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Impact of Cloud Computing on Librarians at Small and Rural Academic Libraries

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Introduction

While cloud computing is not new, cloud-based services have matured and become more prevalent, thereby offering a range of new technology tools for libraries. Cloud computing technologies, and in particular those designed for end-users, present librarians with varying technology proficiencies the ability to access and use technologies - and related services - that might otherwise be beyond their reach. As cloud computing becomes more of a mainstay, many librarians are considering new ways to use these third-party tools in their work.

Cloud computing is a significant innovation for network computing. The National Institute of Standards and Technology (NIST, 2011) defines cloud computing as "a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction"(p. 2). In essence, cloud computing is a term referring to a network computing model that relies on distributed systems to deliver computing services on demand. Rather than requiring local infrastructure and expertise to configure and manage hardware, cloud computing facilitates remote access to robust computing power.

Cloud computing transforms how computing services are accessed and managed. This model of network computing provides a number of benefits to users and organizations, including improvements in technology accessibility, reliability, and efficiency. Cloud computing technologies can be accessed on-demand via the internet giving users greater flexibility in how and where they access computing resources, as well as increasing the variety of technology resources available from user desktops. For example, system administrators can access server space via the Internet, and end-users can access their data in remote storage tools like Dropbox from any web-connected computer. Cloud computing can also increase network reliability and efficiency. According to Breeding (2012), "Clouds, because of their massive redundancy and clustering, are very fault tolerant" (p. 3) and since cloud computing is elastic, it can expand or shrink as computing power needs increase or decrease. This model of network computing brings a number of innovations and efficiencies to organizations and users. System administrators,

developers and end users all benefit from the array of services offered under the umbrella of cloud computing.

For most librarians, *Software as a Service* (SaaS) cloud computing technologies are the most accessible and applicable form of cloud computing. SaaS is one of the three layers of the cloud computing stack and refers to software designed for end users and made available over the Internet (Luo, 2013). Common examples of SaaS include Google Docs, Evernote, and Dropbox. SaaS cloud computing technologies bring powerful options to those who may not otherwise have the expertise, staff, time or infrastructure to implement and support various computing services. Sultan (2013) notes that "cloud computing is a democratizing force" (p. 813), and to that end, access to cloud technologies helps librarians overcome limitations and utilize robust computing in their practice of librarianship.

Librarians at small or geographically isolated academic institutions are one group of LIS professionals that face challenges when accessing and leveraging technology. The Center for the Study of Rural Librarianship (CSRL, 2008) *Issues and Trends Report* identifies technology as the top concern for rural and small libraries. Technology plays a critical role in the lives of librarians at small and rural libraries, but these LIS professionals often have limited resources, including staff and funding, which make incorporating and supporting new technologies difficult, if not impossible (CSRL, 2008). For this group of LIS professionals, cloud computing provides opportunities to access and employ technologies that may benefit their practice of librarianship, library patrons, and libraries.

The present exploratory study investigates the impact of cloud computing on academic librarians at small and rural libraries. This study also examines the use of cloud computing tools by these LIS professionals and participant concerns about cloud computing.

Literature Review

Although literature addressing the technology needs of librarians at small or rural academic libraries is scarce, there is a wealth of LIS literature focusing on cloud computing in academic libraries. Mavodza (2013) examines cloud computing from an information technology and systems librarian perspective; additionally, several articles present best practices and case studies for a variety of tasks, including scholarly communication and

publishing, digital archiving, and library instruction (Greene & Ruane, 2011; Breeding, 2013; Koury & Jardine, 2013). Other relevant literature reveals how librarians use cloud computing, with a specific focus on certain groups, including distance, learning commons, and reference librarians (Scale, 2010; Ipri, 2011; Luo, 2013). Recent publications also solidify the idea that cloud computing issues and practices are being standardized and internationalized: OCLC released a short report on cloud computing in 2010 (Goldner), LITA published a general guide introducing librarians to the topic (Corrado & Moulaison, 2011), and cloud computing was heavily discussed at the Second International Conference on Academic Libraries (Sharma, 2013).

These studies and reports are useful and provide insight into how cloud computing technologies are used in libraries; however, they do not consider library size, location, or take into account the unique challenges that LIS professionals in small and rural libraries face. Issues of staffing, shrinking budget concerns, access to training or professional development, and the implementation of policies that can keep up with the ever-changing demands of technology are familiar to all librarians; and these challenges are augmented in small and rural academic library environments (Kendrick, Leaver, & Tritt, 2013).

General LIS literature focusing on small and rural libraries highlight how these organizations have limited access to technology, yet rely heavily on technologies to provide collections and services to patrons. In the Center for Rural Librarianship's 2008 survey, almost 54% of participants mentioned technology as a primary concern for rural librarians, with special focus on the necessity of wireless networks and high-speed Broadband access, and maintaining currency with software and hardware (p. 4). In their research brief, Swan, Grimes, and Owens (2013) state "Rural areas have less access to broadband services than urban areas…In order to mitigate this disparity in access, rural libraries have made additional efforts to increase their electronic resources" by adding more on-site computer terminals (p. 7). The same report notes that small and rural libraries are making concerted efforts to increase their online presence and access to digital technologies. Moreover, these technologies help patrons and communities procure needed skillsets required for modern society (e.g., information and digital literacies) (Swan et al., 2013). The following study narrows the focus to how small and rural academic libraries have used cloud computing technologies to further mitigate technology stagnation and access disparity concerns.

Methodology

Instruments and Procedure

The researchers utilized GoogleDocs, a cloud-based collaborative word processing application, to create a 26-item questionnaire (Appendix). The questionnaire was tested to gauge validity and an average length of time it took to complete the questionnaire. After testing for validity and completion time, the survey was vetted through the researchers' Institutional Review Board. Once approved, the questionnaire content was uploaded into LimeSurvey, an open source survey tool and launched for four weeks. When the survey closed, responses were checked for errors and prepared for testing within LimeSurvey.

Survey participation was requested through several national, state, and special topics listservs (e.g., ILI-L, COLLIB-L, RUSA-L, LIB-IDAHO, RURALIB-L, SCLA-L, GLA-L, GODORT-L) and via social networking sites such as LinkedIn, Google Plus, and Facebook (authors posted on their personal profiles, state library associations, and special library group social networking pages). During the active survey period, one participation reminder was sent to the same listservs and social networking sites. When the survey was closed, there were 120 responses, and after reviewing the surveys for completion, 98 were found to be viable for the study. Data from the complete, accurate responses were imported into Microsoft Excel for analysis. According to the National Center for Education Statistics' *Academic libraries: 2012 First Look* report, there are 26,606 academic librarians working full-time in the United States (U.S. Department of Education, 2014). Roughly 6,600 of these librarians work at small academic libraries (VS2, S2, VS4, and S4 Carnegie Classifications) (Carnegie Foundation for the Advancement of Teaching, 2014). Thus, the present study findings do not reflect aggregate views of cloud computing implementation or utilization by small/rural academic librarians. To provide context to the quantitative results, participant comments from open-ended survey questions are included.

Participants

Participants in this study work in a rural or small academic library and possess an ALA-accredited Master's degree (n=98). Carnegie Classifications of VS2, S2, VS4 and S4, with less than 3,000 FTE were used to define small academic libraries (Carnegie Foundation for the Advancement of Teaching, 2014). Additionally, the researchers utilized the U.S. Census rural area definition of less than 50,000 inhabitants (U.S. Census Bureau, 2013) for this study. In the respondent pool, 78% of the group was female, 20% were male, and 1% abstained from answering. One-third of respondents indicated they were between 25-35 years of age; and just under a third indicated they were between 36-44 years of age. Almost 20% of respondents were between 45-54 years old, and around 15% of the respondent group was between 55-65 years old. Only 2% indicated they were older than 65. Thirty-seven percent of respondents are at the beginning of their career, with between 0 and 4 years of credentialed librarian experience. Another 23% have between 5 and 9 years of experience; while 19% percent have between 10 and 14 years and 21% have 15 or more years of experience.

Just over half of the respondents work at a four-year private college or university, and another 20% are employed at a two-year public junior, technical, or community college. Only 16% are employed at a public four-year institution, and 4% are employed at two-year private junior, technical,

or community colleges. Statistics delineating the experience of southern libraries could not be extrapolated from survey data.

Respondents were asked about their primary duties, and to better reflect the workflow and staffing in small and rural libraries, they were able to indicate more than one choice. Almost 60% of participants indicated that their primary work was in reference or instruction, and 38% also indicated that they are involved in electronic resources. Thirty-three percent also noted their duties in technical services, and 31% also are involved in library management or administration. Solo librarians constituted 13% of the respondent group and the majority of respondents work at a library with 2-3 librarians (36%). Twenty four percent of respondents work at libraries with 4-5 librarians, 10% of respondents were that employ 6-7 librarians, and 17% of respondents reported that they work at libraries with 8 or more librarians.

Results

Cloud Computing Use

Participants in this study were asked about their familiarity with cloud computing technologies. The majority of respondents indicated that they were somewhat familiar (42%), familiar (33%) or very familiar (20%) with cloud technologies. Only 5% of respondents said that they were not familiar with cloud technologies, with 1% abstaining.

Based on the SaaS cloud computing service type framework provided by Luo (2013), participants were asked to identify the types of cloud SaaS services used and given the ability to choose more than one answer. Survey respondents cited data collection services (e.g. SurveyMonkey, Google Forms) (84%) as the most popular type of cloud computing service used, and 82% indicated that they used file sharing services (e.g. GoogleDrive, Dropbox). Participants also indicated a high use of video services (e.g. Vimeo, YouTube) (81%), online presentation services (e.g. Prezi, SlideShare) (72%), calendar services (e.g. Google Calendar, Doodle) (71%), and online document editing services (e.g. GoogleDrive, Zoho Docs) (69%). Fewer respondents cited use of information management services (e.g. Evernote, Springpad) (46%) or image editing services (e.g. PicMonkey, iPiccy) (23%). All respondents reported use of at least one type of cloud computing service (Figure 1).

Survey respondents were given the ability to identify the specific types of cloud computing tools they utilize. Sixty-seven percent of participants indicated a high use of GoogleDrive products. Dropbox, a cloud file sharing and storage site (36%) tied with the cloud-based survey tool, SurveyMonkey (36%), as the second most popular tool. Thirty-five percent of respondents listed YouTube, a video sharing service and 31% of participants mentioned their use of Prezi, an online presentation tool. While numerous other tools were listed by participants, these top five cloud computing technologies provide a picture of the kinds of

cloud computing tools in use by librarians at small and rural academic libraries.

Impact on Library Practice

Workflow

When asked if cloud computing impacted workflow, 72% of respondents indicated that cloud computing had changed their workflow, while 28% said that it had no impact on their workflow. Open-ended comments reveal that cloud computing increases mobility:

> "It makes me more flexible and able to be more productive while covering public service areas."

> "These services allow me to access information from a variety of locations and devices."

Open-ended comments also show that cloud computing improves workflow efficiency:

> "Able to deploy services and resources more quickly without purchasing equipment or software."

> "Being able to share documents has streamlined workflows and allowed for more collaboration."

Additionally, open-ended comments highlight the benefits of cloud computing for collaboration:

> "These tools have been good for sharing content with users, as well as with colleagues."

> "Easier to collaborate with librarians outside of my institution."

Library Services

Survey participants were asked to relay how often they used cloud computing to support existing library services. Thirty-five percent of respondents indicated that they often use cloud computing to support existing library services. Twenty-eight percent indicated that they always support existing services with cloud computing, while 18% sometimes, 12% rarely and 7% never use cloud computing to support existing library services. In open-ended comments, participants emphasize the benefits of information sharing, mobility and collaboration in terms of using cloud computing to support library services:

> "It's about sharing information easily, being mobile."

> "We used Google Docs and drive to work collaboratively on projects, to share resources."

> "Communication/collaboration with colleagues often happens through the cloud."

When asked whether they have been able to implement new library services because of cloud computing, most respondents communicated that they had not implemented

new services (52%), while 45% indicated they were able to implement new services. In open-ended comments, participants identified new services implemented as a result of cloud computing:

> "Personal Librarian program (IL tutorial on YouTube, assessment through Google form)."

> "Created interactive scavenger hunt for freshman seminar using Google Drive."

> "The interactive tutorials are a new service as are the videos."

Professional Communication

Participants were asked to indicate on a Likert scale the impact of cloud computing on a number of different professional communication areas. For librarians at small and rural academic libraries, cloud computing was extremely likely (40%) to impact how they communicate with librarians at their own library. Participants also indicated that cloud computing was likely (40%) to impact how they communicate with librarians at other libraries. Survey respondents' interaction with patrons was likely impacted (43%), and communication with professional associations received a 40% likeliness of interaction impact. Teaching faculty interaction at participant institutions were least likely to be impacted by cloud computing (33%) (Table 1).

Barriers

Respondents were asked about how cloud computing affected any challenges in the workplace. Almost two-thirds (65%) of the participant group indicated that cloud computing had reduced barriers, with 34% saying that it had not, and 1% abstaining. Open-ended comments reveal how cloud computing helps librarians overcome workplace barriers, emphasizing aspects of communication, collaboration, collegiality, and mobility:

> "We are very small. Only 7 staff members (5 librarians). I am the only instruction librarian. A couple librarians I only see once a week... so working in the cloud is helpful. We all have the apps on our mobile phones, so we are still in the loop, even when not on duty or in the library."

> "Collaboration with colleagues in other libraries simply would not be possible without cloud [computing]."

> "I can complete my tasks anywhere with internet access. Previously, it was hard to bounce between my office and the information desk."

> "I am able to be productive on all five campuses of my institution without need to install specific software on specific computers."

Open-ended comments also discuss how cloud computing helps overcome workplace technology barriers:

> "Allows us access to services our campus IT was unable or unwilling to provide."

> "Since most of the time I don't have to download something to my work computer, I do not have to invovle [sic] my IT department in the decision about whether or not to use the product."

Respondents were also asked to reflect on barriers that prevent the use of cloud computing in their workplace. There is an even split with 49% of participants indicating they had barriers to cloud computing and 49% indicating they did not have barriers to cloud computing, with a 2% abstention. Open-ended comments discussing barriers to cloud computing included issues of time and expertise:

> "Time and energy to evaluate new options is limited."

> "Time to learn new things… lack of time, that is."

> "Few tech-savvy colleagues onsite; miniscule budget; small IT staff has little time to focus on library needs/plans."

Open-ended comments also reveal institutional barriers to cloud computing.

> "It is difficult to liaison with main campus IT."

> "Our IT will not let me load Dropbox or Evernote on my work computer."

> "Administrative network at my school (library computer is on this network) is blocked against streaming video, including YouTube."

Continuing Professional Development

Survey participants were asked about whether they had participated in any training on cloud computing technologies. Seventeen percent of participants indicated that they had attended professional development trainings on cloud computing, while 81% had not, with 1% abstaining.

Policies

Participants were asked about institutional policies on cloud computing and library policies that have arisen with the implementation of cloud computing. Twenty percent of participants indicated that they had updated or implemented policies as a result of cloud computing, while 76% communicated that they had not updated nor implemented policies, with 5% abstaining. Additionally, 17% said their institutions had policies regarding the use of cloud computing and 76% did not, with 6% abstaining.

Cloud Computing Concerns

Participants were provided with an open-ended opportunity to communicate their concerns about cloud computing. Concerns included reliability, privacy and security:

> "I worry about the permanence (or lack of) and preservation of our work, and especially access to it. However, I think the positives definitely outweigh the negatives."

> "I don't trust really sensitive, important information on the cloud yet. I prefer having that info on a hard drive that only I have access to, or something like that."

> "I am hesitant to use cloud resources for library services because of privacy concerns."

Survey respondents also expressed concerns about the technology competency levels of colleagues in open comments:

> "Many cloud services require all (or most) employees to use them to demonstrate their full benefits. If my entire committee is not on Google Drive, we can't collaborate on a shared document. While progress has happened, many employees are hesitant or unable to learn on their own and require technical training."

> "As with any new technology, there is a learning curve for staff."

Discussion

As evidenced by the high use of cloud computing tools by survey respondents, cloud computing has found its way into the work lives of librarians at small and rural academic libraries. For those who may not have adequate staffing or other resources, SaaS cloud computing tools facilitate opportunities to access helpful technology tools. These tools generally require minimal skill and cost to implement, making them even more attractive. For LIS professionals at small and rural libraries, cloud computing positively impacts their workflow, professional communication channels, and existing library services.

Two-thirds of survey respondents indicated that cloud computing helped them overcome workplace barriers. In particular, staffing, funding, and time limitations are eased by cloud computing's efficiency, collaboration and mobility gains.

While respondents did not cite cloud computing as a major facilitator in the creation of innovative library services, they did contend that it is helping to support existing services. Primarily, respondents focused on the benefits of cloud computing to library services through improvements to collaboration and information sharing.

Survey responses on participant workflow, professional engagement, and library services highlighted collaboration as a critical benefit of cloud computing technologies. The ability to collaborate and share information with others within and outside of one's home library is essential to engaging professionally and overcoming geographic isolation. Participants stated in open-ended comments:

> "So far the cloud has been great for coll[a]borating with colleagues something that was very difficult to do before for librarians in Wyoming. Not only are we rural but there are great distances between our community colleges."

> "I can't imagine working without these technologies. We are both small AND rural, and could be really isolated without these cloud-based services. They are essential for collaboration!"

LIS professionals at small and rural academic libraries also encounter barriers to cloud computing. As noted in a previous study, librarians at small and rural academic libraries lack time to learn new technologies (Kendrick, Leaver &Tritt, 2012), and it bears out in the present research as well: only 17% of survey respondents have attended professional development training on cloud technologies. One respondent noted:

> "My library (2 full-time, one part-time librarian, and one full-time staff person) is very small in relation to our FTE (~4600), so I know that many of the limitations I've experienced are due to lack of time for training more than not understanding the cloud's utility."

Other limitations included small staffs and the lack of technology skills in co-workers. Librarians also encounter institutional limitations in their ability to access cloud computing technologies because some academic institutions block general access to cloud computing tools.

Policies related to cloud computing are not generally being implemented by libraries or their academic institutions. This absence in policy is noteworthy when contrasted against the concerns the respondents have for privacy, security and the lack of reliability of cloud computing tools.

Conclusion

The present exploratory study investigated the impact of cloud computing technologies on librarians at small and rural academic libraries. The study also sought to examine the use of cloud computing by these LIS professionals and identify their concerns about cloud computing in libraries.

Additional research expanding upon the concerns of reliability, security, privacy and co-worker technology proficiencies would build a more complete picture of the impact of cloud computing on librarians at small and rural academic libraries. Also, further research is needed on the impact cloud computing has on professional communication and collaboration for these LIS professionals.

Librarians at small and rural academic libraries face numerous challenges. They often lack the expertise, staff,

and time to implement and support powerful computing services; however, they are actively tapping into the power of cloud computing to employ new technologies that expand and improve their practice of librarianship and serve the students, faculty and staff at their institutions.

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Appendix

Questionnaire

<u>General Characteristics</u>
1. Are you a credentialed librarian (you have earned an ALA-accredited Master's degree or its equivalent)?
      a.   Yes
      b.   No

2. Do you work in a small (FTE= <500 - 2,999 students; having between 1 to 7 librarians) or rural (area population <50,000) academic library?
      a.   Yes
      b.   No

3. Please select the category that best represents your age:
      a.   Under 25
      b.   25-35
      c.   36-44
      d.   45-54
      e.   55-64
      f.   Over 65

4. Please select your gender:
      a.   Male
      b.   Female

5. How long have you been a credentialed librarian (ALA-accredited MLS or equivalent)?
      a.   0-4 years
      b.   5-9 years
      c.   10 -14 years
      d.   15 years or more

6. In what type of academic library do you work?
      a.   2 year public junior, technical or community college
      b.   2 year private junior, technical or community college
      c.   4 year public college or university
      d.   4 year private college or university
      e.   Other (please specify): _____

7. What is your primary work function?
      a.   Administration/Management
      b.   Circulation
      c.   Reference/Instruction
      d.   Interlibrary Loan
      e.   Technical Services
      f.   Acquisitions
      g.   Collection Development
      h.   Electronic Resources
      i.   Outreach/Programs
      j.   Government Documents
      k.   Archives/Special Collections
      l.   Systems
      m.   Other (please specify): _____

8. How many professional librarians are employed in your library?
      a.   Solo librarian
      b.   2-3
      c.   4-5
      d.   6-7
      e.   8 or more

9.	Do you have faculty status?
	a.	Yes
	b.	No

10.	Are you on tenure track or tenured?
	a.	tenure-track
	b.	tenured
	c.	neither

Impact of Cloud Computing

11. What does cloud computing mean to you?

12. How familiar are with cloud computing technologies?

1	2	3	4
Not familiar	Somewhat familiar	Familiar	Very familiar

13. Have you used any of the following types of cloud computing services? Please select all that apply.
	a. cloud-based video services (e.g. Vimeo, YouTube)
	b. cloud-based file sharing services (e.g. GoogleDrive, Dropbox)
	c. cloud-based information collection services (e.g. SurveyMonkey, Google Forms)
	d. cloud-based information management services (e.g. Evernote, Springpad)
	e. cloud-based calendar services (e.g. Google Calendar, Doodle)
	f. cloud-based online presentation services (e.g. Prezi, SlideShare)
	g. cloud-based online document editing services (e.g. GoogleDrive, Zoho Docs)
	h. cloud-based image editing services (e.g. PicMonkey, iPiccy)
	i. No, I have not used any of these types of cloud computing services.

14. Please list specific cloud computing tools you have used.

15. Has your workflow changed as a result of cloud computing?
	a.	Yes (please specify)
	b.	No

16. How often do you use cloud computing to support existing library services?

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

17. How do you use cloud computing to support existing library services?

18. Have you been able to implement new library services because of cloud computing?
	a.	Yes (please specify):
	b.	No

19. How likely is it that cloud computing has impacted how you engage:

	extremely unlikely	unlikely	neutral	likely	extremely likely
with library patrons					
with colleagues at your library					
with faculty at your academic institution					
with colleagues at other libraries					
with professional associations/committees					

20. Does cloud computing help you overcome barriers in your workplace?
        a.   Yes (please specify):
        b.   No

21. Are there barriers that have prevented you from using cloud computing technologies?
        a.   Yes (please specify):
        b.   No

22. Have you attended professional development training on the use of cloud computing technologies?
        a.   Yes (please specify):
        b.   No

23. Have you updated or implemented policies as a result of cloud computing?
        a.   Yes   (please specify):
        b.   No

24. Does your institution have policies guiding the use cloud computing?
        a.   Yes   (please specify):
        b.   No

25. What concerns do you have about implementing or using cloud computing? Please explain.

Conclusion:

26. You may leave general comments about this study here.

Figure 1 Use of Cloud Computing. This figure shows the use of cloud computing services by librarians at small and rural academic libraries.
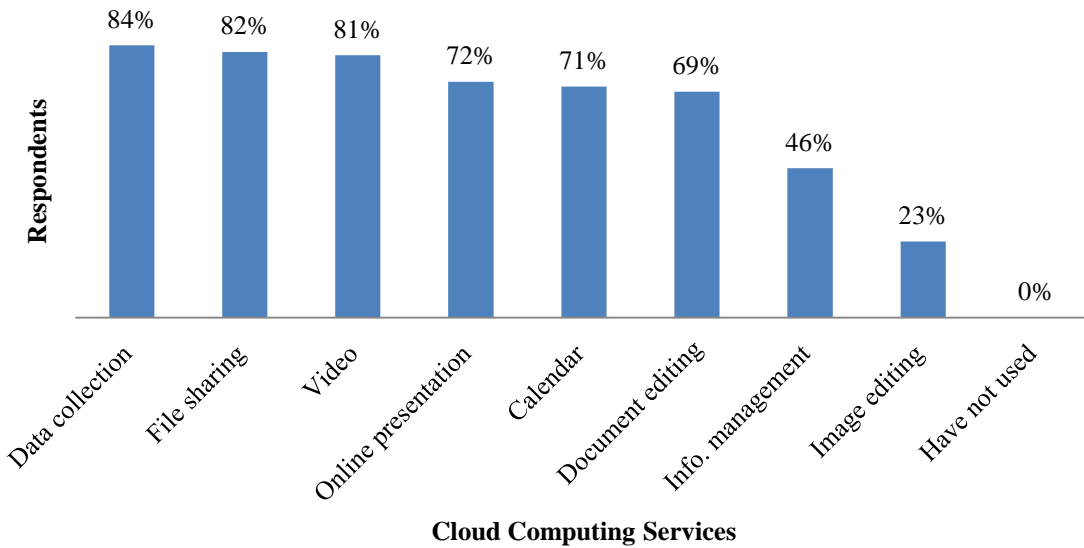

Table 1

Impact of Cloud Computing on Professional Communication.

Interaction Group	Extremely likely	Likely	Neutral	Unlikely	Extremely unlikely
With colleagues at your library	40%	34%	12%	6%	6%
With professional association/committees	25%	40%	28%	2%	4%
With colleagues at other libraries	24%	40%	25%	2%	4%
With faculty at your academic institution	21%	33%	27%	8%	9%
With library patrons	19%	43%	21%	5%	11%

Note: Table shows how likely librarians at small and rural academic libraries are to use cloud computing for communication with various groups.

Reflective Teaching:
Improving Library Instruction Through Self-Reflection

Mandi Goodsett

This paper was written by this year's recipient of the SELA's New Voices Award presented to professionally employed librarians with less than five years of experience. Mandi Goodsett is a Reference Librarian at the James Earl Carter Library of Georgia Southwestern State University and can be reached at Mandi.Goodsett@gsw.edu.

Introduction

Increasingly, the role of librarians in higher education is shifting from primarily librarian-as-expert to include librarian-as-educator (Holt, 2002). As a result, academic librarians with a wide variety of job titles are finding themselves contributing to the instructional services of their library (Hall, 2013). Even those librarians who have instruction as a principal responsibility may have little to no training or experience in instruction when they begin teaching students in one-shot or credit-bearing instruction situations. In a recent study of employer's expectations for library instruction training, nearly 90 percent of respondents found instruction to be important to their library (Hall, 2013). The study also found that employers expect new librarians with instruction duties to find training on the job or through observation, not necessarily through formal training programs (Hall, 2013). While informal training may be less than ideal, it is sometimes the only available option to instruction librarians. One way librarians can make concrete, positive changes to their instruction skills without a formal instruction training program is by engaging in reflective practices about their teaching decisions.

Why is Reflective Thinking Important to Instruction?

Professionals who engage in instruction, including librarians, often have a large workload of grading, planning, answering student questions, and facilitating class sessions, so adding more activities to the day may seem unreasonable. However, the value of reflection in improving instruction is well-documented and can involve activities that add minimal extra time and effort to the work of instructors.

In the classroom, instructors are doing more than presenting material to students; they are making many complex decisions throughout the class, decisions which have consequences on learning in that class and influence later teaching decisions by that instructor (Danielson, 2009). An ability and willingness to reflect can be an important factor in improving the complicated decision-making process teachers encounter in every instruction session.

While reflection is an important activity throughout the career of an instructor, new librarians face unique barriers in their development as teachers. Very new teachers begin in what is sometimes called the "survival stage," in which they are primarily preoccupied in the classroom with their own actions and various coping strategies, not the learning needs of their students (Cornish & Jenkins, 2012). Over time these instructors leave the survival stage and begin to focus energy on ascertaining the learning needs of their students during instruction; however, reflective practice can greatly aid new teachers in improving their own self-directed development (Cornish & Jenkins, 2012).

Methods of Reflective Teaching

While scholars in the field of education consider reflection a core activity in the profession of teaching (McCullagh, 2012), it's important to understand how reflection differs from other types of thought. Good reflectors move beyond description of an experience and begin to identify problems or questions, gather information to address the questions, study the issues and the gathered information, and make sound decisions for further action based this act of studying (Dewey, 1933). Without this critical process of study, reflecting teachers run the risk of wasting valuable time engaging in reflective behaviors that fail to be meaningful or provide long-lasting consequences for an instructor's teaching.

The best reflective actions for instructors will be those that motivate the teacher to make positive, constructive changes (McCullagh, 2012). It is important to keep in mind that reflective thinking is a skill that is difficult for some and requires practice to master (Cornish & Jenkins, 2012). Below are presented several methods of reflective teaching followed by the author's own experiences as a new instruction librarian using these reflective activities to improve her teaching.

Journaling

One of the most common forms of reflection is regular writing in a journal or diary. An important foundation for reflective journaling is the identification of assumptions in one's own thinking, an activity that is surprisingly challenging (Brookfield, 1995). This kind of reflection can be done through several lenses, one of which is the instructor's own experiences being taught by others. It can be a valuable exercise for a new instructor to remember an effective teacher and an ineffective teacher, list the

qualities and characteristics of each, draw conclusions about good instruction from this comparison, and identify applications of those conclusions to his or her own teaching (Cornish & Jenkins, 2012).

Other common questions that can guide reflection journaling about teaching include:

- "What worked in this lesson? How do I know?
- What would I do the same or differently if I could reteach this lesson? Why?
- What do I believe about how students learn? How does this belief influence my instruction? (Danielson, 2009)"

Asking these kinds of questions regularly after instruction and both re-reading reflections frequently and comparing the answers from different reflection journal entries can result in deeper thinking about instruction.

Reflective journaling can be stream of consciousness, answer questions like the ones above, or have a more guided structure. An important part of reflection is metacognition – "thinking about one's thinking" - which can be developed through activities like before and after analysis (Cornish & Jenkins, 2012). For example, an instruction librarian teaching a semester-long course could do some reflecting and draw conclusions about good teaching at the beginning of the semester and then answer similar questions again at the end of the course. An important part of this activity is noticing changes in thinking and behaviors and working out *why* those changes might have occurred (Cornish & Jenkins, 2012).

Coordinating reflection activities for a group of instruction librarians or a whole library instruction department is another valuable approach to reflective teaching. For library instruction programs that are considering a guided reflection program for a group of instruction librarians, it can be helpful to give the instructors relevant literature to read before reflecting (Cornish & Jenkins, 2012). This can help teaching librarians identify assumptions and increase their knowledge of theory and practice in the field of education. A reflective teaching program could also include the creation of study groups that discuss issues in recent teaching experiences and even perform role-plays to prepare for addressing similar issues in future classes (Danielson, 2009). While a reflective program for an entire library instruction program benefits the program as a whole, even individual reflective practices can have an impact on an entire library instruction program and generate information that could be useful in reforming a program (Dinkelman, 2003).

Video-recording

While reflecting on the memory of teaching a class, making detailed observations, and setting concrete goals has been shown to improve teaching in significant ways, the memory is flawed and can present an incomplete or biased perspective to a new teacher. With this in mind, some educators advocate video-recording instruction sessions and viewing the sessions later while asking carefully constructed reflective questions (McCullagh, 2012).

Reflecting this way provides the added benefit of flexibility in reflection—reflection does not need to be done immediately after instruction or in a single reflection session. Recording instruction can help librarians experience the lesson as their students are experiencing it and return to their original learning outcomes for the instruction session (McCullagh, 2012).

The simple act of realizing that one's memory of the instruction and how it actually happened differ can result in developmental reflective thinking. In a study of pre-service teachers at Michigan State University, reflection supported by video-recording as opposed to memory was found to help the teachers reflect on more specific aspects of their teaching, focus less on classroom management and more in pedagogical issues in their reflections, and notice how the students were responding to the lesson more than how they were behaving as teachers (Rosean et al., 2008). All of these differences in reflection practices led the participants in the study to find reflection based on video-recording to be more valuable and worthwhile than reflection based on recall. Overall, video made reflection more focused and detailed, allowing students to notice issues in the classroom that could not be fixed without the ability to notice them in the first place (Rosean et al., 2008).

Peer Feedback

One of the most successful forms of reflection comes in the form of peer assessment and feedback. While thinking about one's own thinking and even seeing exactly what one's teaching looks like through a recording can result in valuable reflection, these activities are all potentially affected by personal biases and assumptions. The input of an outside viewer who can contribute advice and a new perspective provides instructors with important reflective fodder to improve instruction.

While peer feedback can come in many forms, the critical friend relationship provides a simple, effective example of peer feedback that is relatively easy to arrange. A critical friend relationship involves a peer observing another peer's teaching or teaching objects and providing constructive criticism (Costa & Kallick, 1993). An important foundation for the success of this relationship is a sense of trust between the peers; it can be intimidating to open one's teaching up for criticism, so it is important to consider the relationship to be free of judgment (Costa & Kallick, 1993). This means that the critical friend should not be someone that already reviews the instructor's teaching in a formal way (such as a supervisor); the assessment garnered from this relationship should be formative and informal, not summative (Özek, Edgren, & Jandér, 2012).

It is important to note the two parts of the relationship: this person is a *friend*, which means he or she provides more than just feedback, but also continued trust and support, and this person is *critical*, which means he or she provides honest advice for the instructor that bridges the gap between the goals of the instructor and the observations of the critical friend (Costa & Kallick, 1993). Opening up one's teaching for feedback from a peer can be nerve-

wracking and lead to defensive reactions to advice from a critical friend. Even though feedback from a peer that points out areas for improvement can be valuable for a teacher, "supportive and encouraging comments are more easily received than ones that challenge our thinking and beliefs" (Schuck & Russell, 2005). Ensuring that the critical friends challenge one another gently and tactfully is an important step to establishing a strong critical friend relationship.

To initiate a critical friend meeting, the critical friend observes the instructor in a live or recorded teaching session or listens to a detailed description from the instructor of a particular class. The instructor then describes the goals he or she had for the instruction session and in what areas he or she would like feedback. The critical friend asks questions to better understand the thought process behind the instructor's actions and provides feedback about what seems significant about the teaching practice. This process involves some critique of the teaching, presented as the result of a new perspective. After the discussion has concluded, both participants write about the meeting and reflect on its implications for their teaching (Costa & Kallick, 1993).

In their study of the use of the critical friend model for teaching academic librarians, Özek, Edgren, and Jandér found that the critical friend relationship provided librarians with opportunities for productive discussion about teaching, a new perspective on their own teaching, the ability to talk about other promotion and tenure issues in a safe environment, a strengthened self-identification of librarian as teacher, a sense of belonging to a professional community, and improved confidence (2012). While some participants in the program found the program time-consuming or wished they could have chosen their own critical friends, most felt the program affected their teaching positively (Özek, Edgren, & Jandér, 2012).

Using Reflective Teaching: A New Librarian's Perspective

As a new librarian, although I had taken advantage of instruction opportunities where I could in graduate school, I still felt under-prepared for the amount of instruction required in my job duties. Reflection became a large part of my self-directed growth as a teacher, and I employed many of the strategies described above to improve my own instructional practices. After every instruction session I took (and continue to take) fifteen to twenty minutes to answer questions like:

- Were all teaching activities successful? Why or why not?
- How was my demeanor and attitude?
- Did the students learn what was intended? How do I know?
- What additional resources or activities would have been useful? What changes could I make for next time?

Using the assessment from class and my own conclusions, I then listed ways that I could improve my approach to

teaching for the future. Many of the reflective decisions I made during these journaling sessions resulted in immediate changes in my instruction including alterations in how I organized one-shot instruction sessions to what activities I included to even where I stood in the room. The improvements are obvious when I observe my reflections from the beginning of the fall semester as compared to my current reflections.

While I was only able to video-record a small number of my instruction sessions, the amount of information I gained from each recording was enormous. It can be painful to view oneself on camera, but it reveals mannerisms, obvious assumptions of the audience's knowledge made by the teacher, and how the class flows. I noticed parts of class that lacked energy or involvement from the students very quickly and was able to change my instruction to improve the distribution of active learning exercises over the course of the class. I also became aware of moments when I spoke too quickly or failed to fully explain concepts from class. The act of noticing this behavior allowed me to be mindful of it in future classes and provide more effective instruction.

As a new teacher, I felt very fortunate to have the opportunity to form a critical friend relationship with a colleague early on in my teaching. The colleague who agreed to be my critical friend also participated in my library's instruction program and was not my supervisor, so she was a perfect candidate to provide me with supportive, critical feedback. We began our sessions using a script of guiding questions for our critical friend meetings, but over time we found it easier to talk freely about what worked and didn't work in an instruction session. Because my critical friend was a more experienced teacher, many of our meetings involved her imparting advice to me about the structure and pacing of my instruction sessions. However, my fresh perspective allowed me to give her valuable feedback about how the students were perceiving her instruction as well. After almost a year of exchanging feedback every two or three weeks about our instructional practices, the experience has been so valuable that I am looking for a second critical friend outside the library. It's amazing how the simple act of reflecting on an instruction session with a trusted peer can result in significant positive changes in one's instruction.

Conclusion

Reflecting on one's own teaching is "inherently risky and potentially threatening" because it exposes one's hard work to criticism and can lead to a need for significant, time-consuming changes to teaching practices (Schuck & Russell, 2005). However, the benefits of reflecting are well-documented and often immediately apparent in a teacher's success in the classroom. Actions like keeping a reflective journal, recording teaching sessions, or having a critical friend relationship can lead to improved metacognition, better teaching practices, a sense of confidence as a teacher, and the ability to move beyond the "survival state" in the classroom to a state in which the

instruction librarian can begin to mold teaching to the students' needs.

It is important to keep in mind that reflection is not purely a negative activity; it is possible and, indeed, important to recognize positive aspects of instruction during reflection and measure progress. This is made more possible by continued reflection—instructors can observe in current reflections how past reflections resulted in positive changes in the classroom. Observing what contributed to successful instruction can be just as valuable as noting things to improve for the future (McCullagh, 2012).

While teaching librarians may not always have the ability to gain formal instruction training, engaging in reflective practices is a free, yet extremely valuable way to improve teaching. As we embrace the role of librarian-as-educator, we can use reflection to make our instructional practices better and our library services even more valuable for those we serve.

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SELA NEWS:

SELA/ALLA Joint Conference

During the recent joint SELA/GaCOMO conference, the SELA Board voted to accept the Alabama Library Association's (ALLA) invitation to hold a joint conference April 7-10, 2015.

The conference will be held in Point Clear, AL at The Grand Hotel, and the theme is *Librarians: Information Superheroes!* Here is a link to ALLA's conference web page. http://www.allanet.org/?page=7. Further information can also be found on the SELA website at http://selaonline.org/news/conference2015.htm

SELA Mentoring Program

SELA has developed a mentoring program that can provide you with the necessary assistance to either make change in your current position or move on to a more fulfilling job within a library. The SELA Mentoring Program was created by and for librarians, library paraprofessionals and library science students. The mentoring program connects a mentee with a mentor whose background matches the mentees area of interest.

Interested in finding out more about the SELA Mentoring Program? Please take a few minutes and check out the SELA Mentoring Program at http://selaonline.org/membership/mentoring.htm or at the SELA Web Page (http://selaonline.org) under the Membership link. If you have any questions about the SELA Mentoring Program, contact Hal Mendelsohn, Chair, Membership and Mentoring Committee at hal@ucf.edu.

GaCOME/SELA Conference Raffle Winners

Listed below are the raffle winners from the GaCOMO/SELA Conference, October 1 – 3

Membership (Non SELA Member): Sandra Barclay (Kennesaw State University) and Jessica Williams (Georgia Southern University)

Membership (SELA Member): Ruth Baker (Georgia Southern University)
.
White Wine (donated by Michael Seigler): Claudia Gibson (Chestatee Regional Library)

Red Wine (donated by Michael Seigler): Sue Alexander (Middle Tennessee State University)

White Zinfandel (donated by Michael Seigler): Sarah Mauldin (Smith, Gambrell & Russell, LLP)

$25 Amazon Gift Card (donated by Kathleen Imhoff): Eugenia McAllister (Augusta Technical College)

Gift Basket (donated by Faith Line): Tammy Ivins (Francis Marion University)

Gift Basket (donated by Gordon Baker): Sharon Bradley (The University of Georgia)

Candy (donated by Hal Mendelsohn): Agnes Fuller (Lumpkin County Library)

Gel Pack (donated by Hal Mendelsohn): Cathy Jeffrey (Clayton State University)

Books courtesy of the Southern Books Completion Award

●George Washington: An Interactive Biography - Linda Johnson (Riverdale High School)

●Robert R. Taylor and Tuskegee: An African American Architect Design for Booker T. Washington - Robert Fernekes (Georgia Southern University)

●The Rise and Decline of the Redneck Riviera: An Insider's History of the Florida-Alabama Coast - Alan Lebish (Kennesaw State University)

●Porch Dogs - Kathleen Mc Clure (Okefenokee Regional Library System)

●Powerhouses: The Meek School at Ole Miss - Betsey Griffies (University of West Georgia)

●Irony of the Solid South - Michele James (Miller-Motte Technical College)

●Johnny Mercer: Southern Songwriter for the World - Stella Cone (Georgia Public Library Service)

●Lost Auburn: A Village Remembered in Period Photographs - Roy Cummings (Clayton County)

●Pack Room - Lee Allen (University of Memphis)

●Landscaping for Wildlife - Karen Hankala (Okefenokee Regional Library System)

●Megan's Guitar - Tim Dodge (Auburn University)

●Breakdown at Clear River - Jason Beyer (Lithia Springs Public Library)

●Journal of Sarah Haynsworth Gayle - Tammera Race (New College of Florida)

Mississippi

Southern Mississippi Gulf Coast Library to Present Local Artist's Works by Van Arnold

Gulf Coast artist Milton Williams will be exhibiting more than 40 of his impressionistic landscapes at the University of Southern Mississippi's Gulf Coast Library through Nov. 15.

"Marshes to Island, an Adventure in Textures" includes several creations from his earlier series such as "Beneath Our Islands" to his most recent "Arcadia Bayou Scenes." Paintings will show the various techniques he uses to get the texture effects that make his work unique.

Subject matter will include fish, crabs, nets, flowers, marshes and trees. Also on display will be several sculpture pedestals and low relief paintings.

According to Williams, "Texture is used in most of my paintings and can be very subtle to almost three dimensional," said Williams. "I use a palette knife to apply paint and often add sand, marble dust or pumice to the fluid paints to re-create an impressionistic landscape."

Williams notes that this texture helps enhance the viewing due to the light reflecting off the various angles of color and delicate surfaces. Experimenting in art mediums and techniques over the past 40 years and exploring ways to render the subject matter led to other series of paintings, "Roof Tops", "Wood Grain Primitives" and "Flower Studies."

In his "Beneath Our Islands" series, begun about 25 years ago, Williams points out that the visible part of the islands above the surface, with their indigenous flora, trees and man's structures or boats, represent the traditional landscapes. The hidden part of Mississippi's barrier islands, with the mix of sand, shells and buried wood, have multiply layers that anchor these islands in the coastal water ways. This part of the painting represents the imaginative abstract design. Thus the abstract and traditional are combined in one work of art.

Williams received a commercial art degree from Mississippi State University in 1975, practicing his vocation as a graphic artist at the Naval Construction Training Center for 22 years. Currently he is serving as an art specialist for the Armed Forces Retirement Home where he both teaches and studies art techniques with the veterans.

Williams is hopeful that his art works bring a moment of pleasant joy to the viewer and an awe of God's creation. On the back of his works, one is likely to find these words: "To God Be the Glory."

A reception is scheduled from 4-6 p.m. on Tuesday, Oct. 7 in the Gulf Coast Library on the Southern Miss Gulf Park Campus in Long Beach. Refreshments will be served and select artwork will be available for purchase. In addition, a drawing will be held for two prints by the artist. For more information, call 228.214.3450.

Banned Book Week at Southern Mississippi Gulf Coast Library

On September 23, 2014, The College of Arts and Letters' English Department and the Gulf Coast Library participated in their first Read-Out to celebrate Banned Books Week. Banned Book week is an annual event that highlights the value of free and open access to information. This event is typically held during the last week in September, and brings together the entire book community-librarians, booksellers, publishers, journalists, teachers, and readers in shared support of the freedom to seek and express ideas, as well as those who may be considered unorthodox or unpopular.

Banned Book Week focuses on efforts to remove or restrict access to books in libraries and schools across the country.

This event also draws national attention to the harms of censorship. While books continue to be banned, part of the Banned Books Week is to commemorate all of the books have remained available. Due to the efforts of librarians, teachers, students, and community members who stand up and speak out we have the freedom to read these books.

University of Southern Mississippi Gulf Coast Library Offers Exhibit

"Cruisin' The Coast: Coming of Age" is on display at USM's library on the Long Beach campus during Cruisin'. The exhibit includes plenty of information on the event, plus several posters, metal dashboard plaques and hat pins and other memorabilia.

The exhibit is in display cases on the library's first and second floors. The library is open from 8 a.m. to 11 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday and noon to 9 p.m. Saturday and Sunday.

NHPRC Awards Publication Grant to Ulysses S. Grant Association

The National Historical Publications and Records Commission (NHPRC) awarded a grant of $43,490 to the Ulysses S. Grant Association for the 2014-15 fiscal year.

Established by Congress in 1934, NHPRC is the grant-making affiliate of the National Archives and Records Administration (NARA). The NHPRC helps non-Federal institutions preserve and make broadly accessible other records of historical value through grants to archival institutions, manuscript repositories, and publications in multiple formats.

This grant will allow the Association to continue its work on the publication of Vols. I and II of the Personal Memoirs of U. S. Grant: an annotated scholarly edition in print and a complete digital edition, which will show the various drafts of the Memoirs, from first to final. The digital edition will be published with free online access.

Grant's Memoirs, published in 1885 by Mark Twain's own publishing house Charles L. Webster and Co., have been touted as the greatest work of nineteenth-century non-fiction literature. The best-selling Memoirs received critical praise in their day and still remain a model for contemporary presidents when they write their own presidential memoirs. President Clinton kept a copy of Grant's Memoirs on a bookshelf near his oval office desk.

The scholarly edition will be of tremendous value to historians and those who wish to understand more completely Grant's military career, mainly in the Mexican-American and Civil War. The annotations will have meticulous research and solid scholarship behind them.

Revealed in the drafting stages are the personal struggles Grant faced while writing his Memoirs, particularly his battle with throat cancer. Having been diagnosed with the illness shortly after beginning the Memoirs, Grant dealt with losing his voice and periods of intense physical pain and weakness. On July 16, 1885, Grant wrote to his doctor regarding the Memoirs that "There is nothing more that I should do to it now, and therefore I am not more ready to go than at this moment." He passed away only a few days later on July 23, 1885.

The Grant Association's goals for the Memoirs are to complete drafting and verification of the annotations for Vols. I and II and to send out both volumes for peer review by the end of the 2014-15 fiscal year. Groundwork on the digital version will continue alongside the work on the print edition.

The Grant Association greatly appreciates the continued financial support of the NHPRC so it may continue to grow the scholarship on Ulysses S. Grant and his family.

Grant Association Executive Director John F. Marszalek said, "Over the years of the Grant Association's editorial work on the 32 volumes of the *Papers of Ulysses S. Grant*, the NHPRC's financial support has been crucial. Its continuing support this coming year will help ensure the first scholarly edition of the Grant Memoirs, an American classic."

Panoramic Display Technology Puts Davis Library on the Map

UNC-Chapel Hill students who want to visit the Great Barrier Reef, the Louvre, or even the moon can now do so without leaving campus.

Thanks to a new Liquid Galaxy display system on the second floor of Davis Library at the University of North Carolina at Chapel Hill, visitors can call up any Google Earth destination in a surround-screen immersive environment.

The installation, made up of seven screens joined in a semi-circle, invites exploration with a high-resolution display and intuitive navigation. The Library knows of no other Liquid Galaxy in North Carolina.

"From the moment the installer closed his tool box, students have been lining up non-stop to try the screens," said Amanda Henley, one of the Library's two Geographic Information Systems librarians.

Graduate student Alison Blaine and GIS librarian Amanda Henley investigate Blue Ridge Parkway history by laying an historical map over an image of the current parkway. The immersive high-definition installation displays Google Earth images and data linked to Google Earth. It is part of the Library's Research Hub.

Developers at Google created Liquid Galaxy in order to display Google Earth images and data linked to Google Earth, which is sometimes referred to as a virtual globe. The Google Earth library includes files such as maps, 360-degree building tours, geographic features, ocean data, street views, satellite images, and images of the moon and Mars.

Henley is currently working to add digitized maps and images from UNC-Chapel Hill to the display in Davis Library. The collections include interactive maps that are part of the Library's North Carolina Maps project and Driving Through Time: The Digital Blue Ridge Parkway. Both projects laid historic maps over current ones in order to demonstrate changes to the natural and built landscape.

While the Liquid Galaxy encourages play, Henley is in conversation with faculty members from several disciplines who see serious research possibilities in the 7-foot-tall installation. These include geography professors who could map data such as housing patterns, disease spread, or industrial activities over time. In the Department of City and Regional Planning, students routinely create scenarios using Google Earth. Wandering around and among their virtual creations will provide "a very different perspective," says Henley.

For art history professor Glaire Anderson, the immersive display capacity may even improve upon some real-world experiences. Anderson has been experimenting with an ultra-high-resolution panoramic photography process called GigaPan.

For one project, Anderson is researching a medieval aviation experiment that took place on a mountainside in present-day Spain. "Using GigaPan and Google Earth on the immersive display would be very helpful to my research group as we try to understand the landscape and topography that may have contributed to this early flight's success," says Anderson.

She also uses the GigaPan to document monuments around the world and works of art right on campus at UNC's Ackland Art Museum. Showing these files on the Liquid Galaxy, she says, "might be the next best thing to seeing them in person"— sometimes even providing a unique opportunity for what she calls "close looking," without obstacles such as tight schedules, poor access, and crowds of tourists.

The Liquid Galaxy is part of the Research Hub, a UNC Library initiative to make the entire research lifecycle at UNC more connected, collaborative, and technology-enabled. The Research Hub in Davis Library also offers consulting, software, and equipment for Geographic Information Systems (GIS), data and data visualization, statistics, and digital humanities.

The Research Hub at Kenan Science Library features a new makerspace and 3D printing facility, while the Research Hub at the Health Sciences Library focuses on health-intensive information needs such as grant support, data management, and open access compliance.

A grand opening and open house for the Research Hub will take place in Davis Library on Oct. 23 from 3:30 to 5 p.m.

The Liquid Galaxy will be open for demonstrations and test drives.

For Henley, the promise of the Liquid Galaxy lies in uses that she has not even thought of yet. "I'm eager to see what people do with it," she said. "The world is not flat. When people see what it really looks like, it sparks their imagination in all kinds of ways."

NCSU Libraries Developing Toolkit to Make it Easier to Collect and Preserve Social Media

The North Carolina State University Libraries has been awarded a grant to tackle a significant emerging opportunity for academic libraries and the historians, social scientists, and other researchers that they support: how best to capture and save the increasingly critical but ephemeral social media conversations that now regularly document our lives and times.

The EZ Innovation Grant from the State Library of North Carolina will enable librarians Jason Casden and Brian Dietz to lead a team to develop a freely available web toolkit to help guide institutions that preserve our cultural heritage by collecting and curating the primary documents that are the raw materials of history. Increasingly these materials are created and shared on Facebook, Twitter, Instagram, and other social media platforms. But since few institutions are systematically saving these conversations, much of our current history's raw material is quickly and irrevocably disappearing as quickly as it is produced. And while tools to save these materials are becoming more sophisticated and less expensive, very little has been done to help libraries and others deploy them in thoughtful, effective ways.

The NCSU Libraries has previously taken a lead role in this area with its award-winning Lentil platform, an open-source tool that harvests and makes it easy to present collections of social media images from the Instagram platform. The new grant would build on this work by exploring methods and best practices for integrating social media into existing ways that libraries collect primary materials. The team will start by investigating social media associated with campus events, spaces, student groups, and campus units at NC State—and will develop software, procedures, and documentation to cost-effectively implement social media archiving at the NCSU Libraries.

This work will then allow the team to develop a web toolkit to help other institutions:

- Collect official communication of various organizational groups
- Collect unofficial, crowdsourced communication from communities of interest
- Develop techniques for enriching collections at a minimal cost by taking advantage of harvesting interfaces provided by social media platforms

The toolkit will also include materials to help other cultural heritage institutions design and document criteria for what they collect and strategies to begin collecting social media. These materials will include a scan of work being done in the area, a risk assessment for potential legal concerns, and a discussion of the impact of social media on archival research.

The social media toolkit is planned for release in Summer 2015.

Jason Casden is the Lead Librarian for the Digital Services Development group at the NCSU Libraries, where he helps to develop and implement scalable digital library applications. Casden was named a *Library Journal* "Mover & Shaker" in 2011, a designation for young leaders who show promise for fundamentally changing how we gather and share information.

Brian Dietz is the Digital Program Librarian for Special Collections at NCSU Libraries. Dietz has served as principal investigator on several LSTA-funded projects. He recently moderated "Getting Things Done with Born Digital," a session at the Society of American Archivists' 2014 annual conference.

The EZ Innovation grants are made possible through funding from the federal Institute of Museum and Library Services (IMLS) under the provisions of the Library Services and Technology Act (LSTA) as administered by the State Library of North Carolina, a division of the North Carolina Department of Cultural Resources.

NCSU Libraries Offering Grants to Help Faculty Develop Free or Low-cost Open Textbook Alternatives

In the latest of several initiatives designed to help students reduce the expense of textbooks as part of their university educations and make it easier for faculty to explore and create new resources for their teaching, the NCSU Libraries is inviting North Carolina State University faculty to apply for grants to adopt, adapt, or create free or low-cost open alternatives to today's expensive textbooks.

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

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

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

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

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

"Academic libraries have always been a powerful way to reduce the financial burden of a university education by pooling key resources for everyone to use," reminds Susan K. Nutter, Vice Provost and Director of the NCSU Libraries. "The *Alt-Textbook* grants offer an innovative way to leverage that advantage in the digital age while at the same time giving our faculty a powerful tool to tailor their course materials to the exact needs of their students."

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

The *Alt-Textbook* initiative builds on a successful partnership with the university's Physics Department that resulted in a free physics e-textbook that is now used by 1,300 NC State students each year.

Other NCSU Libraries initiatives to reduce costs for students include providing at least one copy of every required course book on reserve each semester, supplying online reserves to electronically disseminate materials within the bounds of copyright law, and Library Course Tools, an innovative use of the Libraries' website to present custom, course-related library content for every course at the university.

Alt-Textbook is supported by a grant from the NC State University Foundation.

TRLN Announces 2014 Management Academy Class

The Triangle Research Libraries Network (TRLN) announces the thirty-two participants in the 2014 *TRLN Management Academy: The Business of Libraries*, which was held in Chapel Hill, NC, October 20-24. The program prepares current and potential mid-level managers in academic libraries to operate with entrepreneurial and business acumen in the management of financial and human resources.

Academic faculty from TRLN member institutions, which include Duke University, North Carolina Central University, North Carolina State University, and The University of North Carolina at Chapel Hill, conducted sessions customized for a library environment.

The participant group includes representation from twelve states within the U.S. as well as Canada.

In keeping with the design of the program to meet the management training needs of its members, fourteen of the participants are from TRLN libraries. Noting prior satisfaction with the program, sixty-two institutions (outside of TRLN) have nominated applicants for the Academy in previous years.

In making final selections, the TRLN Academy Selection Committee paid close attention to applicants with some management responsibility and to those statements of interest that best matched the program's design. The thirty-two participants selected were:

- Jonathan Beeker, *North Carolina Central University*
- Elizabeth Berney, *Duke University*
- Jennifer Bordy, *University of Illinois at Chicago*
- Carolyn Caizzi, *Northwestern University*
- Jeffrey Campbell, *The University of North Carolina at Chapel Hill*
- Jason Casden, *North Carolina State University*
- Bertha Chang, *North Carolina State University*
- Galadriel Chilton, *University of Connecticut*
- Adrienne DeWitt, *North Carolina Central University*
- John Dorr, *Northwestern University*
- Tyler Dzuba, *University of Rochester*
- Robin Gustafson, *University of California at Davis*
- Amanda Henley, *The University of North Carolina at Chapel Hill*
- Leslie Hurst, *University of Washington*
- Adrian Johnson, *University of Texas at Austin*
- Mike Kastellec, *North Carolina State University*
- Kelly Leong, *Duke University*
- Lesley Looper, *Duke University*
- Glenn McGuigan, *Penn State University*
- Ellen Mueller, *University of Michigan*
- Michael Peper, *Duke University*
- Mary Radar, *University of Texas at Austin*
- Erika Ripley, *The University of North Carolina at Chapel Hill*
- Rebecca Schroeder, *Brigham Young University*
- Emily Shaw, *Ohio State University*
- Jason Sokoloff, *University of Washington*
- Doug Stewart, *The University of North Carolina at Chapel Hill*
- Jennifer Sundheim, *University of Washington*

- Gil Taylor, *Smithsonian Institution*
- Deborah Whiteman, *University of Toronto*
- David Woodbury, *North Carolina State University*
- Jeremy York, *HathiTrust*

The program was designed with input from library directors to support succession planning and talent management by addressing gaps in the preparation of librarians for management roles in the current environment. DeEtta Jones, an organizational development consultant whose library background includes ten years with the Association of Research Libraries (ARL), will facilitate the Academy for the fifth year.

Asked after six months whether they would recommend that a colleague attend the Academy, participants offered strong endorsements. "Absolutely," wrote one librarian, "It did a great job addressing the specific needs of middle managers. The challenge now is to retain my enthusiasm in the midst of day-today work. I really think these tools will help a lot." Members of previous classes reported feeling "happier and more confident," "more aware of managing meetings effectively," and "more focused on what [they] can do to solve problems," – personal outcomes they attributed to their attendance at the Academy.

The Farm at Black Mountain College: A Hunt Library Happening

On August 4, the North Carolina State University Libraries presented "The Farm at Black Mountain College: A Hunt Library Happening." The program will be a multimedia event that will allow David Silver, Visiting Scholar at the NCSU Libraries, to use the unique technologies of the James B. Hunt Jr. Library to tell the story of America's boldest experiment in higher education.

Silver, an associate professor at the University of San Francisco who specializes in media history, digital media production, and urban agriculture, used the Hunt Library's dramatic video walls and other media tools to chronicle the rise and fall of Black Mountain College, founded in 1933 near Asheville, North Carolina. Although the college remained open for only a short period of time, participants such as Buckminster Fuller, Merce Cunningham, and John Cage set the stage there for major transformations in educational practices. Education practitioners can still learn from what worked and what didn't work at Black Mountain College, especially at NC State where several of the experimental college's principles are still at the core of our "think and do" learning philosophy.

Focusing on the Black Mountain College farm and work program, Silver lead an exploration of the school's lesser-known but vitally important participants.

Using the entire Hunt Library as a storytelling building and featuring never-before-seen photographs, this dynamic event encourages conversation about the basic premises of how students learn across disciplines and areas of study. Silver will employ an unconventional storytelling approach that unfolds as participants walk through the building.

North Carolina Architects & Builders Website Reaches Milestone in Documenting Dtate's Architectural Legacy

Mid-twentieth century modernist architect G. Milton Small, Jr. of Raleigh; Victorian era Charlotte house designer Harriet Morrison Irwin; German-born carpenter John Deitrick Tavis in antebellum Germanton; Civil War era joiner and A.M.E. minister George A. Rue of New Bern— these are just a few of the two dozen architects and builders whose new biographies have been added recently to *North Carolina Architects & Builders: A Biographical Dictionary*.

With these new postings, the popular North Carolina State University Libraries website passes a major benchmark, now presenting more than 300 biographies of architects and builders who worked in North Carolina and accompanying data on more than 3,000 buildings they created in the state.

Launched in 2009 with 170 entries, the biographical dictionary project had its roots in the late 1970s in research for the book, *Architects and Builders in North Carolina: A History of the Practice of Building* (University of North Carolina Press, 1990), by Catherine W. Bishir, Charlotte V. Brown, Carl R. Lounsbury, and Ernest H. Wood III. The biographical dictionary was originally conceived as a companion print publication, but in 2007 the concept shifted to a web-based, "born digital," resource that can be easily searched and constantly expanded.

The free, user-friendly ncarchitects.lib.ncsu.edu contains essential information about the lives and works of the people who created the state's architecture from the colonial period to the late 20th century. Content developer and architectural historian Catherine W. Bishir says, "We believe it's important to include not just the great architects of landmarks like Biltmore and the Dorton Arena, but also lesser-known artisans and builders, black and white, enslaved and free, who actually built most of our architectural legacy."

A frequent user of the site, Andre' D Vann, coordinator of the University Archives and Instructor of Public History at North Carolina Central University, reports that in his research on historic houses in Durham, "I have found the *North Carolina Architects & Builders* website essential in uncovering the rich and unique stories behind many historical buildings and builders." In particular it has "shed light on African American architects and designers like Gaston Edwards who braved a new world and created a body of work worthy of emulation."

G. Milton Small, Jr., Northwestern Mutual Insurance Company, Raleigh, Joseph Molitor Collection, Avery Architectural and Fine Arts Library, Columbia University

Frank Harmon, Raleigh architect and professor at NC State's College of Design, sees *North Carolina Architects & Builders* as "exceptionally useful to our students and to scholars in North Carolina and beyond" because it offers "insight into the lives of the men and women who have shaped the built environment of our state, a lineage that continues to inspire us today." Few states have achieved such a comprehensive biographical dictionary, says Harmon, and "none has a better website of architects and builders."

The site has won prizes from the Preservation North Carolina and the Vernacular Architecture Forum for its innovative and inclusive approach. Multiple authors have contributed to the biographies and accompanying building lists. New entries are in progress, and as project manager Markus Wust comments, "The website itself attracts new information from users who help make it more complete. There's always more to learn."

PERSONNEL NEWS:

Florida

University of Central Florida

The University of Central Florida (UCF) Libraries announces the retirement of **Laila Miletic-Vejzovic**, Head, Special Collections & University Archives (SCUA).

Ms. Miletic-Vejzovic, department head for the Special Collections & University Archives (SCUA) at the University of Central Florida Libraries, retired in June 2014 after six years leading the department. She received her MALIS from the University of Wisconsin-Madison. Her first position was as the Rare Book Cataloger at the Huntington Library, San Marino, California. Before coming to UCF, she was the head of Manuscripts, Archives & Special Collections at the Holland & Terrell Libraries, Washington State University, Pullman. She joined the UCF Libraries in 2008.

During her tenure at the John C. Hitt Library, Ms. Miletic-Vejzovic acquired many notable materials to support the six areas of collection for the UCF SCUA, including a first edition of Zora Neale Huston's eight book, *Moses: Man on the Mountain*, for the Floridiana collection; a Spanish Antiphonary of the Catholic Ritual Music for the first Sunday of Advent, ca. 1600, for the Rare Books Collection; and for the Travel & Tourism collection the papers of George Millay, Founder of Wet & Wild. With the donation of *African Americana Legacy, The Carol Mundy Collection*, an extensive collection of diverse materials, UCF SCUA added another key area of collection.

Ms. Miletic-Vejzovic has been quite active at the library, university, state, and national levels, serving on such committees as the Security Committee and Publications & Communications Committee of the Rare Books & Manuscripts Section of the Association of College & Research Libraries, a part of the American Library Association. Working with UCF Department of History and the Burnett Honors College, She was part of the planning committee that began the UCF Veterans History Project. The histories, which students began recording during the fall 2010 semester, are archived and made digitally available through the UCF Libraries' Digital Initiatives and Library of Congress websites. She was also invited to serve as juror for the Florida Book Awards Competition.

Ms. Miletic-Vejzovic is recognized in the "Who's Who in Sciences in Croatia," an e-project of the Ministry of Science, Education, and Sports promoting Croatian academics in Croatia and abroad, and taught at the School of Library and Information Studies at the University of Zadar in Croatia for many years.

UCF Librarian Bogle-Pratt International Library Travel Fund Recipient

The American Library Association (ALA) International Relations Committee announced that **Sai Deng**, metadata librarian and associate librarian at the University of Central Florida (UCF), is the 2014 recipient of a $1,000 cash award from the "Bogle-Pratt International Library Travel Fund."

This award is given to an ALA member to attend his or her first international conference. The Bogle Memorial Fund and the Pratt Institute School of Information and Library Science will provide the cash award for Deng to attend her first international conference, the *Joint Conference on Digital Libraries* (JCDL) in London. Ms. Deng will present a paper titled "Creating a Knowledge Map for the Research Lifecycle" during the conference in September 2014.

Ms. Deng is a board member for the Chinese American Library Association, an affiliate of the American Library Association.

The award is in recognition of Sarah Comly Norris Bogle, a prominent U.S. librarian who made notable contributions to children's librarianship, international library service, and library education.

North Carolina

University of North Carolina at Chapel Hill Library

The University of North Carolina at Chapel Hill Library announces the appointment of **Bryan Giemza** as Director of the Southern Historical Collection in the Wilson Special Collections Library. Bryan will provide vision and leadership for the Southern Historical Collection (SHC) and ensure its continued preeminence as the leading repository of unique materials related to the American South. He will pursue an active collecting program that supports existing and emerging areas of strength, including the ethnic south, antebellum plantation life, slavery, the American Civil War, the Long Civil Rights Movement, and social and political change.

Mr. Giemza will work closely with current and potential donors, pursue grant and other funding opportunities, and manage funds assigned to the SHC.

In coordination with Library staff, he will promote and set priorities for the preservation of and access to SHC holdings, and he will direct an active program of exhibits and physical and online presentations of holdings. As a member of the Wilson Library management group, he will help plan and implement special collections goals and priorities, and will promote expanded use of special collections at UNC.

Prior to this appointment, Mr. Giemza served as associate professor of American literature at Randolph-Macon College in Ashland, Virginia.

He holds a B.A. in English from the University of Notre Dame in Notre Dame, Indiana, and a J.D., M.A., and Ph.D. in English from the University of North Carolina at Chapel Hill.

Mr. Giemza was a recipient of the State Council of Higher Education for Virginia's Rising Star Award in 2012. The award recognizes superior accomplishments in teaching, research, and public service among early-career faculty.

Lauren Tomola is the new AHEC and Outreach Services Knowledge Management Librarian in the Health Sciences Library. In this position, Lauren will organize information in the AHEC Digital Library and will maintain online information for the use of AHEC members. Lauren will support the Health Sciences Library's consumer health and patient education librarian by providing consultation on patient education materials, managing content on the N.C. Health Info site, and assisting with the management of databases.

Prior to this appointment, Ms. Tomola was the Knowledge Management Librarian at the Health Sciences Library at UNC.

She holds a B.A. in classical culture and society from Bryn Mawr College in Bryn Mawr, Pennsylvania, and an M.S.L.S. with a certificate in clinical information science from the School of Information and Library Science at UNC.

Mary White is the new TraCS Knowledge Management Librarian in the Health Sciences Library. As the TraCS knowledge management librarian, Mary will provide consultation, training, and research support for teams of librarians, faculty research navigators, and staff at the North Carolina Translational and Clinical Sciences (TraCS) Institute.

Prior to this appointment, she was as an administrative specialist with the NC-1 Disaster Medical Assistance Team. She has also served as an adjunct instructor in informatics at Johns Hopkins and Drexel universities, and was a public health liaison librarian at the University of Iowa in Iowa City, Iowa.

Ms. White holds a B.A. in psychology and an M.S.L.S., both from UNC; an M.S. in health informatics from the Johns Hopkins University School of Medicine in Baltimore, Maryland; and is ABD in community and behavioral health from the University of Iowa College of Public Health.

Erica Titkemeyer is the new Project Director and Audiovisual Conservator. As the project director and audiovisual conservator, Erica will provide leadership for "Extending the Reach of Southern Audiovisual Sources." The project will help the Southern Folklife Collection (SFC) in the Wilson Special Collections Library develop techniques to preserve historic audio and moving image collections on a large scale and make them available online for public use. The Andrew W. Mellon Foundation provided a grant of $187,082 for the one-year project.

Ms. Titkemeyer will survey SFC collections for conservation and access needs and set priorities for conservation and digitization. She will also oversee the cleaning, repair, and rehousing of materials.
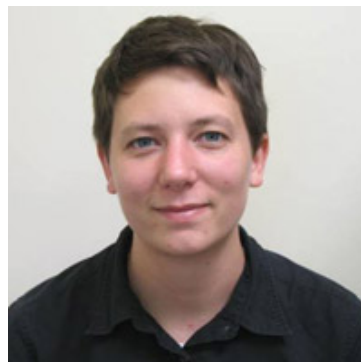
Prior to this appointment, Ms. Titkemeyer was a National Digital Stewardship resident through the Library of Congress at the Smithsonian Institution Archives in Washington, D.C.

She holds a B.S. in cinema and photography, with a cinema production concentration, from Ithaca College in New York and an M.A. in moving image archiving and preservation from New York University in New York City.

The University of North Carolina at Greensboro

Orolando Duffus has been appointed Diversity Resident in the University Libraries at UNCG. Orolando received his MS in Library Science from North Carolina Central University (Durham, NC) in May 2013. He also received his Bachelor's degree in Business Administration from Saint Augustine's University (Raleigh, NC) in May 2011. He is a native of Kingston, Jamaica.

Southern Women Novelists and the Civil War: Trauma and Collective Memory in the American Literary Tradition since 1861. Sharon Talley. Knoxville, TN: University of Tennessee Press, 2014. ISBN 1-62190-013-4. $74.
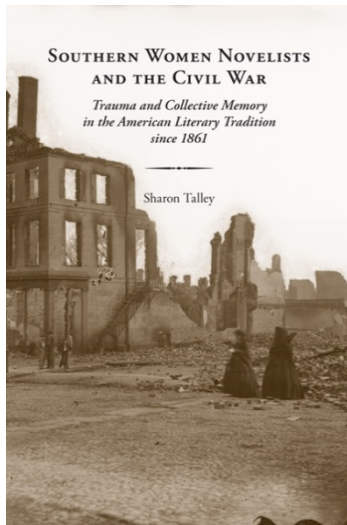
On lifting the cover of this book, I wondered naively "what is there to talk about in Civil War history that I haven't already seen, heard and suffered through" as has any woman born and lived two-thirds of her life in the southern United States.

Yet, inside the front cover, Ms. Talley tells me that southern women played a critical role in shaping the South's evolving collective memory by penning journals, diaries, historical accounts, memoirs, and literary interpretations of the war. At this point, she caught my attention. I thought women managed the plantation houses, supervised the farming, the slaves, and the crop rotations during the Civil War but I was woefully lacking in the depth of women's contributions through their writings.

Talley brings us through a presentation of oral and written histories and analyses of the voices of fifteen women novelists spanning the "Civil War Period, Reconstruction, Turn of the Century, The Modern Period and Novels Since World Two…"(inside fly leaf). Fascinating reading, eye opening discussions and commentaries drew me into this historical collection of women's voices and experiences as seen through the eyes of many women. While Ms. Talley obviously included the famous "Gone With The Wind" writings of Margaret Mitchell, she raised other novelists and their writings as well.

A note of interest, according to Talley, women novelists came to be called "scribbling women ….even referred to as "…damned scribbling women.." and yet in 1850, James Harr (p. 339) declared novels by Hawthorne, Melville, Thoreau, and Whitman did not equal the sales of one of the more popular domestic novels by women"……

There is an extensive End Notes and Index which I highly recommend to any student or faculty member who hopes to learn more about southern women writers during the Civil War years and beyond (1861- present). (p. 337-432)

Dr. Carol Walker Jordan
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Bearwallow: A Personal History of a Mountain Homeland. Jeremy B. Jones. Winston-Salem, NC: John F. Blair, Publisher, 2014. ISBN 978-0-89587-624-9. 288 p. $24.95.
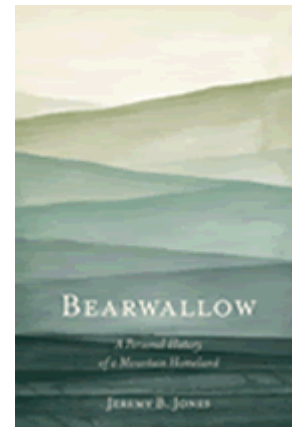
A native of southern Appalachia, Jeremy B. Jones spent the early years of his life in the shadow of Bearwallow in the Blue Ridge Mountains of North Carolina. Pulled away by education and a teaching position in Honduras, he continued to be drawn back to the mountains and has now settled into a position as a professor in the department of English at Western Carolina University. In his debut memoir, *Bearwallow: A Personal History of a Mountain Homeland*, Jones explores how his mountain upbringing imprinted on his adult life, and through that journey, he grapples with the age-old questions of who we are and how our geographical and cultural background affects who we become.

The stories of Jones' personal odyssey take place within the backdrop of the mountains and it is this unique topography that reflects the themes of the book: the pull of home versus the need to leave, the outsider assimilating in a native culture, reality versus regional stereotypes, and land conservation in the face of impending development. The inherent tension of these themes is found in Jones' exploration of the mountains, which give context to his life as he seeks to understand his geographical and genealogical past. Biking through the challenging local terrain, he takes the time to listen to a local historian's tales of Civil War

conflicts, some of which continue into the present. He speaks to his grandmother about the local bird life, family quilts, and accounts of his own relatives who settled in the mountains. It is obvious that he listened closely and these stories gave him the perspective he needed to write his own story of the regional connectivity that he had experienced since his youth.

Jones learned early that "mountain folk" were different. His accent and dialect gave him away, and he soon realized that outsiders formed opinions that were not easily shaken. As the story of his family unfolds, he explores the stereotype of mountain people; deconstructing it in every anecdote, proving that the history of the Appalachia is varied, complex, and not easily pigeonholed. Jones' own regional history reaches back to his Dutch ancestor, Abraham Kuykendall, who settled in the wilderness of the Blue Ridge Mountains in the mid-eighteenth century. It is Abraham, one of the early settlers, who becomes the first outsider, the first land developer.

Isolated, wild, rural, and wise, Jones adeptly describes the Southerness of his Blue Ridge home, but points out that the mountain culture was unique in its independence of thought and diverse political ideologies. This is demonstrated particularly well in his description of the mountain region torn apart by the Civil War. Jones uses Civil War folk tunes, plucked out on banjo strings, to illustrate the independent temperament and complex loyalties of the mountain people as each was forced to choose a side. The Appalachia was interspersed with both Unionists and Confederates, and Jones' own family has its roots in both.

Jones leads the reader into discovering the history of the mountains but he quickly pulls the reader back from the struggles of the past to his own experiences with independent and ever-changing mountain cultures. Jones and his wife spent a year teaching in the small town of Gracias a Dios in Honduras and the book is peppered with many anecdotes about his time there. Geographical similarities between the mountain towns of Honduras and the Blue Ridge reminded him of home, and he eventually finds himself back in his former elementary school in the mountains of North Carolina teaching immigrant children to comfortably assimilate into their new culture.

Yet change is inevitable, even in the formerly isolated landscape of the mountains, a new wave of outsiders threatens to physically transform the region. This threat comes in the form of builders and developers of large upscale communities, which could alter the mountain forever.

Bearwallow: A Personal History of a Mountain Homeland is a compelling journey, and Jones successfully weaves the language, music, food, faith, and geography of the mountain area into a multi-layered narrative. While capturing the deep and haunting regional history and culture of the mountains, he does not over-romanticize or sentimentalize his topic. His fluid writing style allows the reader to travel with him, and in the process, find themselves pulled back to their own roots, questioning if

they too find their past irrevocably imprinted on their present life.

Kathelene McCarty Smith
The Martha Blakeney Hodges Special Collections and
University Archives
The University of North Carolina at Greensboro

River of Hope: Black Politics and the Memphis Freedom Movement, 1865 to 1954. Elizabeth Gritter. Lexington, KY: University Press of Kentucky, 2014. ISBN 978-0-8131-4450-4. 380p. $40.
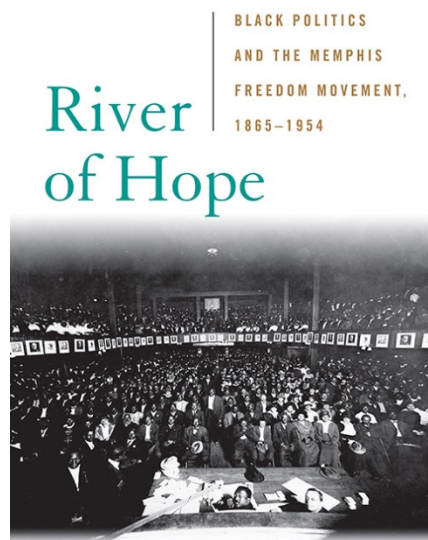
In "River of Hope: Black Politics and the Memphis Freedom Movement", Eiizabeth Gritter shows the reader the political landscape of Memphis, Tennessee, between 1865 and 1954.

Gritter introduces the reader to the Lincoln League (1916), to prominent black citizens such as Robert R. Church, Jr. and Dr. Joseph E. Walker, and to Edward H. Crump, "leader of the white political machine in Memphis between 1910 and 1954"(p.6). " Her carefully woven stories of the political activities of important movements and their leaders reveal Memphis to be a center for the "river of hope" for black Americans.

Sensing there was a deep meaning to Dr. Gritter's title "River of Hope: Black Politics and the Memphis Freedom Movement 1865 -1954", I wrote to her to ask about the meaning of "river of hope". She kindly responded and gave permission for me to share her comments in this review:

> *"River of Hope: I see, as many artists and writers have, the river as a metaphor for life. In my case, it stands for the black freedom struggle more specifically,*

and hope is what drives activists—hope for a better future, hope that a better future can be possible, hope that injustices can be changed. A river is a good metaphor because it is long and continuous—the black freedom struggle has been long but one of hope. And a river is alive—as I say in my conclusion African Americans today still are not in an equal social position compared to whites, the struggle like the river continues. A river metaphor is also especially pertinent to Memphis given its sits on the banks of the Mississippi River." (email 8/10/14)

I recommend you add this book to your reference library. It contains political events and personal histories of individuals that made significant impacts in the struggle for civil rights in Memphis, There are excellent end notes, a bibliography, an index (pgs. 327-355) and a selection of photographs (p.136-) of prominent black citizens who were highlighted in the text.

Dr. Carol Walker Jordan
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The Market Preparation of Carolina Rice: An Illustrated History of Innovation in the Lowcountry Rice Kingdom. Richard Dwight Porcher, Jr., and William Robert Judd. Columbia, SC: University of South Carolina Press, 2014 ISBN 978-1-61117-351-2. 408 p. $49.95.
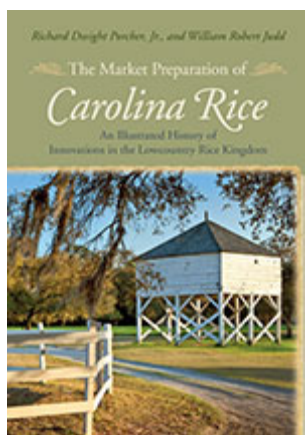
As I open and turn the pages of this 379 page historical scholarly tome, I am constantly surprised with the documentary writing, the black and white machine and equipment drawings, the beautiful color plates, and pages of charts, lists and data.

The title of this research, "The Market Preparation of Carolina Rice: An illustrated History of Innovations in the Lowcountry Rice Kingdom", appealed to me on a very personal level: I love rice! I love South Carolina's restored rice plantations.

My travels to rice plantations located along the South Carolina coast on summer and winter travels and on visits

to family and friends did not prepare me for the depth and dedication that Richard Dwight Porcher, Jr., and William Robert Judd poured into this priceless work. I expected to see some steaming bowls of rice or some beautifully laden southern dinner tables as that is how I glorify rice. I did not expect to see machinery, storage bins, steam engines and water wheels, threshing barns and rolling screens. Nor did I expect to read of the socio-economic and political scars of the Civil War upon the rice culture and the rise and demise of labor and poverty among the people involved in the industry that comprised the rice culture.

Through words, ideas, visual representations and emotional descriptions, I gained a new impression of my favorite food. I also gained a sense of the importance of the rice culture in our South Carolina Lowcountry history. My husband tells me that his Mother's family home in Pamplico, S.C., served rice with every meal and to him, now 75 years old, rice is a distinct staple in our house. To me, It is a joyful gift brought to us over the years by the people who worked to develop and where possible sustain the rice culture in our Lowcountry rice kingdom.

Anyone interested in pursuing research into the economic, cultural and historical development of the lowcountry of Carolina rice must consider this a required research tome.

Dr. Carol Walker Jordan
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Duncan Hines: How a Traveling Salesman Became the Most Trusted Name in Food. Hatchett, Louis. Lexington, KY: University Press of Kentucky, 2014. ISBN 978-0-8131-4459-7 (pbk.: alk. paper); ISBN 978-0-8131-4484-9 (pdf); ISBN 978-0-8131-4483-2 (epub). 325 p. $19.95.
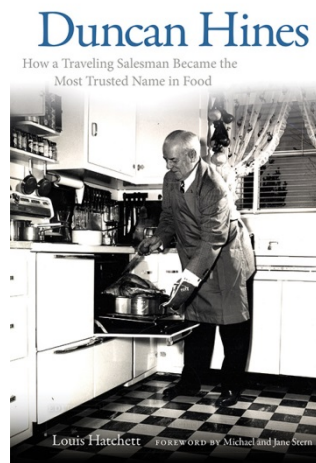
This entertaining book recounts the life and remarkable career of Duncan Hines, a native of Bowling Green, KY. Unlike Betty Crocker, a fictional identify crafted by General Mills to symbolize the company's "helpfulness, trustworthiness, and quality," ("General Mills History of Innovation: the History of Betty Crocker,"

- accessed 9/9/2014). Duncan Hines was a real person who established his own brand for integrity and high standards before he became associated with an eponymous line of packaged foods. In fact, Hines would likely be astonished to learn that today "Duncan Hines" is associated with cake mixes and not with his highly popular travel and dining guides or the "Recommended by Duncan Hines" seals of approval proudly displayed by restaurants, hotels, and food companies.

Hines' associations with the food and travel industries arose incidentally from his own experiences as a consumer. He frequently suffered from eating poor quality restaurant food and sleeping in uncomfortable, unsanitary lodgings while crisscrossing the county on business. Hines began keeping careful notes about places to avoid as well as places worth driving another few miles to visit again.

As word of his expertise and demanding standards spread he was barraged with inquiries from travelers seeking advice on places to eat and stay. In an effort to save himself aggravation of responding to individual questions, Hines prepared an annotated list of his favorite restaurants and sent it out to several hundred business contacts along with the usual Christmas cards---thereby unwittingly launching his publishing business. The casual lists which began as a personal diary grew into frequently revised and ever-expanding travel guides to restaurants (*Adventures in Good Eating*), hotels (*Lodging for a Night*), and vacation destinations (*Duncan Hines Vacation Guide*).

Hines made little money on these publications; in fact, for several years he lost money on them. He kept at the time- and resource-consuming task as a public service. Hines refused to accept payment of any kind in return for his endorsements. To keep the ever-lengthening lists up-to-date, Hines enlisted the support of volunteer "detectives" who sent in detailed notes about restaurants and hotels they patronized. Hines was painstaking about dropping entries for establishments which failed to maintain his high standards for cleanliness, comfort, and service.

Over time, as Hines' reputation for scrupulous integrity and reliability as a travel expert grew he added a small but successful side business renting "Recommended by Duncan Hines" signs to establishments that had earned his seal of approval. These were "uniform in design so they would be instantly recognizable" and "color-coordinated" with the corresponding guidebooks' bindings (*i.e.,* red for restaurant signs, blue for lodgings). The signs were subject to immediate removal if subsequent inspections found that standards had slipped.

For all his evident genius for branding and marketing, he was not a great businessman. For instance, the bindings on his directories were too good—they didn't wear out in a year, so people did not rush out to buy the new editions as they were published. This was not only bad for the immediate bottom line, but also for the credibility of the directories themselves—people were relying on outdated information.

During his lifetime, Hines' name became better known among Americans than that of the Vice President of the United States. The fact that Duncan Hines' name is a household word more than a half century after his death in 1959 is due to an advertising man named Roy Park. Unlike many before him, Park was able to persuade Hines to give his name to a line of top-quality foods as a way to influence and upgrade American eating habits. This led to the establishment of Hines-Park Foods, Inc. in 1948. The wildly successful company merged with Proctor & Gamble in 1956.

At times the author's admiration of Hines borders on hero worship or idealization. Originally an 840 page manuscript, this enthusiastic history began as the rough draft of a master's thesis in history at Western Kentucky University at Bowling Green. The final book would not have suffered from further editing. The biography contains superfluous minutia (*e.g.,* recitations of every dish eaten by Hines at every restaurant visited during multiple road trips, when descriptions of a single day's meals would have been sufficient to convey Hines' tasting methods) and extraneous side stories (*e.g.*, details about Hines' siblings' lives) that impede rather than advance the narrative of Hines' life and work.

Despite its lack of polish, this well-documented work is useful as well as a pleasant read. This book is recommended for public libraries and for academic libraries supporting culinary, business and/or marketing, and popular history programs.

Karen J. Cook
State Library of Louisiana

In Remembrance of Emmett Till. Regional Stories and Media Responses to the Black Freedom Struggle. Mace, Darryl. Lexington, Kentucky. The University Press of Kentucky, 2014, ISBN: 978-0-8131-4536-5 (Hardcover). 212 p.. $40.
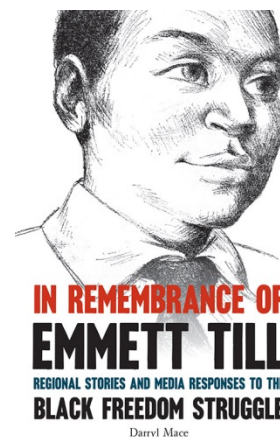
Pennsylvania-based history professor Darryl Mace takes a look at media coverage of the 1955 lynching of a black youth in Mississippi in his 2014 book, *In Remembrance of*

Emmett Till, Regional Stories and Media Responses to the Black Freedom Struggle.

The murder of 14-year-old Till, a Chicago native visiting his uncle in the Mississippi Delta, garnered national attention more-so than many other race-related murders in Mississippi at the time.

Mace focuses on the differences that various media outlets had in covering Till's life and death. Mace takes a look at the following types of media outlets: Mississippi-based newspapers; newspapers based in other parts of the Deep South; newspapers from around the country; and black owned and operated newspapers.

Roy Bryant and J.W. Milam were accused at the time to have kidnapped and murdered Till after the young man allegedly wolf-whistled Bryant's wife, then a store clerk in a business Roy Bryant owned in Money, Mississippi. Till allegedly touched her hand and allegedly made comments to her that made her uncomfortable. Bryant and Milam were accused of pistol whipping and murdering Till, dumping his body in the Tallahatchie River.

Mace's extensive 22-page bibliography consulted dozens of sources on this matter.

But Mace doesn't focus only on the influence of race on media coverage. He also notes gender-stereotypes as portrayed by the media.

Mace notes that coverage by at least 1 publication, the *Chicago Sun-Times*, didn't characterize Mamie Till-Mobley, Emmett's mother, as a "weak" woman fainting after viewing her son's mangled corpse, as many other publications did. The *Tribune* notes that men who attended the funeral also "shielded" their eyes when looking at Emmett's crushed head.

Jet Magazine was the first of 3 newspapers to publish pictures of Emmett Till's open casket, Mace points out.

The *Chicago Tribune* and the *Chicago Sun-Times* also published those vivid images.

Mace also points out the differences in how black newspaper reporters were treated compared to white newspaper reporters. White trial attendees would steal the chairs of black reporters, according to Mace.

Cleveland Call and Post reporter, James Hicks, who covered the Till trial, was arrested by a white police officer without being told the charges against him. The charges, later revealed to be passing a school bus, were later dismissed. But this gave Hicks, a black man, the idea that he was a "marked man." This treatment, Hicks later revealed, "beat me down."

One of the most significant issues Mace writes about is the *Look Magazine* decision to print Roy Bryant and J.W. Milam's paid confession. The article, printed after Bryant and Milam were acquitted by a jury of their peers, is almost exactly identical to Carolyn Bryant's account of what allegedly happened on the day Till died. *Look Magazine,* which paid Bryant and Milam $3500 for their words, didn't print any other opposing points of view on the Till case.

Mace's book tackles a very troubling episode in the nation's history and is one of at least 2 books in the past 4 years to study the media's portrayal of Emmett Till's murder.

Almost 60 years after Emmett Till's death, this book is recommended for academic, public and school libraries.

Peter R. Dean, Reference Librarian
University of Southern Mississippi

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

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