrated how iPads could help reinvigorate reference services by empowering librarians to provide more point of need service.

While a few other case studies or "how we did it" articles about mobile devices in specific library services have been published, only a few authors have published surveys about how librarians as a group utilize these technologies. In 2008, Spires conducted a survey on mobile device usage among academic librarians. At that time, mobile devices consisted primarily of smart phones and personal digital assistants. Spires found that many librarians use the devices for personal productivity, librarians did not always know how their colleagues used mobile devices, and few libraries had prepared web content for mobile devices. Some librarians thought their libraries should forge ahead with mobile services, while others wanted to wait and see if the devices' popularity and capabilities increased.

In the article "Gone Mobile? (Mobile Libraries Survey 2010)," Thomas (2010) presented the results of a survey by *Library Journal* to determine how many public and academic libraries make use of mobile devices. From 483 respondents, the survey found that 44% of academic libraries and 34% of public libraries offered some type of mobile services to their customers. Around 40% of libraries of all types reported plans to begin use of mobile services in the near future. Other studies, including "The use of handheld mobile devices: their impact and implications for library services" by Cummings, Merrill, and Borrelli (2010), sought to measure patron use of mobile devices to determine if there is enough demand for libraries to offer mobile services.

This new survey is warranted because several years have passed since these studies, and the advent of the iPad has revolutionized mobile device usage. Tablet devices as well as smart phones have dramatically increased in popularity



and capabilities over the past two years. A survey specifically addressing the use of mobile devices in reference and related purposes is needed, rather than another general survey that includes e-reading circulation services. In addition, this survey differs from prior studies by focusing on the Southeast.

### Methodology

After receiving Institutional Review Board approval, the authors created a questionnaire using SurveyMonkey. The survey was emailed utilizing a customized survey link to the heads of the reference departments at each ASERL member library in the summer of 2011. ASERL is a reasonably-sized, ready-made sample group. It is the “largest regional research library consortium in the United States”, according to the ASERL website (2012). At the time of the survey, there were thirty-eight ASERL member libraries. The authors’ institution, the University of Alabama, was not included in the survey.

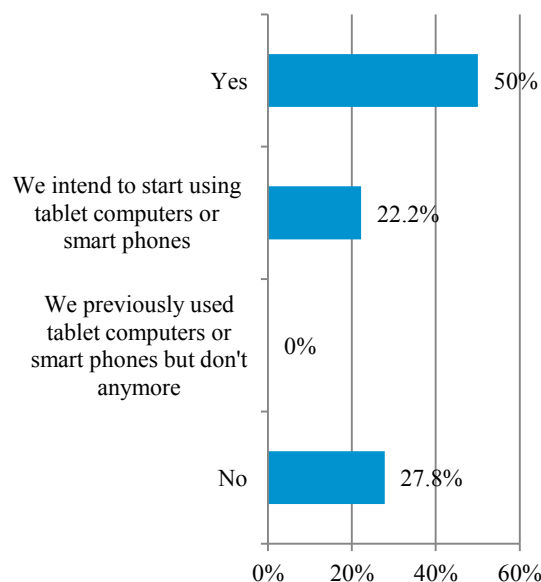
Some reference departments use the words information, research, or instruction instead of the word reference in their department name. This necessitated the authors to define what constitutes a reference department to identify which department heads to contact. The authors defined reference departments as those departments that provide direct research assistance to library patrons through walk-in assistance, research consultations, virtual services, group instruction, and outreach programs. It was noted that many campuses have more than one library and therefore more than one reference department, but the survey targeted one response from each campus. Therefore, the authors contacted the reference department head in the library that serves as the central library for each university.

### Results

Eighteen libraries responded to the survey out of the thirty-seven queried. The survey results represent 47.4% of the thirty-eight ASERL member libraries at the time of the survey. While this sample size is not large enough to offer definitive conclusions about all libraries’ use of mobile devices or even all Southeastern libraries, it does provide a snapshot of the efforts taking place.

The authors found that half of the responding libraries use mobile devices in reference and related services. Specifically, the survey began with the question, “Do your public service librarians use tablet computers and/or smart phones (such as iPhones, iPads, iPod touches, Samsung Galaxy Tabs, or similar devices) in their reference, virtual reference, research consultation, instruction or outreach services? (Please note that we are excluding circulation services and e-readers, such as Kindles.)” Half (9) of the respondents replied with “yes,” 27.8% (5) responded with “no,” and 22.2% (4) responded that they intend to start using devices (Figure 1). For those that responded with “no,” the authors directed them to skip all of the questions until the last open ended question. No respondents reported that they had created mobile programs but later cancelled the programs.

**Figure 1. Do your public service librarians use tablet computers and/or smart phones in their reference, virtual reference, research consultation, instruction, or outreach services?**



Another question probed length of use. The highest response was 38.5% (5) for less than 1 year, followed by 30.8% (4) for 1-2 years. The newness of the technology is one factor as to why only half of the respondents have programs in place with few having programs for more than a year.

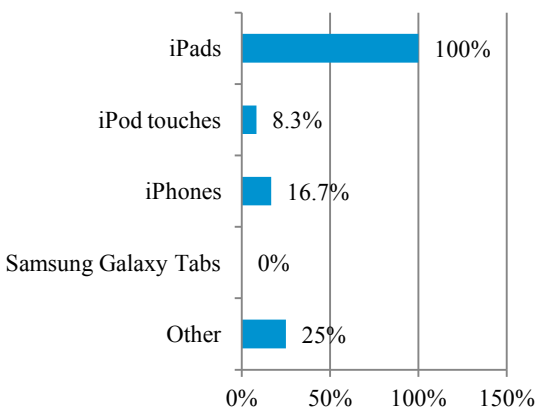
### Devices Used

Apple’s iPad is the most popular mobile device among the libraries surveyed. For the question, “Which tablet computers and/or smart phones do your public service librarians use or plan to use (check all that apply)?”, 100% (12) responded with iPads, 16.7% (2) responded with iPhones, 8.3% (1) responded with iPod touches, and three responded with other devices (Figure 2). The responses for “other” included one response each for iPad 2, personal smart phones, and Motorola Xoom. Some libraries have purchased more than one kind of device. In the open responses, one librarian stated, “We just got an iPad and a Xoom and are not really sure how we will use them but are exploring at this point.”

It is possible that most libraries chose to use Apple’s iPad because there are not many other companies that have developed tablets with similar costs and ease-of-use. A *CNET* review (2011) on the Motorola Xoom notes that “it’s expensive, heftier than the iPad 2, and novice users may balk at Android’s read-the-manual attitude.” A topic for further research could be to determine whether other tablets

become more popular in libraries as other companies develop and improve tablets.

**Figure 2. Which tablet computers and/or smart phones do your public service librarians use or plan to use (check all that apply)?**



### How Libraries are Using these Devices

When asked, “For what purposes do your public service librarians use or plan to use the tablet computers and/or smart phones (check all that apply)?,” the top responses were 83.3% (10) for “internal purposes, such as meeting minutes and communication,” 75% (9) for “enhancing outreach programs”, 50% (6) for “roving reference outside of the library’s walls”, and 41.7% (5) for “roving inside the library.” Other responses included 25% (3) for bibliographic instruction and 16.7% (2) for virtual reference (Figure 3). ASERL libraries use the mobile devices for multiple purposes, since the twelve libraries that answered this question provided forty response counts.

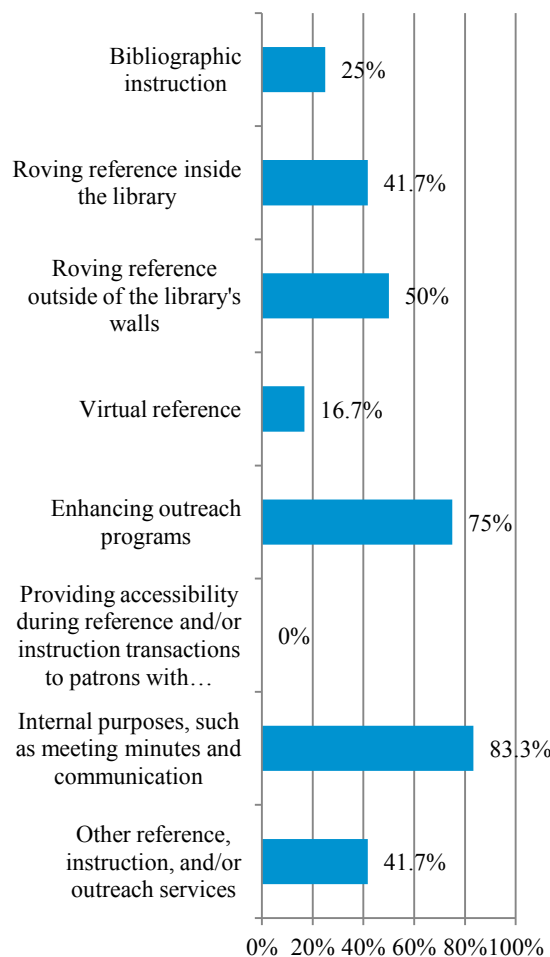
The authors presumed that the most usage would occur in direct service to patrons. However, the use of iPads for internal purposes may benefit patrons indirectly by streamlining library operations. Additionally, acquainting reference providers with mobile features in behind-the-scenes venues will provide knowledge that librarians can later apply during patron interactions.

Many of the other responses show that the iPad’s portability empowers librarians to offer services away from the reference desk. Half (20) of the responses to this question were related to outreach and roving inside and outside the library.

In this vein, one open response noted that librarians use the iPad for “office hours in [a] department of subject expertise.” An iPad can be a useful tool for a librarian that provides reference services to departments outside the library. The same respondent also used iPads “to survey faculty at a faculty orientation session and a survey with parents and new students during first-year orientation.”

Another reference department head reported using iPads for transactional statistics. Using the iPad to record statistics can be more efficient than older methods. In particular, tablets allow today’s reference librarians, who increasingly interact with patrons in areas away from service desks, to record statistics from any location in an electronic format.

**Figure 3. For what purposes do your public service librarians use or plan to use the tablet computers and/or smart phones (check all that apply)?**



No library marked one of the options: “Providing accessibility during reference and/or instruction transactions to persons with disabilities.” The authors included this option after learning about a conference presentation: “Emerging Technology as Assistive Technology: The iPad, Accessibility, and Libraries,” at the Mississippi State Emerging Technologies Summit by Melissa Fortson (2011). Although not used in responding ASERL libraries at this time, iPads have tremendous potential in this role.

Overall, these findings are encouraging. Several ASERL libraries have learned about mobile devices, persuaded

librarians to use them, decided to offer some type of mobile service, and even integrated the devices into specific services. ASERL libraries are using mobile devices for internal purposes, outreach, roving reference, instruction, statistics, and more.

### Leaders in iPad Innovation

One of the questions that intrigued the authors most was, “Who would you say initiated tablet computer and/or smart phone programs at your library?” The largest number of respondents, 61.5% (8), said that public services librarians pioneered the use of handheld devices. The second largest number, 46.2% (6), pointed to library administrators, followed by the library’s technology staff, 30.8% (4).

One might suspect that administrators could have mandated the use of mobile devices, but the survey found that public services librarians play the strongest leadership role. This finding speaks well of frontline innovation in the library profession.

One respondent commented that the full potential of iPads had not been realized because their library had only given iPads to a select number of the librarians. This finding suggests that equipping all public services librarians with iPads at the start of the program, or giving all librarians equal opportunities to borrow iPads, could help maximize successful implementation. This approach allows librarians with various work styles and roles to experiment with the devices.

### Homegrown Apps

One question this survey sought to answer was whether libraries had developed their own apps. Creating an app is one method to provide easy access to library resources on mobile devices. Twelve libraries answered this question, with 41.7% (5) responding “yes” and 58.3% (7) responding “no.”

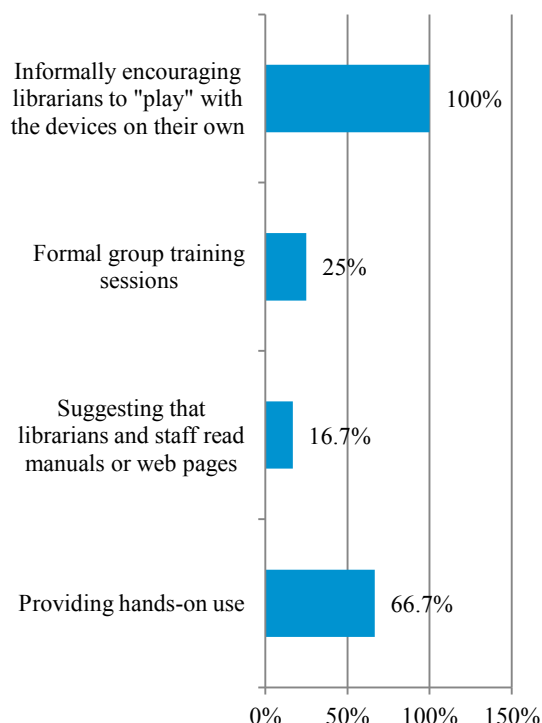
One might hope that more libraries would have buttressed their mobile programs with custom built apps. However, the open comments reveal that libraries provide support for programs more often than the statistics might first suggest. For example, two respondents noted that although their libraries had not developed apps, their libraries had created a mobile site or optimized their existing site to work with tablet computers. Another respondent explained that their university had built an app that included a library section.

### Training Programs

One pillar of success for any new library program is training. When asked how they train librarians, all twelve respondents indicated that they encourage librarians to “play” with mobile devices on their own. Respondents could mark more than answer, and 25% (3) said they had formal training sessions. Additionally, 16.7% (2) said that librarians and staff read manuals or instructional web pages. Furthermore, 66.7% (8) provided hands-on practice with mobile devices (Figure 4).

Librarians at one university noted that “training is primarily informal hands-on. We are encouraged to take an iPad for several weeks to give it a test drive and use it in whatever ways strike us.” Such a free flowing approach might be one of the best ways of fostering frontline innovation and ensuring a positive reception from public services librarians. Also of note, one library explained that the university’s technology center had conducted the training for library staff, a cost-effective and collaborative approach.

**Figure 4. How are public service librarians and staff trained in the use of tablet computers and/or smart phones (check all that apply)?**



One respondent commented that the librarians already knew how to use library-purchased devices because they had mastered their personal mobile devices. Formal training in functionality might not be necessary for everyone. Perhaps libraries should follow the example of a respondent who said that a task force at their library held an open meeting to exchange ideas about iPads and apps. Even librarians skilled in using an iPad could benefit from such informal sessions in which they share ideas with each other about uses, apps, and patron feedback. One of the authors used this approach at the University of Alabama by leading a training session for the other librarians and graduate assistants based on personal knowledge. During this session, others who owned personal devices offered their suggestions.

## Technical Support

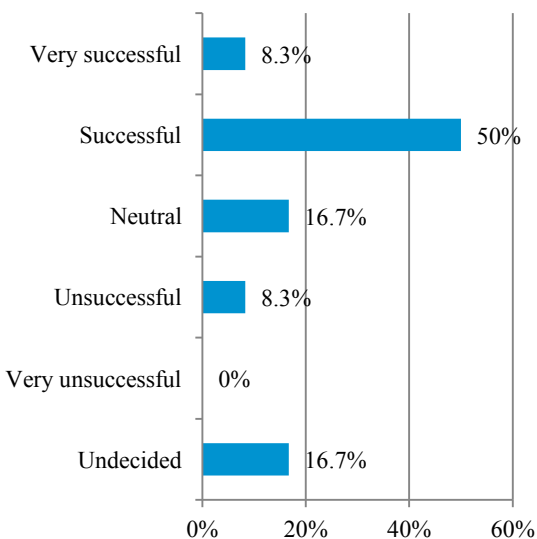
Maintaining working equipment is also important to the success of any new technology-based program. When asked how technical support is provided, the highest number of respondents, 66.7% (8), said that public services librarians provide their own technical support. Respondents could check more than one answer, and half (6) of the respondents said library technology staff also helped, while 8.3% (1) relied on university technology staff and 16.7% (2) relied on vendor-supplied help. One respondent added that the public services student staff provided the technical support.

The fact that many public services librarians and student workers troubleshoot mobile devices is noteworthy. Many public services departments traditionally rely heavily upon information technology departments for troubleshooting. It could be that mobile devices are so new that they have not yet developed many technical problems. Perhaps mobile devices are easier to use and troubleshoot than previous technologies. While the exact reason is unclear from this survey, the fact that many reference librarians can provide some level of troubleshooting for their devices speaks well of their capacity to master new technologies.

## Assessment

As one of its core purposes, the survey sought to measure the success of ASERL's mobile programs. Seven respondents (over half of those who had implemented mobile programs) rated their programs as "successful" or "very successful." Only one respondent rated their programs as "unsuccessful." Two respondents were "neutral", and two respondents were "undecided" (Figure 5).

**Figure 5. Overall, how successful would you rate your library's tablet computer and/or smart phone programs?**



The survey asked libraries how success was measured, and respondents were allowed to check more than one response. Of the responses, 63.3% (7) used anecdotes or informal assessment, while 27.3% (3) tracked usage statistics, and 36.4% (4) relied upon observation. One library had discussions among public services heads about how they pilot iPads in each of their campus libraries. No libraries used surveys or focus groups. The responses demonstrate that many libraries are using informal methods of assessment. An area for further research could be to implement more formal methods of assessment to further research the success rate for these services.

## Why Some Libraries Don't Use Mobile Devices

Thirteen libraries responded to the final section: "In one paragraph or less, please feel free to share anything else that is notable about your public services librarians' use of tablet computers and/or smart phones, including specific successes or problems." For those eight respondents who answered "no" to the initial question, this question allowed them to share why their libraries do not use mobile devices in their public services departments.

One respondent who answered "no" gave a simple but incontrovertible reason: "funding." Other respondents listed related issues such as, "It would be a budgetary (bureaucratic) nightmare to get smart phones with contracts for librarians to use, so we've never even tried. We had enough trouble getting an iPad checkout program started, because university accounting did not want to set up iTunes accounts even though we weren't buying many apps." Another reference librarian discussed a similar headache with iTunes: "iPads require that the user connect to iTunes, which in turn requires a user-supplied credit card. University regulations do not allow department credit cards to be used for this purpose, so each iPad is linked to someone's personal credit card."

Technical considerations also thwart the successful use of devices, as one respondent lamented, "the iPads would have been used more, but wireless/internet access is spotty." Inconsistent wireless access can limit opportunities for mobile innovation.

Lack of time and staff power to implement mobile programs, the need for more inspiration, as well as the absence of programs with clear applications for mobile devices also came up in the responses. One librarian explained, "We have a laptop that we use from time to time in public services. Using a tablet or smart phone is something that we're not opposed to, it just hasn't come up. We have 1 new librarian and have an open position right now. I'm hoping that ideas about using new-ish technologies will come with new people." The librarian also added a reason that will ring true for many Southeastern libraries: "Right now, we're just trying to get the day-to-day stuff done."

One other librarian got to the heart of the matter: "We have not made use of tablet computers or smart phones because a

case has not been made in our library as to how the use of these devices could improve our public services.” The respondent went on to say that the results of this survey would therefore be “very helpful in persuading our library administrators that an investment in this equipment could help us explore new and productive means of using such devices to improve reference services.” The respondent’s desire for more hard data and successful examples reinforces the need for surveys and the sharing of experiences among libraries.

### **Successes in Using Mobile Devices**

While some responses to the final question dealt with problems, many responses highlighted successes that can spark ideas for other libraries. One librarian’s comments suggest that simply making iPads available in some way to inventive librarians and staff will yield successful uses—even if those uses were not foreseen at the outset of a program. Their library tried out iPads in several ways and with varying levels of success. Roving with an iPad from the desk is “taking time to catch on,” but using a statistics app for headcounts is “very successful and more efficient than previous paper-based stats.” Most interestingly, a student employee “developed an iPad app that mimics the staff-side intranet page that has information” used frequently at the desk.

The same library does “scavenger hunt activities with freshmen-class students using iPod touches that involve some bibliographic instruction and also orientation to the building and our services and facilities.” Mobile devices offer unprecedented opportunities to engage students and foster interactivity. An instruction librarian could find an infinite number of ways to use mobile devices—if the library provided the funding for the hardware and the relevant apps.

Another library reported that using iPads for patron surveys had proven to be “very successful.” Incentivizing library surveys by giving patrons a chance to try out a state-of-the-art mobile device could encourage participation. This success might be attributed to the mobility iPads provide in disseminating the survey.

Another library noted that it “will begin using Text a Librarian in the next month and public services librarian[s] can accept text reference inquiries on their own personal devices.” With so many patrons using mobile devices to submit questions, it makes sense to allow librarians to answer in a similar manner. Mobile devices allow librarians to keep tabs on their virtual reference systems while also moving around their libraries and multi-tasking during slow times, perhaps compensating for the cost of the devices through improved efficiency.

One other successful use is that the use of mobile devices supports professional development. One respondent stated that “a few [librarians] use the iPads..to take to conferences since it is more convenient than laptops.”

Mobile devices can be useful tools for conference attendees and presenters.

One respondent pointed out one of the greatest benefits of using iPads, noting that “many faculty are using them either personally or in the classroom and looking for assistance.” The librarians like to have an iPad around in order “to test out questions that users ask – such as how to download a PDF on an iPad from one of our databases.” Using iPads to enable librarians to share the same experiences as patrons may be one of the strongest reasons for having mobile devices available within libraries.

### **Conclusion**

Half of the ASERL libraries that responded to the survey are using mobile devices in public services. The majority of libraries with mobile programs rate the programs as successful. One of the most encouraging findings is that front-line professionals have spearheaded the development of iPad-based services. Further, most reference librarians find it easy to maintain their iPads, perhaps because they have used similar devices in their personal lives.

The most creative iPad programs allow all librarians in a reference department to experiment with iPads. Successful programs have informal aspects to their training, and permit the free exchange of ideas that is so crucial to nourishing innovation. However, as many reference librarians forge ahead with mobile services, some colleagues at other ASERL libraries are running into obstacles. These obstacles include: the limitations imposed by wireless networks, shortages of staff time, complex accounting practices, and an inability to justify iPads to their administrations.

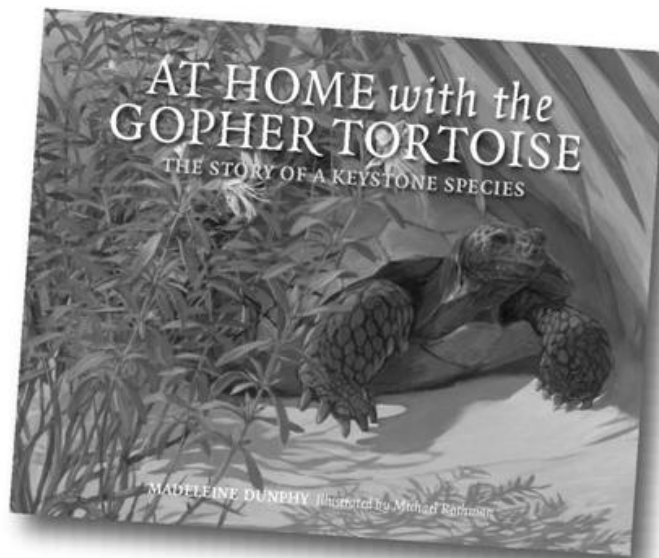
More formal assessments will fuel research, especially in determining whether patrons find it beneficial to receive services from librarians using mobile devices. Research consultation programs sometimes include a feedback survey, and librarians could query patrons in these surveys about a librarian’s use of an iPad. In terms of instruction, librarians who use mobile technologies as teaching tools could add relevant questions to their student feedback surveys, or compare the outcomes from iPad-enhanced sessions to traditional sessions.

Librarians must share assessment data with each other, thereby making pilot projects more visible. Publishing more research about mobile devices, as well as presentations at SELA and state conferences, can help spread ideas about iPad implementation. Informal online communication, such as professional listservs, could also be used to create discussions about the successes and setbacks at individual libraries. Through the pooling of experiences, librarians can chart an informed course of action towards using iPads and other mobile devices. This collaboration will allow librarians to find ways to harness these devices in ways that truly benefit patrons.

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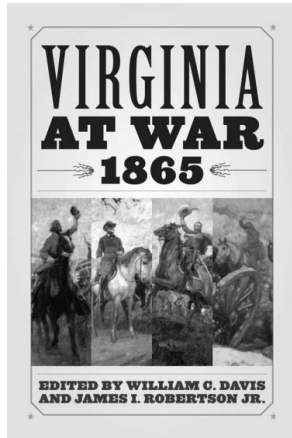
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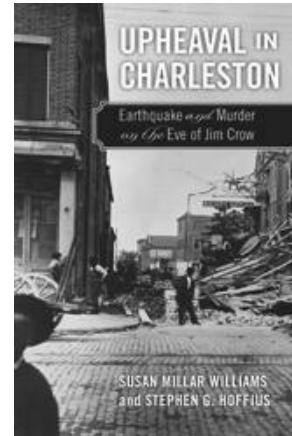


Davis, William C. and James I. Robertson, Jr., eds. *Virginia at War: 1865*. Lexington: University of Kentucky Press, 2012. ISBN 978-0813134680. \$40.00, hardcover.

This book is the fifth and final volume of the well-received series published by the Virginia Center for Civil War Studies. Each volume in the Virginia at War series focuses on exactly one year in the state of Virginia during the American Civil War. Essays by contributors to each volume cover a wide range of social and military topics. A reprinted selection from the diary of Judith Brockenbrough McGuire, who was a resident of Virginia during this time period, is also included as the final chapter of each book in the series. The primary source diary selections provide an eyewitness perspective on everyday life during the featured year and are edited with helpful notes to illuminate the text for modern readers by James I. Robertson, Jr.

Edited by William C. Davis, director of programs at the Virginia Center for Civil War Studies and James I. Robertson Jr., Alumni Distinguished Professor of History at Virginia Tech, the final volume in this series includes essays on: land operations in Virginia by Chris Calkins, women and families on the home front by Ginette Aley, Virginia's wartime economy by Jamie Amanda Martinez, wartime music and entertainment by E. Lawrence Abel, the city of Danville by F. Lawrence McFall, Jr., the demobilization of Lee's army by Kevin Levin, Afro-Virginians and the emancipation by Elvin L. Jordan, Jr., and the aftermath of the war by John M. McClure. Together, these essays provide a broad overview of the many different aspects of daily life in Virginia at the war's end. Libraries which already own previous volumes in this series will want this final volume to complete their collection, and although the work can easily stand on its own, libraries with larger collections in Civil War history or the history of Virginia may want to consider purchasing the entire series as well.

Allison Faix,  
Coastal Carolina University, SC.



Williams, Susan & Stephen Hoffius. *Upheaval in Charleston: Earthquake & Murder on the Eve of Jim Crow*. University of Georgia Press, 2011. 392 p. ISBN 978-0820337159. \$29.95 hardcover.

In August 1886, a huge earthquake centered in Charleston, South Carolina hit the east coast of the United States. Charleston's buildings and historic architecture took a severe battering from the earthquake, but things became even more difficult for the residents of Charleston. The earthquake couldn't have come at a worse time. Charleston was experiencing the dismal economic effects of Reconstruction, and whites and blacks were still trying to figure out how to live without war and slave labor. Now they had to figure out how to rebuild their city.

*Upheaval in Charleston* tells the fascinating story of how the people of Charleston went about rebuilding their city, but it covers several other important aspects of late 19<sup>th</sup> Century America. Two of the biggest issues of the day were race relations and labor. White laborers resented increased competition while black Americans resented the constant political ploys to strip them of their civil rights, especially the right to vote. The events of 1886 would go a long way in forecasting the political battles faster than anyone thought possible.

This is also the story of Frank Dawson, the editor of Charleston's *News & Courier*, the influential local newspaper. Dawson plays a big part of this story since he helped coordinate relief efforts and used his position as editor of a popular newspaper to drum up support for the city. But he was an interesting contradiction. A native of England, he was inspired by the Confederate's struggle, and he moved to the United States to take up arms for The South. After the war, he ended up purchasing the *News & Courier*, but still struggled with acceptance within some circles in Charleston. Dawson realized he had a certain degree of power in shaping politics and the message that went out about the disaster. He maneuvered through his contacts intelligently with the sole purpose of getting

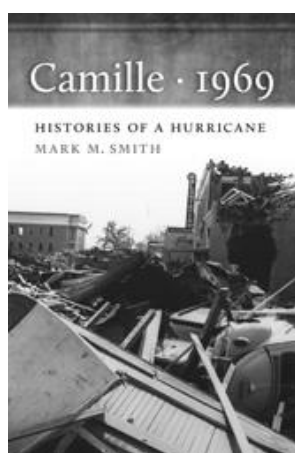


Charleston rebuilt, while at the same time keeping an eye on the future. This meant trying to change some deeply-held beliefs on race and equal justice for non-whites. Some of these ideas eventually worked against Dawson as he slowly lost his influence once the rebuilding effort became a thing of the past. His tenure as editor of the *News & Courier* also coincided with the rise of Ben Tillman, the populist farmer advocate for South Carolina's upcountry, who started using class warfare to advance his own political agenda.

The book concludes with the murder of Dawson and the trial of his accused killer. Dawson would always be seen as a hero in many circles due to his captaincy for the Confederate cause, but many others saw him as a problem, especially when he used his position as a newspaper editor to blatantly control the parameters of discussion in post-earthquake Charleston. Dawson had picked up a few enemies as he worked his way up the ladder of Charleston's aristocracy, and it ultimately came back to haunt him. As the news of his murder started circulating, the case and subsequent trial captured the attention of the entire city. The tragic and surprising end to Dawson's murder trial illustrates the array of challenges that would plague Charleston and the South as it inched closer to implementing the policies of Jim Crow. *Upheaval in Charleston* is well-researched, and illustrates the complexities of many issues in a very transitional phase not only for the state of South Carolina, but for the South.

Recommended for academic libraries that offer materials in U.S. history, black history & Southern studies as well as Communications and Media Studies.

Charles Sicignano  
University of West Georgia



Smith, Mark M. *Camille, 1969: Histories of a Hurricane*. University of Georgia Press, 2011. 71 p. ISBN 978-08203-37227. \$24.95 hardcover

Long before Hurricane Katrina became the standard upon which all natural disasters (or government relief failures) are measured, Hurricane Camille was the disaster that people remembered as the one that affected the coast of Mississippi and Louisiana. *Camille, 1969* is an analysis of this destructive hurricane, but it dives into new territory as it looks at the documentation of sensory history and the inevitable politics of recovery and rebuilding.

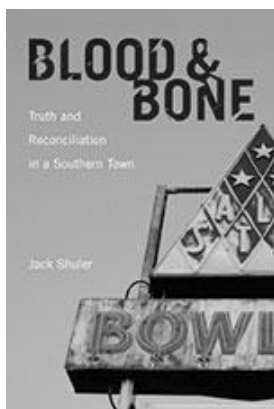
Smith, professor of History at the University of South Carolina, presents three different perspectives associated with the recovery and the rebuilding. Building off of a presentation that was created for Mercer University's Lamar Memorial Lecture series, Smith focuses not on what happened but what happened after the storm had flattened everything in its path. The first perspective covers the "sensory history" of the storm's aftermath. Specifically, did the residents affected by the storm smell and hear things differently once the recovery started? How did the intense darkness of the clouds affect the residents during the storm or what were their interpretation of images once they came out of the storm and had to live for weeks (or even months) without power? How did this change their habits once they were able to put their lives back in place? Smith discusses these experiences as a way to interpret the storm.

Smith's second perspective covers the obvious issue of race and inequality in the context of hurricane recovery. Integration was still something that had not been properly implemented; technically it was the law of the land, but the southern states had found creative ways to drag their feet on integrating their public school systems. Now with disaster relief funding as a bargaining chip, there were deals to be made and policies to discuss. The ability to move society forward, however, had mixed results, and Smith does a nice job of framing the issue as it was in 1969.

The aftermath of Camille was the blueprint for disaster recovery up until Hurricane Katrina in 2005, and this kind of "political economy" is the topic of Smith's third perspective. Coordinating services for relief and recovery is difficult in any circumstance, but the magnitude of Camille only made it that much harder. Also at play, however, was President Nixon's southern strategy, and he had to compromise in order to have political capital from Southern Democrats for use at a later time. Some businesses were able to get up and running rather quickly, others had problems getting started. Smith illustrates how this particular topic cuts across lines of class, as well as race, and how this all makes any recovery involving public funds quite difficult.

Recommended for academic libraries that offer materials in Southern studies, Political Science and Public Policy.

Charles Sicignano  
University of West Georgia



Shuler, Jack. *Blood & Bone Truth and Reconciliation in a Small Town*. Columbia, South Carolina; University of South Carolina Press. 2012. 240 p. ISBN 978-1-61117-048-1. \$29.95

In *Blood & Bone*, author Jack Shuler does more than take a second look at the shooting deaths of three unarmed student-protesters at an historically black college in Orangeburg, South Carolina on February 8, 1968. He writes about this little known incident in the context of race relations, segregation, tragedy, and a community's efforts to heal from the event.

Shuler, a Denison University English professor who grew up in Orangeburg, states that he "had to write" this book, as many people remember the Kent State University shootings but few outside South Carolina know of the "Orangeburg Massacre."

The shooting deaths of the three male college students by South Carolina State Highway patrolmen took place two days after college students also protested a segregated bowling alley in Orangeburg during the Jim Crow era.

On the night of the shootings, 150 students gathered at a bonfire at what was then known as South Carolina State College campus to protest the whites-only bowling alley. (The institution is now known as State Carolina State University).

Students were throwing bricks and bottles prior to the shooting by law enforcement officers. Sometime after an object hit Officer David Shealy around 10:30 p.m., State Highway Patrolmen began shooting, killing three students and injuring 25 others.

Shuler spends much of his text talking to students, professors, patrolmen and townspeople who lived in Orangeburg at the time of the shooting. He also refers to police and FBI reports that described the students as having "malicious intentions" the night the students were shot—a point of view disputed by other witnesses that Shuler interviews.

Shuler himself to take a reluctantly active role in his own book, writing about how he got "depressed" when talking

to an Orangeburg resident who said race relations "can't get any worse" in present-day Orangeburg. Shuler also wrote that writing the book was "exceedingly difficult" as he had nightmares in which he met one of the grieving families of the men who were killed.

Perhaps another reason Shuler wrote the book is that, in some people's minds, there was no closure after the incident.

One year after the shooting, the nine patrolmen were put on trial for their actions in the deaths of the three students. A jury of ten white people and 2 African Americans acquitted the accused officers. The only person involved in the incident who did jail time was then-South Carolina State College professor and veteran organizer Cleveland Sellers who served seven months in prison on a rioting charge. Sellers later got a pardon for his imprisonment.

Sellers was an organizer of the student Nonviolent Coordinating Committee the year of the Massacre. Sellers is now president of Voorhees College.

Shuler writes about the racial tensions in a town that has a majority population of African American citizens yet is "controlled" by white people. He documents some of the racial history of Orangeburg, noting attempts to desegregate both girl scout troops and schools in Orangeburg; and of white people who risked a lot to "do the right thing" to improve race relations.

Shuler notes how the Orangeburg elected officials in 1968 engaged in a blame game for responsibility for the shootings. Then-South Carolina Governor Robert McNair blamed student Coordinating Committee (SNCC) organizer Sellers for what happened. The prosecution of the patrolmen stated there was no danger to the lawmen posed by the protesters. But the defense focused on the events earlier in the week as well as the perceived role of Cleveland Sellers.

The author states that this book is not meant to be a historical account of the Orangeburg Massacre. Yet Shuler did a thorough job interviewing all sides in the massacre who were willing to talk.

Shuler didn't make any definitive conclusions about if the Orangeburg community has healed from its past; if lessons have been learned from the tumultuous events; or if race relations are better.

But he did revisit an incident about three young men whose lives ended too soon. And now relatives, friends and interested parties of the late Samuel Hammond, Delano Middletown and Henry Smith now have a more complete picture of what happened years ago than they did before.

This book is recommended for academic and public libraries.

Peter R. Dean  
University of Southern Mississippi

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Nancy Richey  
Assistant Professor – Image Librarian  
Kentucky Library  
Western Kentucky University  
1906 College Heights  
Bowling Green, KY 42101  
[Nancy.Richey@wku.edu](mailto:Nancy.Richey@wku.edu)

## SELA State Representatives

**Alabama:** Tim Dodge  
Reference Librarian  
Auburn University  
1038 County Road 89, North  
Camp Hill, AL 36850  
E-mail: [dodgeti@auburn.edu](mailto:dodgeti@auburn.edu)

**Arkansas:** Kevin Barron  
Assistant Director  
Mississippi County Library System  
320 West Hale Ave.  
Osceola, AR 72370-2530  
[osceolapl@gmail.com](mailto:osceolapl@gmail.com)

**Florida:** Vacant

**Georgia:** Deborah Meyer  
Library Consultant  
317 Saddlebrook Dr., S.E.  
Calhoun, GA 30701  
[randmeyer@bellsouth.net](mailto:randmeyer@bellsouth.net)

**Kentucky:** Vacant

**Louisiana:** Vacant

**Mississippi:** Deborah Lee  
Professor/Coordinator, Library  
Instructional Services  
Associate Director, Corporate &  
Statistical Research Center  
Mississippi State University  
PO Box 5408  
Mississippi State, MS 39760  
[dlee@library.msstate.edu](mailto:dlee@library.msstate.edu)

**North Carolina:** Carol Jordan  
Director  
Everett Library  
Queens College  
1900 Selwyn Ave.  
Charlotte, NC 28274  
[jordanc@queens.edu](mailto:jordanc@queens.edu)

**South Carolina:** J. William (Bill)  
McRee  
South Carolina Room Manager  
Florence County Library System  
509 S. Dargan St.  
Florence, SC 29506  
[bmcree@florencelibrary.org](mailto:bmcree@florencelibrary.org)

**Tennessee:** Sue Alexander  
User Services Librarian  
Middle Tennessee State University  
805 Bradyville Pike, #1101  
Murfreesboro, TN 37130  
[salexand@mtsu.edu](mailto:salexand@mtsu.edu)

**Virginia:** Vacant

**West Virginia:** Steve Christo  
Director  
Putnam County Public Library  
4219 State Route 34  
Hurricane, WV 25526  
[schristo@cabell.lib.wv.us](mailto:schristo@cabell.lib.wv.us)

**Southeastern Library Association**  
SELA Administrative Offices  
P.O. Box 950  
Rex, GA 30273

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