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An Assessment of Frequently Challenged LGBTQ* Books in Alabama Public Libraries

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INTRODUCTION

Libraries are often seen as safe places for all people in a community. Libraries draw in diverse members of the community who all feel generally safe in the public space (Leckie and Hopkins, 2002, p. 353). Libraries often strive to be places of "no judgment" where all are treated equally and can have their information needs met in an unbiased fashion (American Library Association, 2006). There are also initiatives in many libraries to serve various marginalized groups in a community, such as immigrants (Shen, 2013), those with disabilities (Ross and Atkin, 2002), and the homeless (Ayers, 2006).

Though civil rights for Lesbian, Gay, Bisexual, Transgender and Questioning or Queer and *other individuals (LGBTQ*, Chapman and Birdi, 2016, p 2) people have advanced greatly in the last 20 years, they are still often marginalized in many communities (Kite and Bryant-Lees, 2016, p. 166). The inclusion of information and reading material for this group is of great importance in public libraries. This is because, in some communities, LGBTQ* individuals may otherwise have very little access to these materials. This study will attempt to look at the public libraries in Alabama with focus on their service to the LGBTQ* community through an assessment of LGBTQ* challenged books available in each library.

Problem Statement

As a state located in the heart of the Bible Belt, one might expect library access to LGBTQ* books to be limited. This survey focusing on county public library systems only, suggests that many such libraries may be more open to providing access to LGBTQ* books than expected. This survey may provide some tentative conclusions.

This study determined the number (and percentage) of books with LGBTQ* content on the ALA most challenged books list then examined how many and which of these books are in the collections of public libraries of Alabama.

Research Questions

R1. How many and which of the top ten most challenged books listed by ALA in the last fifteen years have been challenged because of LGBTQ* subject matter?

R2. Of these, how many of Alabama's county public library systems have these books?

R3. How many copies are in each library's collection and in what format are they available?

Assumptions

It was assumed that the library Online Public Access Catalogs (OPACs) in this study are cataloged accurately so that relevant books in the collections can be accessed. It was also assumed that the books that are challenged for 'homosexuality' do indeed have LGBTQ* characters or topics included in them.

Importance of the Study

Findings of this study may help researchers understand the basic availability of LGBTQ* materials in a single, mostly rural, southern state. Those who may find this study of interest include collection development librarians, library managers, social workers working with LGBTQ* individuals and school officials interested in the availability of resources for LGBTQ* students.

LITERATURE REVIEW

Censorship

Censorship is an age-old tradition in countless cultures for numerous reasons. From as early as Plato in the 300's B.C., to the censorship committees of the 1500's, to modern day, various writings have been banned (Connelly, 2009, p. 84). Removing information from the public has been done by governments (Maret, 2011), community groups and individuals (Gaffney, 2014, pg. 731-732). Governments that pursue censorship may be motivated by a wide variety of reasons including the following: protection of sensitive information such as in the military or intelligence service and removing materials that a government does not want distributed to the general populace for reasons of controlling the public (Maret, 2011, pg. 208). Others who advocate for removing materials often consider certain topics, information or beliefs to be morally offensive (Connelly, 2009, p. 84).

Information that is censored often surrounds hotly contested or highly emotional issues or is considered dangerous by a group in power. For example, during the Cold War, information about communism was often censored. This was often done by preventing information from ever reaching the United States rather than directly removing materials from the library, but the effect -was the

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same (Richards, 2001, p. 198). Another example of government censorship can be seen in the ban on teaching slaves how to read before the U.S. Civil War for fear that it would make them dissatisfied with their station in life and possibly even rebel (Morris, 1996, pg. 347). In this case all information available to an entire population was restricted.

In public libraries in the United States, the most common reason to challenge a book is because it is seen as offensive to a group of people (ALA, 2002, p. 366-369 as cited by American Library Association, n.d.) Despite recent gains in civil rights, the LGBTQ* community still suffers discrimination (Kite and Bryant-Lees, 2016, p. 166). From the milestone decision of the American Psychiatric Association declaring that it would no longer consider homosexuality a mental illness in 1973 (Drescher, 2015, p. 565), to legalized marriage (e.g United States v. Windsor, 2013), things have changed greatly in a short period of time. Because of increased visibility, there are now more books and materials available to the LGBTQ* community and this increase in visibility has made the LGBTQ* community, despite making great gains, a target of discrimination and censorship (Burke, 2008, p. 248).

Members of the LGBTQ* community have often looked to books for information about themselves and to understand their own emotions (Passet, 2012, p.750). If a library is to meet the needs of all members of a community, those members that may be marginalized may have an even higher need to have materials available to them. Reading with characters that share an LGBTQ* individual's orientation or gender identity or learning about others that are also members of the LGBTQ* community can help that person to feel average, a part of a society, safer and accepted (Leviathan, 2004, p. 45; Passet, 2012, p. 762). This can be crucial to the development and even survival of LGBTQ* people. Members of the LGBTQ* community have higher suicide rates and are still often targeted for violence (Vincent, 2015, p. 285).

Collection Assessment of LGBTQ* Materials

There have been several different assessments of LGBTQ* materials available in various public libraries. Rothbauer and McKechnie's (1999) survey of forty Canadian Libraries used a list of forty LGBTQ* titles drawn from Jenkins (1998) "authoritative and comprehensive bibliography of ninety-nine fiction titles for young adults with gay and lesbian themes" (p 33). Also in 1999, Spence did a survey of urban public libraries in Canada and the United States. In this case nineteen libraries' collections were assessed and all ninety-nine of the Jenkins (1998) bibliography titles were used. In the United Kingdom, Chapman and Birdi (2016, p. 18) used a checklist of LGBTQ* books made up of titles drawn from various booklists and bibliographies and then double checked the list and sent it to "key professionals in LGBTQ*" fields (p. 9) for feedback. Chapman and Birdi identified 476 fiction titles for their study. All of these studies found that LGBTQ* holdings were inconsistent across libraries, even those of similar size, and that almost all libraries had

relatively small holdings compared to holdings for other groups.

There is a paucity of data about LGBTQ* materials available at libraries in the southeast. One study examined whether having anti-discrimination ordinances affecting LGBTQ* communities had any effect on the amount of LGBTQ* materials in the public libraries (Stringer-Stanback, 2011). This study looked only at the most populous, and therefore the most urban, counties. The question was not whether any library had adequate materials, though a reader could certainly draw conclusions on their own, but whether an official mandate to not discriminate against LGBTQ* persons changed the amount of materials available to those persons. In this case, the law made little difference.

METHODOLOGY

Sources of information

One primary source of information for this study included the American Library Association's website listing the "Top Ten Frequently Challenged Books Lists of the 21st Century" (ALA, 2016) for the list of titles that were searched for among the public libraries of Alabama. A list of Alabama counties was used from CountyState Info Web Site (CountyState Info, 2013) to make a list of potential county-wide library systems to assess. Each county in Alabama was searched using Breeding's Library Technology Guide (n.d.) and Google to determine whether or not there is a county-wide OPAC.

Procedure

The stated reasons for the challenges of the books listed in the American Library Association's "Top Ten Frequently Challenged Books Lists of the 21st Century" was evaluated to determine if the book was challenged because of LGBTQ* content. A list of these titles was compiled along with the number of times and years in which each book made the top ten list.

Second a search of the Internet for public libraries in each Alabama county was performed. Alabama has sixty-seven counties. By searching the Internet and using Library Technology Guides (Breeding, n.d.) it was found that only a small number of counties, eleven (16%) had a county-wide OPAC. Six (9%) of the OPACs search several libraries (though not all libraries) in a given county, and were also included in this assessment. Several sparsely populated counties have only one library and in eight (12%) that single library had an OPAC. One county (Escambia) has several libraries, but the only OPAC belongs to the county-wide "books by mail" program. This OPAC was included as well. In total, twenty-six OPACs representing thirty-nine percent of Alabama counties were used for this study.

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Each OPAC was searched for each title compiled from ALA's list of challenged books. Finally, when a library was found to have a title, the number of copies, location of copies (if applicable), the accessibility of the title and the format of the copies were noted. Collection assessment data were collected and compiled in an Excel file and analyzed to address each research question.

Limitations

Because this study was only performed in Alabama and only in county libraries, the findings cannot be generalized to include other public library systems within or outside of the state of Alabama. Also, because only titles on the ALA's most frequently challenged book list were searched for in this study, the study cannot be generalized to include other types of materials or all LGBTQ* books. This study's purpose was to take a preliminary look at LGBTQ* resources available in Alabama. It did not look at library collections in other states, libraries other than public libraries, or other community resources. It also focused on only county library systems. The resources in this study included only the most frequently challenged ALA books that were challenged because of homosexuality and does not include other resources such as movies or periodicals. This study also does not explore the reasons behind the lack of LGBTQ* materials approximated by this study; it does not address differences in population between libraries, budgets or local laws that may affect the number of LGBTQ* titles held.

RESULTS

R1. How many and which of the top ten most challenged books listed by ALA in the last fifteen years have been challenged because of LGBTQ* subject matter?

The American Library Association's "Top Ten Frequently Challenged Books Lists of the 21st Century" contains only books challenged from 2001 through 2015. Furthermore, the Office of Intellectual Freedom, the arm of the ALA that collects data about challenged books, did not start collecting data until 1990, so there is no comparable data before that year (ALA, 2016).

ALA's website lists the top ten challenged books for each year listed. Many of the titles are challenged several years in a row, and are often challenged for a number a reasons each time. In total, seventy-three separate titles made up the top ten list over fifteen years (ALA, 2016, see Appendix A). ALA lists the reasons that a book was challenged and they include "sexually explicit", "offensive language", "unsuited to age group", "violence", "homosexuality", "occult/Satanism", "racism", "political viewpoint", "religious viewpoint", "drugs/alcohol/smoking", "suicide" and "anti-family" (ALA, 2016). For the purposes of this study, the "homosexuality" tag was the one of interest. From 2001 to 2015, sixteen books (22%) on ALA's top ten list were challenged for homosexuality (Table 1.).

There appears to be no significant change in the number of titles challenged for homosexuality over the years based on the data used in this assessment (Figure 1.). The number of

books challenged for homosexual content from 2001 to 2015 ranged from one to five. The most number of books challenged for homosexual content per any given year was two; with five years having just two challenges for homosexual content in the top ten list. There does seem to be a peak in challenges from 2006 to 2009, but it is unclear why. An examination of a Timeline of LGBT History (Pride Center, n.d.) shows that rights, court cases and other news stories does not show an obvious link to this peak, though further research may be warranted.

R2. Of these, how many of Alabama's county public library systems have these books?

Twenty-six of sixty-seven (39%) Alabama counties were represented in this assessment. All of the counties assessed had at least one of the challenged books available for check out. There was a wide variety of challenged books held. No title was held by all of the libraries assessed; however, all of the titles searched for were held in at least one library. Macon County had the least number of challenged titles, having only one (6.25%) of the challenged titles. Jefferson County held the highest, fourteen of sixteen titles (87.5%) (Figure 2.)

Though all of the libraries assessed had at least one challenged book, there was quite a range of the number of titles and books held across that state. The population of the counties assessed ranged from 658,466 in Jefferson County, which is also home to the largest city in Alabama, Birmingham, to 11,670 in Wilcox County according to the 2010 U.S. Census (U.S. Census Bureau, n.d.). Though Jefferson County had the highest percentage of challenged titles held (88%), Wilcox County was not the lowest, though it was at the low end at twenty-five percent. Examining population size may not be the complete answer. The 2010 U.S. Census also looked at population density, which can give an idea about how urban or rural a county is overall. Again, Jefferson County had the highest density at about five hundred and ninety-three people per square mile, with Wilcox County the most sparsely populated at a density of about thirteen people per square mile (U.S. Census Bureau, n.d.) The total population of a county was a good predictor of the population density. Though there was some variation, the relationship is more or less linear (Figure 3.). The library with the lowest number of titles, Macon County, is an outlier. No other county system has less than twenty-five percent of the challenged titles held.

It is uncertain why the number is so low in Macon County. There can be a whole host of reasons, including budgets cuts, lack of purchasing new titles across the library system or even a reluctance to purchase books with LGBTQ* themes because bias within the predominately African-American community (Lewis, 2003, p. 75).

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R3. How many copies are in each library's collection and in what format are they available?

All of the books listed as challenged for "homosexuality" on ALA's top ten list were held by at least one of the libraries. The total number of copies held over the twenty-six county library systems assessed was 1,356. Of these, the most common form was a physical book. There were 1,226 books (90% of all copies) in all libraries. There were also ninety-one audio books (7%), one of those being an e-audio book, and thirty-nine e-books (3%) available (see Figure 4., Appendix B.).

Most frequently, only one copy of an individual title was held; however, as many as fifty-two copies for a series and twenty-three copies of a single book were held. Most of these copies were easily accessible, though there were a small number of books that were not in the regular stacks for check out. In one library, two of the copies of one title were in reference; though this same system had seven other books available for check out. In one other case, a library had its single copy of the challenged title behind the circulation desk. It was able to be checked out, but it would have to be asked for by the patron. In the final example of a book not being readily accessible, the only copy of the challenged title was in storage. It appears to be able to be checked out, but it would also have to be requested by the patron.

The total number of copies available across the counties varied quite a bit and was not directly related to population size. There is a general trend showing that the greater the population, the greater the number of challenged titles held (Figure 3.). However, the number of total copies was more variable. Population was not as reliable an indicator when looking at the total number of copies available in a library system (Figure 5.)

DISCUSSION

There was a wide range of findings. Ten of twenty-six (38%) systems assessed in this study owned less than fifty percent of the challenged titles (Figure 2.). One county held only one of the titles and only a single copy of that title. Another had one hundred and forty-nine copies of fourteen of the sixteen titles (Figure 6.). Most of the copies available were easily accessible for check out as they were not in reference, on reserve nor had any barrier to patron use. There were also a fair number of e-books available allowing users the ability to check out and read books fairly anonymously, however, owning or borrowing the means to do so is still a barrier in some places (Acedo & Leverkus, 2014, p. 50).

Though they accounted for only four of 1,356 copies, some books were not freely available on the shelves for patrons to check out (Appendix B.). Two copies of nine copies of *It's Perfectly Normal* were in reference in Marshall County, the only copy of *The Perks of Being a Wallflower* was in storage/on reserve in Etowah County, and the only copy of *It's Perfectly Normal* was behind the circulation desk in Chambers County. Though the two copies of *It's Perfectly Normal* are in reference and cannot be checked out, Marshall County has seven other copies that are on the shelf and able to be checked out directly by patrons. In this case, the two copies in reference may give more patrons access, because they can still find the information that they are looking for even if the title is checked out. It is unclear why Etowah County's only copy of *The Perks of Being a Wallflower* is in storage/on reserve or why Chambers County's only copy of *It's Perfectly Normal* is behind the circulation desk. Though it appears that both books are able to be checked out, requiring patrons to request a book is a form of a barrier to access. According to ALA's page on Restricted Access,

> Physical restrictions and content filtering of library resources and services may generate psychological, service, or language skills barriers to access as well. Because restricted materials often deal with controversial, unusual, or sensitive subjects, having to ask a library worker for access to them may be embarrassing or inhibiting for patrons desiring access (2014).

Putting restrictions on books may be the result of 'covert censorship according to Moody (2005). Books may be targets of censorship not based on a particular librarian's opinions, but on the "perceived 'community standards'" (Moody, 2005, p 142). It is unclear what the case is in Etowah and Chambers Counties, but there does seem to be an attempt to add a level of difficulty to checking out these two titles.

There were some books that were surprisingly not held by all libraries, despite the popularity of the books with the general public. First, there were no copies of *The Color Purple* by Alice Walker in the Macon County library system. Also, the absence *of I Know Why the Caged Bird Sings* by Maya Angelou in the Fayette and Escambia County systems was unexpected. Though these books were challenged for homosexual content, as well as various other complaints, they have been nominated for or won several literary awards (NBF, n.d.; Pulitzer Prize, n.d.). There are several possible reasons for this absence. The books could have worn out, or rarely checked out and weeded as a result. They may have been lost or missing and not replaced. It is unclear whether the libraries in question ever had copies of these classic titles, so no assumption can be made that they were never purchased or removed from the shelves as a result of patron complaints.

The number of challenged titles held varied widely across the collections assessed. The county with the lowest number of titles and copies was Macon County with only one copy of a single title. According to the U.S. Census Bureau (USCB, n.d.), Macon County has about 19,000 residents. More than eighty percent of the population is African American, less than twenty percent have education beyond high school, and roughly thirty-two percent live in poverty. The county with the highest percentage of challenged titles was Jefferson County, which had fourteen of the searched titles (88%). Montgomery County held the

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highest number of copies of a single title at one hundred and sixty-six to the second place one hundred and forty-nine held by Jefferson County. Jefferson County has an approximate population of 658,000, is seventy-seven percent white, almost thirty percent of residents have a bachelor's degree, or higher, and just fourteen percent live in poverty (USCB, n.d.). Whether all of these factors, one factor or a combination of other factors, lead to what appears to be quite a wide discrepancy in materials serving the LGBTQ* community would be a question for a future study.

CONCLUSIONS

There are several reasons to think that the presence of LGBTQ* materials in Alabama would be limited. Alabama is in the heart of the Bible Belt, a place well known for its cultural and social conservativism, including widespread disapproval of LGBTQ* individuals (Lennon-Dearing & Delavega, 2016, p. 1171-1172). Alabama has even had a state legislator attempt to ban any public monies being used to purchase books with LGBTQ* topics or characters (Barack, 2005, p. 24). However, this study suggests that despite this, access to LGBTQ* books may not be quite as restrictive as might have been predicted.

This study assessed the availability of LGBTQ* materials in a sampling of Alabama public libraries based on the number and percentage of books with LGBTQ* content on the ALA most challenged books list. The results showed that the number of books challenged from 2001 to 2015 was relatively steady over the short period for which information is available. All Alabama counties assessed had at least one challenged title in their collection and all counties, except one, had a minimum of twenty-five percent of the titles. In all of the counties considered, there were a total of 1,356 copies of books challenged for homosexual content. Most were easily available for check-out as books, audio-books or e-books, but there were a small number of cases where the book was restricted.

There are several questions that may be worth pursuing. Will adding more years of challenged books change the results? Additional years of books challenged for homosexual content may show stronger trends in libraries or in patterns of challenges. A more complete survey of all books with homosexual content or characters may also be useful to fully understanding the materials available, or not, to the LGBTQ* community across the state. An attempt to understand why there is discrepancy between library systems' abilities to serve their local LGBTQ* community and how to change this would be a wide-ranging, but useful topic. Possibly a closer look at libraries that seem to be restricting access to a controversial book by placing barriers to the information may show a pattern of restriction, or that these particular books were exceptions. Looking more closely at why some libraries have a larger number of challenged books may also be productive. Understanding the reasons for lack of materials, whether local values, budgetary considerations, or other reasons, may be useful to helping LGBTQ* people connect to resources more effectively in their communities. Expanding this search to other types of libraries may also give more insight to the total resources of LGBTQ* members of various communities.

Table 1. Books Challenged on Grounds of Homosexuality.

Title	Year Challenged														
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Alice (series)	X	X	X			X					X			X	
And Tango Makes Three [2005]						X	X	X	X	X		X		X	
Athletic Shorts [1991]						X									
Beyond Magenta: Transgender Teens Speak Out [2014]															X
Gossip Girl (series) [2002-2009]						X		X			X				
I Am Jazz [2014]															X
I Know Why the Caged Bird Sings [1969]	X	X		X			X								
It's Perfectly Normal [1994, 2009]			X		X	X								X	
King & King [2002]			X	X											
My Sister's Keeper [2004]									X						
Revolutionary Voices [2000]										X					
The Color Purple [1982]							X		X						
The Kite Runner [2003]								X				X		X	
The Perks of Being a Wallflower [1999]				X		X	X	X	X				X	X	
Two Boys Kissing [2013]															X
Uncle Bobby's Wedding [2008]								X							
TOTAL TITLES CHALLENGED	**2**	**2**	**3**	**3**	**1**	**5**	**5**	**5**	**4**	**2**	**2**	**2**	**1**	**5**	**3**

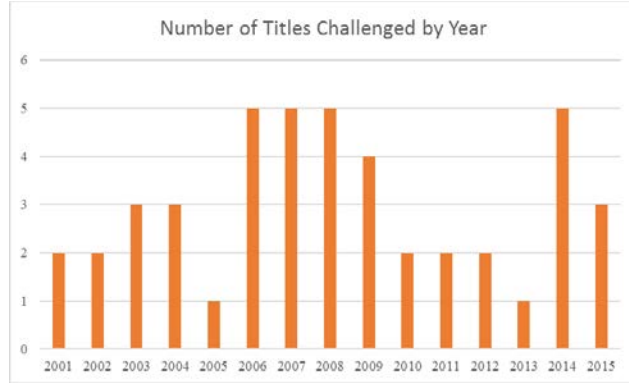*Figure 1. Number of Titles Challenged for 'Homosexuality' from 2001-2015*

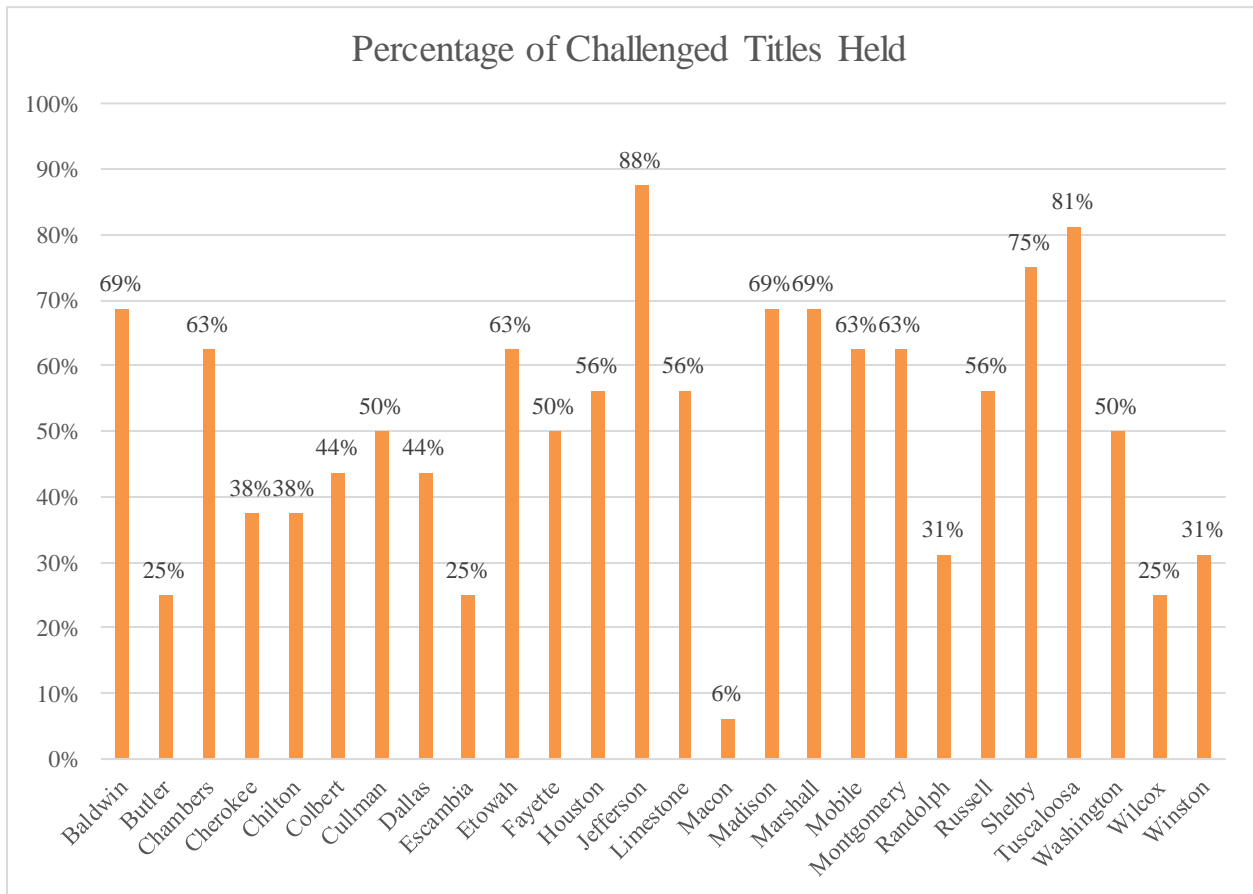*Figure 2: Challenged Titles Held by County Systems in Alabama*

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Figure 3. Total Population to Population Density
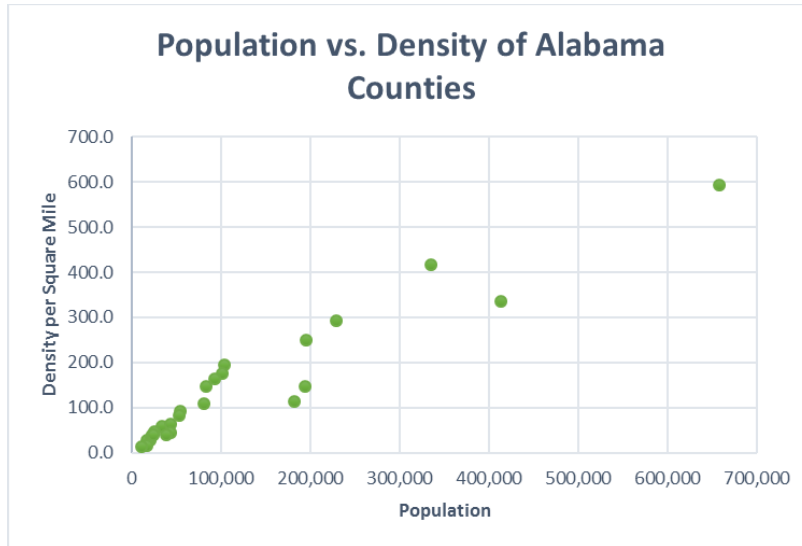

Population vs. Density of Alabama Counties

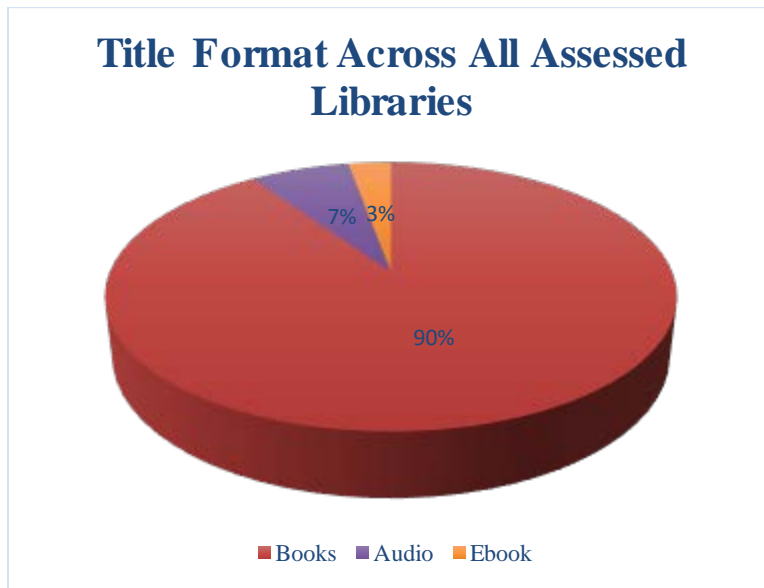*Figure 4. Format of Challenged Books*

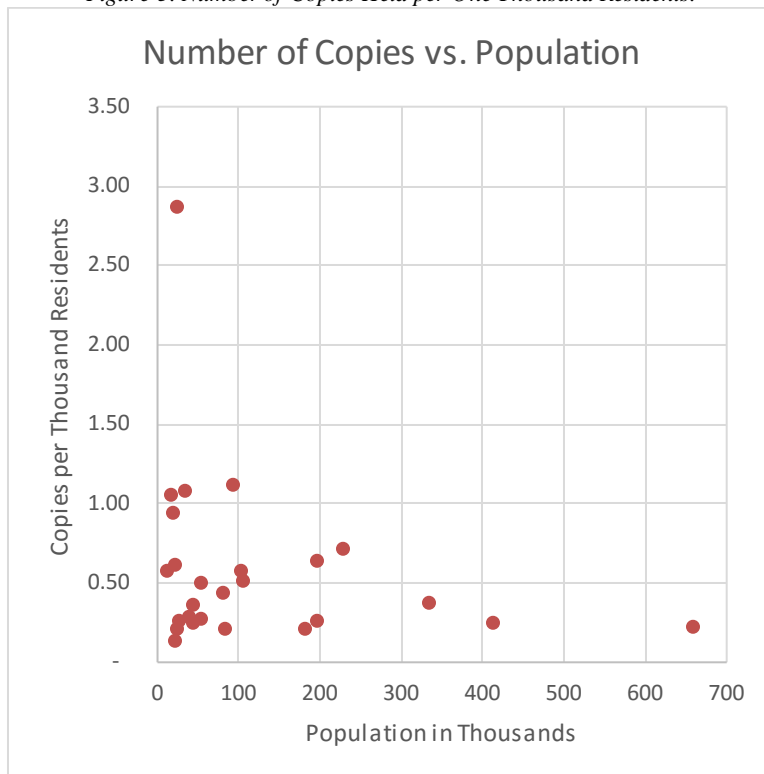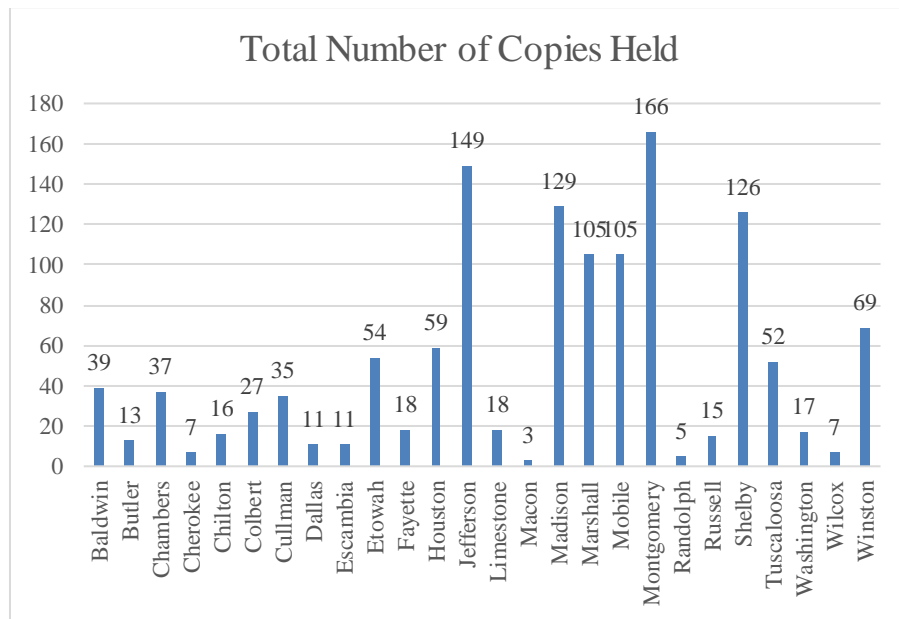*Figure 5. Number of Copies Held per One Thousand Residents.*

Figure 6. Total Number of Copies of Challenged Books Held

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Appendix A

ALA's List of the Top Ten Challenged Books from 2001-2015

Title	Author
A Bad Boy Can Be Good for a Girl	Stone, Tanya Lee
A Stolen Life	Dugard, Jaycee
Alice (series)	Naylor, Phyllis Reynolds
And Tango Makes Three	Richardson, Justin & Parnell, Peter
Arming of America: The Origins of a National Gun Culture	Bellesiles, Michael
Athletic Shorts	Crutcher, Chris
Beloved	Morrison, Toni
Beyond Magenta: Transgender Teens Speak Out	Kuklin, Susan
Bless Me, Ultima	Anaya, Rudolfo
Blood and Chocolate	Klause, Annette Curtis
Bone (series)	Smith, Jeff
Brave New World	Huxley, Aldous
Bridge to Terabithia	Paterson, Katherine
Captain Underpants	Pilkey, Dav
Crank	Hopkins, Ellen
Crazy Lady!	Conly, Jane Leslie
Detour for Emmy	Reynolds, Marilyn
Drama	Telgemeier, Raina
Fallen Angels	Myers, Walter Dean
Fifty Shades of Grey	James, E.L.
Flashcards of My Life	Harper, Charise Mericle
Forever	Blume, Judy
Fun Home	Bechdel, Alison
Go Ask Alice	Anonymous
Gossip Girl (series)	Von Ziegesar, Cecily
Habibi	Thompson, Craig
Harry Potter	Rowling, J.K.
I Am Jazz	Herthel, Jessica & Jennings, Jazz
I Know Why the Caged Bird Sings	Angelou, Maya
In the Night Kitchen	Sendak, Maurice
It's Perfectly Normal	Harris, Robie
It's So Amazing! A Book About Eggs, Sperm, Birth, Babies and Families	Harris, Robie
Julie of the Wolves	George, Jean Craighead
King & King	de Haan, Linda

Looking for Alaska	Green, John
Lush	Friend, Natasha
My Mom's Having a Baby! A Kid's Month-by-Month Guide to Pregnancy	Butler, Dori Hillestad
My Sister's Keeper	Picoult, Jodi
Nasreen's Secret School: A True Story from Afghanistan	Winter, Jeanette
Nickle and Dimed	Ehrenreich, Barbara
Of Mice and Me	Steinbeck, John
Olive's Ocean	Henkes, Kevin
Persepolis	Satrapi, Marjane
Revolutionary Voices	Sonnie, Amy (ed.)
Roll of Thunder, Hear my Cry	Taylor, Mildred D.
Saga	Vaughan, Brian & Staples, Fiona
Scary Stories (series)	Schwartz, Alvin
Summer of my German Soldier	Greene, Bette
Taming the Star Runner	Hinton, S.E.
The Absolutely True Diary of a Part-Time Indian	Alexie, Sherman
The Adventures of Huckleberry Finn	Twain, Mark
The Bluest Eye	Morrison, Toni
The Catcher in the Rye	Salinger, J.D.
The Chocolate War	Cormier, Robert
The Color of Earth (series)	Hwa, Kim Dong
The Color Purple	Walker, Alice
The Curious Incident of the Dog in the Night-Time	Haddon, Mark
The Earth, My Butt, and Other Big Round Things	Mackler, Carolyn
The Glass Castle	Walls, Jeanette
The Golden Compass / His Dark Materials (trilogy)	Pullman, Philip
The Holy Bible	
The Hunger Games (trilogy)	Collins, Suzanne
The Kite Runner	Hosseini, Khaled
The Perks of Being a Wallflower	Chbosky, Stephen
Thirteen Reasons Why	Asher, Jay
To Kill a Mockingbird	Lee, Harper
ttyl, ttfn, l8r, g8r (series)	Myracle, Lauren
Twilight (series)	Meyer, Stephenie
Two Boys Kissing	Levithan, David
Uncle Bobby's Wedding	Brannen, Sarah S.
We All Fall Down	Cormier, Robert
Whale Talk	Crutcher, Chris
What my Mother Doesn't Know	Sones, Sonya

Appendix B

"Top Ten" Books Challenged for Homosexuality Found in Select Alabama County Public Libraries

County name	Alice (series)			And Tango Makes Three			Athletic Shorts			Beyond Magenta			Gossip Girl (series)			I Am Jazz			I Know Why the Caged Bird Sings			It's Perfectly Normal			King & King		
	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook
Baldwin				2					1	1		1	34		4				13		1	3					
Butler	1																		4								
Chambers	4			1			1						17						6			1**					
Cherokee	2																		1								
Chilton	3																		1			1					
Colbert													10						2			1					
Cullman	3							1					11	1					3								
Dallas							1						1						10								
Escambia													8														
Etowah	26						2						13						1			1					
Fayette	5									1			5			1											
Houston	9		4										21						9	2		2					
Jefferson				8			3		1	2			12		2	4			18	4*		13			3		
Limestone							1	1					5						1	1		2					
Macon																			3								
Madison				3			1			3			45						11	3		9†					
Marshall	44			1						1			35						4	1		1					
Mobile				2						4			8						22	12	1	10					
Montgomery	50			8			4						40			1			34	1							
Randolph	1																		1								
Russell	1									1									2			2					
Shelby				2	1		1		1	1	1	1	20		3	1			23	2	2	5					
Tuscaloosa				2			1			1			22			1			3	3	1	2					
Washington	3						4												1			1					
Wilcox																			3								
Winston	52												8						1								
TOTAL	204	0	4	29	1	0	19	2	3	15	1	2	315	1	9	8	0	0	177	25	5	44	0	0	3	0	0

County name	My Sister's Keeper			Revolutionary Voices			The Color Purple			The Kite Runner			The Perks of Being a Wallflower			Two Boys Kissing			Uncle Bobby's Wedding			Total number of challenged books	Total number of copies
	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook	book	audio	ebook		
Baldwin	9	3					5		2	15	6	2	3						1			11	106
Butler							4			4												4	13
Chambers	2						3			1			1									10	36
Cherokee	1						1			1			1									6	7
Chilton	4						3			3	1											6	16
Colbert	3	1					3		1	3	1		2									7	27
Cullman	6						2			5	1		2									8	35
Dallas		1					4			1	1		1									7	20
Escambia							1			1			1									4	11
Etowah	2						3			3	1		1‡			1						10	53
Fayette	1	1					1			1	1					1						8	18
Houston	1						1			4	1		2	1		1						9	58
Jefferson	17			1			16		1	21	5	2	9		2	3	2	2				14	147
Limestone	2						1			2			1				1					9	18
Macon																						1	3
Madison	5	1					13			18	3		11	2		2						11	121
Marshall	2						3	1		4	2		4			2						11	105
Mobile	4	3					10	6		7	4		10			2						10	105
Montgomery	14	2					7			4			1									10	166
Randolph	1						1			1												5	5
Russell	1						2			1	1		3			1						9	15
Shelby	16		2				14	1	1	13	4		8		1	2						12	126
Tuscaloosa	2						4			4	1		2			1	1		1			13	52
Washington		1					4			2			1									8	17
Wilcox	2						1			1												4	7
Winston							3			5												5	69
TOTAL	95	13	2	1	0	0	110	8	5	125	33	4	63	3	3	16	4	2	2	0	0		1356

* one copy is e-audio

** book is available for check out, but located behind the circulation desk

†2 copies are in reference

Creating a Culture of Grant Writing in a Multi-Campus Academic Setting

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Introduction

Grant writing is more important than ever in an era of "proving our worth" at academic libraries. For small libraries wanting to provide their communities with unique programming opportunities, such grant writing is often essential, because the funding for programming is often nonexistent, or minimal. As librarians work to make grant writing a priority at their institutions, they must be mindful of the importance of building relationships with the university administration, various colleges and departments within the university, individual faculty members, staff, students, and members of the surrounding community. In an era of falling enrollment, budget cuts and pressure from administration to "prove value," grant writing can also be a great marketing/promotional tool. Furthermore, programming grants can aid in student recruitment and retention, by bringing in not only the university community, but the general community served by the university as well, which can provide a university with greater exposure. There is also the opportunity to collaborate with businesses in the community.

In this article, we will use the grant writing and programming experiences of the Troy University Libraries to demonstrate that small grants can be a worthy undertaking for academic libraries both large and small. To begin, it is important for the reader to develop an understanding of Troy University's Libraries prior to delving into our grant activities. Troy University Libraries are located on three campuses in three cities in Alabama: Troy, Dothan, and Montgomery. All three of these cities' campuses are approximately 50 miles apart, which makes collaboration on projects relatively easy. Prior to the 2005 academic year, all of Troy's campuses were independently accredited. For the three libraries, this meant that although there was a Dean of Libraries at our Troy, AL campus, that office only provided general guidance as to what the other campus libraries should be doing. All libraries also shared an OPAC, but otherwise had remarkably little interaction.

After 2005 and the unification of all of Troy's campuses under the moniker of One Great University (OGU), various colleges at Troy's extension campuses had to cope with a loss of independence. This phenomenon did not occur within the Troy Libraries. The dean at the time, Dr. Henry Stewart, allowed both of his directors to have a great deal of autonomy, and encouraged them to work together, as well as with the librarians on the Troy, AL campus. This attitude of openness and collegiality was essential to the collaboration of the librarians on grants and related programming.

Grant Writing - Starting Small

Troy University Libraries has actively pursued a variety of small grants since 2008, with 48 of them being funded. These grants centered on outreach programming and book purchases. Although it would be nice to believe that what has been a remarkable success for the Libraries started with a concrete vision and a plan upon which to build, the contrary is the case. One small success built upon another small success, and through a process of incrementalism, a robust group of grant writers was developed. Ultimately, a camaraderie developed among many of the librarians at our three facilities because of these activities, which allowed for a level of collegiality to develop that had previously not existed.

All of these activities began quite inauspiciously when the Dothan campus' library director applied for a small materials grant from the Institute of Museums and Library Services, as well as a second grant to host an on-campus French film festival through a program named the Tournees Film Festival, which is offered through the French American Cultural Exchange (FACE). Both applications were successful, and the attention received was surprising. Upper level members of the University administration were pleased that a librarian was pursuing grants, which was something new for them, and the publicity surrounding the film series was positive for the Dothan library. The following year, 2009, three more grants were successfully written, two for collection development, and one for programming.

The spread of grant-related activities to Troy's other campuses began in 2010. Dothan's director was aided by the fact that he had served his initial year at the university on the Troy campus. He was also on several university-wide committees. Both of these facts gave him the connections he needed to build partnerships and collaborations that would allow him to bring grant-funded programming to the other campuses. If there was a game changer for the Dothan campus library regarding small programming grants, it was also in 2010. FACE again funded the Tournees French Film Festival, which was kicked off with a wine and cheese reception (a radical idea in rural south Alabama) that 38 people attended.

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The real jolt that caused many people to take notice of how significant a small grant could be to the library was $1,797 in funding received from the Alabama Humanities Foundation (AHF) to host a Holocaust survivor named Ann Rosenheck. Mrs. Rosenheck was a survivor of three separate concentration camps, and people had a much stronger desire to hear her story than anyone at the library ever anticipated. This grant also marked the first time that the library had collaborated to host events at Troy's other two libraries as well as a public elementary school and a private high school. At five venues, approximately 1,200 attendees were able to witness Mrs. Rosenheck tell her story. In Dothan, the Sony Hall Theatre holds 212 guests. It was necessary to quickly set up an overflow room with streaming capacity. A total of 242 people attended the Dothan event. Area press coverage was good as well, with newspaper and television news stories appearing.

A second event from 2010 is also worth noting. That year the AHF also funded the Libraries to host an expert on Black Cowboys—Mike Searles—on the Dothan and Troy campuses. The crowd in Dothan totaled 42, which is a solid number for a public lecture. However, when making the arrangements several months in advance, no one realized that the lecture was taking place on Super Bowl Sunday. The positive attendance numbers were a reflection of the fact that people were taking notice of events going on at the Dothan campus library, and that we could rely on the area to supply us a solid number of guests for events, even when there was competition from competing sources. The Associated Press picked up the Troy University Marketing department's press release, which provided national exposure for the speaker and University. These events also marked the first time many of the senior administrators at the University had ever thought of the library as an entity that could educate and enrich the lives of the students and surrounding community, as opposed to simply being a warehouse for books. Both events served as remarkably good and free publicity for the University, which certainly did not go unnoticed either.

The next two years continued as before, with several grants being received in Dothan. When possible, activities were extended to the other campuses. In 2013, a lesson about the dangers of success was learned. Out of 10 grants applied for by the director, Chris Shaffer, in Dothan, 9 were received. Whenever possible he had always encouraged other librarians to collaborate with him, but for this many grants to be successfully implemented, collaboration was essential. Not only did librarians from the other campuses quickly agree to help host events on their campuses, but faculty, particularly those from the colleges of Arts and Sciences and Education offered their time and expertise. It was in this spirit that not only a strong cadre of programming librarians was created, but also a bridge of collaboration was formed between the librarians and several of the teaching faculty at the University.

Motivating Librarians (at Troy) to Write Grants

Librarians at Troy were motivated to begin writing small grants through a combination of extrinsic and intrinsic motivation. Tenure and promotion guidelines were modified. Suddenly, a successful grant could be counted as progress toward tenure and/or promotion for the librarian involved. However, this was not the primary reason librarians began writing grants, and the reasons the grant-writing program developed so strongly were much more intrinsic in nature. Librarians noticed the positive praise senior administrators gave the Dothan campus library for initiating grant-driven programming and collection development activities. They also felt a personal reward, or sense of satisfaction when they received a grant. In short, it feels good to win something. Finally, grant writing, and the inter-departmental collaborative opportunities it led to, allowed the librarians to feel as though they were viewed as true colleagues by teaching faculty.

The spread of the pursuit of grants by librarians on other Troy campuses was facilitated by a combination of very mild mentorship and extreme practicality. Troy's three campuses with libraries—Montgomery, Troy, and Dothan—are 50 miles apart in a straight line on a north/south highway. To conduct programming successfully on all three campuses it was necessary to have librarians help at each site. Initially, Dothan's director wrote the grants, and added someone from each of the campuses to the team, whose only job was to help with implementation at their site. Later, as librarians became interested in projects of their own, he would share project narratives from previous initiatives, and give advice and assistance as needed. The entire process can be viewed as incremental in nature. The ultimate result was that Troy's librarians went from having one successful grant writer in 2010, to ten in 2017. These grant writers could be found at all three of our libraries in Alabama.

Going after Larger Grants

After gaining experience receiving small grants of $1,000 to $4,500, librarians are now pursuing and receiving somewhat larger grants. These have included a Common Heritage grant from the National Endowment for the Humanities (NEH) by the director of the Wiregrass Archives (WA), Dr. Marty Olliff. The grant, for $12,000 allowed WA personnel to teach members of the public how to digitally preserve their family photo albums and histories. That same year, Ms. Alyssa Martin received a National Endowment for the Arts Big Read grant of $16,000. It is hard to envision the Troy University Libraries applying for significantly larger grants, due to the lack of a Library Science program, and a relatively small faculty and staff.

Literature Review

During the last decade of the twentieth century, academic libraries were thrust into the fundraising arena as never before. Faced with the continuing need to provide traditional print resources, while at the same time navigating emerging markets for electronic resources and the hardware needed to maintain them, often with shrinking

or reduced budgets, more attention was devoted to procuring funds from a variety of external sources. As Susan Nutter summarized in her opening remarks as president-elect of the Association of Research Libraries (ARL) at the 120th membership meeting, "Fund raising can no longer be an afterthought or a tangential activity labeled as a non-library function. Raising funds will be imperative to the growth and maintenance of first-rate libraries. In the coming decades fund raising will literally make the difference between mediocrity and excellence for many of our libraries," (Hazard, 2003).

As libraries and other public institutions navigated the economic downturn of the first decade of the twenty-first century, reliance on grant funding and foundation style gifts increased dramatically. As Clark points out, "During periods of budget cuts and consolidation, librarians must consider all means of outreach and fundraising. Despite reductions in collection funds, user expectations for new materials remain high," (Clark, 2011). The importance of grant funding for libraries is increasingly being codified in the official records of our institutions. A recent study reviewed 63 research libraries' strategic plans and found that, "external fundraising, including grants, was included in 22 (34.9%) plans," (Saunders, 2015).

Although greater attention is currently devoted to studying the role of, and process for, securing grant funding in the academic library sphere, "it is still sparse in comparison to most other areas of library management," (Casey, 2010). This is especially true in the arena of small grants addressing patron needs. While external funding has allowed libraries of all shapes and sizes to fill existing gaps in legacy collections and traditional services provided, it has also allowed for innovative ideas to flourish that address evolving patron needs. Once viewed as mere consumers of information, library patrons now require tools and services that emphasize their role as creators of new information in formats that extend beyond traditional work products: books, articles, research papers, etc. (Goodman, 2014).

Issues causing smaller academic libraries to write grants are seen on a grander scale at larger universities. Regardless of the needs that are served by external funding opportunities, there arguably exists an understandable bias at larger research institutions in favor of procuring significant endowments or grants. This is reflected in the modern research library landscape by addressing needs on campus associated with emerging initiatives that require large investments, such as big data initiatives, institutional repositories, and media production labs (Arlitsch, 2013). As such, liaison librarians are now encouraged, as part of the strategic planning process, to focus on developing partnerships with faculty to support efforts to secure major external research funding, such as that provided by the National Science Foundation or the National Endowment for the Humanities. Given that grant funding requires some form of administrative costs, larger grants are viewed as more desirable by University and Library administrators, as there is a more desirable payoff to administrative cost ratio, when compared to grants of a

smaller size. Additionally, major granting organizations "expect researchers to demonstrate the highest possible return on investment for their grant dollars," and librarians, because of their skills and expertise, are increasingly called upon as partners in the grant writing process for larger opportunities (Federer, 2013).

This article explores using small grants as a means to satisfy libraries' material and service needs, as well as accomplish important public relations goals. There are several potential benefits related to procuring smaller grants in the academic library world that are addressed in the literature. Alexander reminds us that although "an institution may be fortunate enough to receive a major gift… one should remember that fundraising is a long and patient process," (Alexander, 1998). This is true of grants as well as gifts. Relationships built with granting agencies in successfully implementing a small grant, can lead to positive consideration for larger grants later. The process of writing smaller grants is largely viewed as a stepping-stone to procuring larger ones. As Keast advises, "Grants come in all sizes, from a $500 gift from a private foundation in a local community to the multimillion-dollar government grant. For a local music program, the million-dollar grants are not very practical. Start small and grow your grant-writing capabilities." (Keast, 2011).

With that in mind, many institutions have opted to "self-fund," or provide librarians with smaller amounts of seed money, and the possibility to hone their grant writing skills, in the form of "innovation grants." The existence and development of this framework shows that, while larger opportunities are desirable, smaller goals do in fact serve a larger purpose. Writing about the University of Houston's Strategic Directions Microgrant Program, begun in 2006, Getz observes, "because the program favors innovation, it has provided opportunities for librarians and staff to collaborate across departments and bring together expertise from several functional areas. SDMP projects thus enabled the strengthening of professional relationships, to the benefit of future work within the Libraries," (Getz, 2014). Librarians have also benefited professionally in that the grants have encouraged the pursuit of scholarship opportunities as well.

Offering internal micro-grants as an innovation strategy represents another trend present in the literature related to library deans cultivating entrepreneurship amongst their staff. "With changing environments and cultures in higher education, academic library fundraising and development programs have become integral in advancing the mission and enhancing library services during tight budgetary times. Now, it is almost the norm that library deans are required to have fundraising skills and abilities," (Huang, 2006). By offering librarians smaller opportunities to try new strategies and resources, a library director has the potential to reap public relations benefits of those initiatives that succeed, as well as generate fundraising help and expertise among members of the organization heretofore not involved in fundraising efforts.

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In a 2012 study of ARL directors encouraging entrepreneurial opportunities among librarians, Carpenter found "participants said that being entrepreneurial was helping their libraries to address financial difficulties and to attract new resources. Additionally, taking an entrepreneurial approach to planning enabled some directors to redirect existing resources toward new, emerging needs and to frame new roles for libraries or new arenas for those roles," (Carpenter, 2012).

"Libraries have long collected input and output data, but increasingly library managers believe that budget allocators are demanding evidence of library service outcomes, their economic value for the individuals who use them and the society that support them and perhaps more importantly, the resulting impact on the community or organization in which the service is located," (Calvert, 2015). Given that library directors are increasingly expected to demonstrate the library's value to campus stakeholders, it is logical that plans include varying strategies to win the public relations wars on campus, while increasing patron access to needed services and materials. Smaller grant opportunities allow for greater flexibility from a trial and error standpoint.

Examples of innovative initiatives funded by smaller grants include North Carolina State University's (NCSU) use of The EZ Innovation Grant from the State Library of North Carolina to fund efforts to develop a means of capturing and saving "the increasingly critical but ephemeral social media conversations that now regularly document our lives and times," (NCSU Libraries, 2014). The resulting Social Media Archives toolkit was designed to "have a meaningful impact on archival researchers by promoting the inclusion in the historical record of a larger and more diverse set of perspectives found through social media platforms," (North Carolina State University Libraries, 2014). NCSU has also applied the small grant philosophy to funding alternative textbook options for campus faculty. "Ranging between $500 and $2,000, the competitive AltTextbook grants will be awarded to help faculty pursue innovative uses of technology and information resources that can replace pricey traditional textbooks." (NCSU Libraries, 2014).

Conclusion

What We Have Learned from Grant Writing

As a result of grant writing, which led to book purchases, lectures, exhibits, and book discussions, administrators came to view the libraries on their campuses as "relevant again," a description that was used by two different senior level administrators at the University. It is worth noting though, that no library will get rich by writing small grants as the ones discussed in this article. If anything, the various programs we have hosted cost more than the grants themselves. However, there is an undoubted positive return on investment. Overall, we have increased the visibility of our library to our stakeholders: university administrators, faculty, staff and students at Troy University, as well as the general public in our communities. We have gained recognition for our grant-writing activities. Every year, Sponsored Programs at Troy University honors

faculty who have written grants. The Chancellor and other administrative officials attend this event. Having several librarians being recognized for their grant writing achievements at this function does much to elevate them in the eyes of other faculty at the University. Grant activities are also prominently featured in the annual Chancellor's Briefing as being a way in which the library influences recruitment and retention. Finally, in 2015, Dr. Chris Shaffer received the I Love My Librarian Award for his programming activities, which added national prominence to the libraries' grant and programming initiatives.

One of the goals of emphasizing grant-funded programming at the University Libraries was to increase student usage of our three libraries, which unfortunately did not happen at our Montgomery, AL and Dothan, AL sites. Usage did increase significantly at the Troy, AL campus. It is difficult to determine the extent to which programming played a role though, because as these events were taking place, a major upgrade of the facility was underway, and a variety of increased services were being added to that library.

Through programming, the libraries were able to increase their visibility, and the University's visibility to the communities they served. This can be viewed as potentially positive in terms of being a recruitment tool. It can definitely be viewed as a positive community relations tool.

Faculty librarians, who in some cases had been demoralized because of both their roles (or lack thereof) at the University, and the way in which they were often perceived by teaching faculty, indicated feelings of accomplishment and pride at their achievements with grant writing and programming. In particular, they were pleased with the idea that they were making a positive difference in the communities they served. They also liked the positive attention they received from administrators and the teaching faculty for the grant and programming work they were doing.

Another benefit the libraries gained from these various inter-campus collaborations was increased communication among librarians while working toward a common goal. Previously, librarians had been "siloed" on their respective campuses. Working with each other, it was possible for all involved to learn about each of the three libraries, and opened the door for librarians becoming comfortable with the concept of being exportable, and occasionally working at a different campus library for short periods.

Other academic libraries will find it possible to replicate the initiatives implemented at the Troy University Libraries. The main requirements are a committed administration, a group of librarians committed to working collaboratively, and adequate time and rewards (such as credit toward tenure and/or promotion), to engage in such projects.

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Health Sciences Assessment at UNC Charlotte:
A Collection Development Fellowship

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Introduction and Background

The Library

The J. Murrey Atkins Library at the University of North Carolina at Charlotte serves over 21,000 undergraduates and over 4,000 graduate students. Apart from the sole branch library (Arts & Architecture), all of the resources are housed in the main building. In 2016, a plan was developed for a comprehensive weeding project. Two primary factors made this necessary. One was the adaptive nature of the library's philosophy; student needs and preferences were constantly assessed, and changes were made to the library's services and spaces based on them. The creation of a makerspace, a family-friendly study room, and other student workspaces meant less room for shelving, as did additional staff offices. Another factor was the fact that the collection had not previously been systematically weeded. Shelves were overfilled, and parts of the collection were outdated or redundant. The combined needs for physical space and for a decluttered collection meant that a comprehensive rightsizing project was in order.

The Fellowship

In the summer of 2016, the Atkins Library offered its second round of full-time, short-term fellowships for library and information science students. These were designed to focus on projects that the staff had not had the time to do, simultaneously enhancing the library and providing practical experience. The six fellowships lasted eleven weeks; each fellow worked with library staff in a specific area. In this particular project, the fellow worked with the collection development librarian and the Health & Human Services librarian to assess part of the collection.

This fellowship was something of an assessment microcosm, developing a process on a part of the collection to then apply to the library's long-term rightsizing plan. Several different approaches were combined to address the different aspects of assessment. Collection development policies were drafted for the general collection and for the Health & Human Services subject area; these served as guides for collection decisions. Immediate assessment fell into two categories: purchase recommendations and deselection. The first concerned updating the collection, with a focus on electronic resources. A survey was created that asked health sciences librarians from peer institutions what databases and other online resources they and their patrons found most useful. For individual titles, core lists

and LibGuides were used to assess the collection and to suggest additions. To start the much-needed weeding project, items were chosen for deselection based on age and use. Throughout the project, an annotated bibliography was kept for the reference of others doing similar projects in the future. Another survey was created that would go out to Health & Human Services faculty in the fall to gather their thoughts on electronic resources.

This fellowship focused primarily on health sciences resources, but the processes developed will be applied to other subject areas in the Atkins library. It can be viewed as a complete collection assessment project in miniature, with aspects that can inspire and help all sorts of different projects. The project was presented in the form of a poster at the 2016 Charleston Library Conference under the title "Efficient Deselection and Other Stories: A Fellowship at UNC Charlotte."

Literature Review

General Collection Development

There are several books that provide overviews and general instructions on collection management. The work of Evans and Saponaro (2012) is suitable for students or librarians without much experience in the area; the chapters go through the various aspects of collection management in different types of libraries, and there are examples and suggestions for further reading. Johnson (2014) offers greater depth and specificity on similar themes, which is useful for a practicing librarian.

Collection Development Policies

Both of the books mentioned above include a section on general policy writing. Evans and Saponaro (2012) discuss the purpose, potential uses, and typical contents of such a document. Johnson (2014) gives more practical guidelines, supported with sample policies from different types of libraries. Scholarly articles go into more detail than the books on particular topics. In their case study of Texas A&M University, Pickett et al. (2011) cover the history of the collection development policy before describing the creation of their own. The balance of details and general information make it possible for similar institutions to follow their example. Part of that project involved the development of subject-specific policies, a topic that

McGuigan and White (2003) cover in more detail. They include sample documents from their own program. Ketterman (2012) describes a neuroscience policy designed in cooperation with the Health Sciences Library at East Carolina University in order to eliminate duplication between the two programs. Electronic resources are another area that is becoming more common in collection development policies. Mangrum and Pozzebon (2012) conducted a content analysis of policies across 41 institutions, looking for how and to what extent they included e-resources. Their criteria can be adapted into guidelines for writing an e-resources policy or section, as can the elements listed in the work on e-resource collection development by Johnson, Evensen, Gelfand, Lammers, and Zilper (2012). One oft-overlooked aspect is that of publicizing a new or updated collection development policy; Partanen (2015) demonstrates how to effectively inform the public in a brief announcement.

Deselection

Whether one chooses to call it weeding, rightsizing, or another name entirely, deselection has been written about fairly extensively. Johnson (2014) has a section on it that is a good overview. Ward (2015) devotes the entire book to her large-scale 'rightsizing' model for academic libraries. Case studies can be incredibly useful, as one can pull ideas from the procedure of a comparable institution. Describing a large-scale weeding project at the University of Ireland Maynooth, Murphy (2013) details collaborations with staff and, most usefully, reports on recommended changes and future plans. Soma and Sjoberg (2010) start in the early planning stages of another long-term project; they go into excellent detail and include some of the forms used to make decisions as well as the FAQ put on the library website. A very different example comes from Arbeeny and Chittenden (2014); it involves a rushed project at a smaller college. The authors share the specific spreadsheets and filters used to choose titles for deselection.

Electronic Resources

While many of the selection criteria for print apply to other formats also, the logistics of managing e-resources can be very different. Johnson's (2013) book goes methodically through the steps involved in selecting, acquiring, and managing e-resources, including licensing and interacting with vendors. Collins and Carr (2008) provide a similar overview, from budgeting to working with patrons; they also use case studies for examples. In their study, Flatley and Prock (2009) researched how academic librarians made their purchasing decisions. Fieldhouse and Marshall (2012) compiled essays on different aspects of collection development; these include online journals in universities, collection development policies, and open access, often with concrete examples. Taking a different approach, Morrisey (2010) details how to accurately gather data on e-resource use for collection development purposes. Other authors focus specifically on ebooks. Blummer and Kenton (2012) synthesized the contents of 91 articles into a lengthy literature review on ebooks in academic libraries. Kaplan's (2012) book includes library and publisher perspectives,

collection management information, and case studies from several institution types. Polanka (2011) addresses purchasing, Open Access, e-readers, and digital textbooks. Reporting on a case study from the University of Nevada, Las Vegas, Tucker (2012) describes analysis of the ebook collection.

Health Sciences Collection Development

There are not many full books on this subject. The exception is Richards and Eakin's (1997), which introduces the field and goes on to cover all aspects of it. With the exception of e-resources, where much has changed since its publication, the book remains a good resource. More current books on health sciences librarianship usually spend some time on collection development. Wood (2008) has a chapter each on journals, monographs, and access. Phillips (2014) provides a recent overview of health sciences collection development.

Health Sciences Assessment

A number of case studies have been published on assessment projects. In Shearer (2003), the Florida State University College of Medicine Medical Library created a points system based on core lists, rankings, and reviews for ranking journal titles; the article includes the resulting list. Shearer, Klatt, and Nagy (2009) took a different approach, assessing patron use of journals to measure its consistency with a core list. Moving away from journals, Ugaz and Resnick (2008) compared the use of print textbooks to their online counterparts, which resulted in a plan to purchase more medical textbooks online in future. Shisler (2007) presents guidelines for assessing nursing history books, which differ greatly from clinical texts. In a project at Michigan State University, Schroeder (2012) compared ebooks statistics to see whether those selected by the nursing librarian saw more use than those not specifically chosen, which turned out to be the case. Tobia (2002) describes a large-scale weeding project at an academic health sciences library, covering the philosophy of weeding in health sciences as well as the procedure used.

Nursing Selection

Title lists can be very helpful in assessing a collection or considering future purchases, and there are a number of these for nursing. The *American Journal of Nursing* publishes an annual recommendation list from the previous year ("Book of the Year Awards 2015," 2016); the most recent edition had fifty titles spread over twenty subject areas. Several general texts have sections on nursing. One ALA guide (Kieft & Bennett, 2011) contains a chapter with citations and brief reviews of all kinds of nursing reference resources, from books to databases. The MLA's guide to health sciences resources (Thompson, 2011) includes two chapters on nursing, one with theory and research (Thompson, 2011a) and one for specialties (Thompson, 2011b); it reviews books and journals and recommends them based on library type. Sherwill-Navarro and Allen

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(2012) edited the current edition of an extensive list of journal recommendations; it comes in the form of a spreadsheet and includes information on publication, access, and all manner of other aspects.

With the importance of electronic resources in nursing, it is fitting that they have resource lists of their own. Schnall and Fowler (2012) edited the most recent edition of a list put out by the Interagency Council on Information Resources in Nursing; it emphasizes online resources. These are organized by subject and tagged with symbols that denote their status as free or paid and their format (print, online, mobile). Havelka (2011) encourages libraries to supply apps and other mobile-friendly resources for their nursing programs; she notes that there are too many to cover but reviews some of the more popular and reputable ones. In their study, Stankus and Parker (2012) analyze nursing LibGuides for the most recommended resources. They include graphs and explanations on databases, websites, and ebook platforms, among other things.

The Project

Collection Development Policy

Having a collection development policy simplifies assessment decisions by providing guidelines for what the library acquires and keeps. After a period of unpopularity, these documents have made a comeback in recent years (Pickett et al., 2011). UNC Charlotte did not have one, so an early step in the project was to draft it. The descriptions and samples from Johnson (2014) helped immensely, as did consulting the websites of peer institutions. The policy was designed to be a public document for the library website. There were two goals: first, the document would provide general information for community members about how the librarians make their decisions; second, it would be a framework for staff as they manage the collection. It did not need to be overly detailed or technical, which would have defeated the first goal and limited the second (it was not meant to make specific collection decisions; that was left to the librarians). The fellow drafted the policy in consultation with the collection development librarian; it was then presented to the Collection Development Working Group (largely composed of subject librarians) for revision. One benefit of having a fairly generalized main policy was that then subject policies could be crafted to suit the specific needs of their areas. McGuigan and White (2003) offer excellent guidelines on what sections might be appropriate to a subject-specific policy (though that depends on the subject in question). The Health & Human Services policy (see Appendix A) was drafted in consultation with the Health & Human Services and collection development librarians. Then it was used as the basis for a template for other areas (see Appendix B). This made it easier for the subject librarians to fill out their own versions; it also ensured that the finished products would have a consistent style. The subject policies would ultimately go on the website with the main one, so they had similar goals. They were designed to contain only subject-specific information so that content from the general policy was not repeated.

The whole project was designed to benefit the fellow as well as the library, and the collection development policy section was an excellent example of that. Staff members did not have time to devote to creating a policy, though it had been noted as a something that needed doing. The fellow gained the invaluable experience of drafting a real-world policy and working closely with staff to make sure that it met the needs of the library. In addition, this step of the project was good preparation for the next step; having the collection guidelines so fresh made assessment easier.

Surveys

One of the goals of the project was to recommend health sciences databases and other electronic resources to add to the collection. With this in mind, it was determined that feedback from other programs would be helpful. Finding out from other health sciences librarians what electronic resources their users preferred would allow UNC Charlotte to make more informed decisions on future purchases. A survey (see Appendix C) was designed with the purpose of gaining relevant information without requiring too much time and effort to fill out. It was sent out as an email with a link to the Google Form; the recipients were librarians from peer or aspirational institutions who were listed in the directories as health sciences specialists of some variety (specifics varied by program).

The second survey (see Appendix D) was designed to get information from the program's Health & Human Services faculty. This, in combination with the first survey and other tools, would help the subject librarian develop a multi-faceted plan for deciding which materials to purchase and which to replace. In recognition of how busy faculty were likely to be in the fall, the survey was as short and easy to fill out as possible.

The two surveys dealt with the same topic (the use of electronic library resources for the health sciences) but looked at it from two different perspectives. Information from peer and aspirational institutions can provide guidance and purchase ideas, while feedback from the program's faculty is essential to understanding how they and their students actually use the resources.

Assessment

The first step in assessing any collection is to know who the users are. In this case, this meant primarily the students, faculty, and staff of the College of Health & Human Services (CHHS) at UNC Charlotte. The collection being part of the main library and the university being public, other community members had access to the materials as well, but there was no simple way to gauge use by people outside of CHHS. The four programs in CHHS were Kinesiology, Public Health, Social Work, and Nursing. The decision was made to focus on Nursing first; an assessment procedure would be easier to develop on a smaller scale, and it could then be applied to the other programs. Nursing

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was a common enough program to allow for comparison with peer institutions; another benefit was that it had a more specific call number range than some of the other more interdisciplinary programs.

Several methods were considered. One was to assess the collection as it compared to standard core title lists; another was to compare it to peer or aspirational institutions. Both of these approaches had the potential to miss parts of the collection developed to support specific aspects of the program. As the fellowship was a temporary position and the fellow was not familiar with the particular needs of the CHHS and UNC Charlotte, long-term assessment was best left to the Health & Human Services librarian. The surveys described above were designed to help with that process.

Instead of assessing the full collection, the fellow focused on two more easily quantifiable aspects of assessment. The first was purchase recommendations, which could be based on core lists and peer institutions. The second was deselection, which the collection badly needed.

Purchase Recommendations

A number of different factors went into book purchase recommendations. The Health & Human Services librarian requested a manageable list of several titles per category. These, all under the umbrella of Nursing, reflected the organization systems of bibliographies and core lists; they included General Nursing, Administration/Management, Geriatrics, Health Policy, Informatics, Legal/Ethical Issues, Patient Education, Pharmacology, Research, and Theory. The number of recommendations varied due to the broadness of the subject and the emphasis of the program (Patient Education ended up with one title, for example, while Research had six). Google Sheets was used for organization, comparison, and easy sharing (see Fig. 1).

There were originally many more titles. These came from several different lists of recommended resources. *Doody's Core Titles* (Doody, 2016), updated annually, provides sections for a variety of different specializations; it also stars highly recommended items, allowing libraries with limited budgets to prioritize. The Brandon/Hill list was last updated in 2003, so it lacks the currency of more recent resources, but many of the monographs on it have updated editions and the journals remain relevant. *The Medical Library Association's Master Guide to Authoritative Information Resources in the Health Sciences* (Thompson, 2011) includes databases and serials as well as monographs and recommends resources particularly for health sciences libraries; it also notes when resources also appear on Doody's or the Brandon/Hill list. The spreadsheet allowed for easy comparison of options within a subject area so the most relevant could be selected. When finished, the list was passed on to the Health & Human Services librarian for consideration.

The second tab on the spreadsheet contained titles found on recommended lists of nursing journals. Each entry showed whether UNC Charlotte owned the journal or accessed it through a collection, as well as print availability, subject,

dates, and publisher. The third tab contained databases and other electronic resources along with notes on which peer programs subscribed to them. The subject librarian could use these lists when considering non-book items for purchase.

Deselection

The Atkins Library was in the planning stages of a large rightsizing project. The collection had not been methodically weeded in some time, and space was needed for study areas and special collections. The project was limited to print books; serials were going through a separate process, and ebooks did not affect the physical space issue in the library.

A pilot system was developed for choosing titles for deselection using the Library of Congress R class (which covers medicine). This was a large enough sample to demonstrate the effectiveness of different methods but not so huge as to be unmanageable. In addition, it included most of the subject areas that the fellow had worked with from the beginning. Health sciences were also easier to work with than some other subject areas might have been because of the importance of currency.

Books in the R class at the Atkins Library came to just over 26,000 titles. The information in the original list included title, author, publisher, edition, publication date, acquisition date, shelving location, genre, call number, holdings, format, number of checkouts, last checkout, OCLC number, and barcode. The list was originally sent as an Excel attachment. The size of the file was difficult for some computers to process quickly; one solution was to open it in Google Sheets and do the early filtering there. A smaller list could then be transferred to Excel, where the tools allowed for more complicated data manipulation.

To start, some simple criteria were set to get the easy candidates for deselection out of the way. One set was books where the library owned a duplicate or a more recent edition of the same title. Medical information should always be as current as possible, so outdated versions were prime weeding candidates, as were duplicates with low usage. The following procedure was applied to the original list:

1. Filter: Holdings - --- or Blank. This removes duplicate titles that are different volumes of one edition.
2. Filter: Editions - Not Blank.
3. This is the point at which the whole document was copied into Excel.
4. Select the Title column. Use Conditional Formatting to highlight duplicates (call numbers might be a more precise method of checking for duplicates, but the different year on each edition makes it impossible to use in this way. There shouldn't be too many missed by using the title).
5. Filter: Title - whatever color the duplicates are selected in.

6. Go through list and highlight older editions where newer one is owned in one color.
7. Highlight duplicate copies with low circulation in another.
8. Filter by one color at a time. Copy results into separate sheets (Duplicate copies, Newer edition owned, etc.)

There ended up being 79 duplicate titles with low circulation; these could be withdrawn immediately with no adverse effect on the collection. 365 titles were older editions where the library already owned a newer one. 80 of these had never been checked out and could also be withdrawn immediately. The others should be checked for use; those with no checkouts after the purchase of the updated edition could be withdrawn, while recent use might indicate that additional current copies should be purchased before the older one is removed.

Another set of titles was generated based on age and lack of use. The procedure was as follows:
1. Filter: Publication Date - before 2007 (This may vary by subject area. For health sciences, books over ten years may be outdated. Very old titles may be considered for special collections.)
2. Filter: Checkouts - 0
3. If moving from Google Sheets to Excel, copy and paste the document and begin work in the other program now.
4. Delete Last Checkout column (this is optional, but it is not relevant and removing it declutters the document).
5. If the range is large, this list may be unmanageable. Consider creating separate sheets for different publication date or call number ranges. That way, the smaller lists can be worked through in an organized manner.

The process resulted in over 7,000 records acquired over ten years ago and never checked out. These were split by publication date into sections of several hundred titles each, which made the project easier to break down and complete in discrete segments. Not everything on the list should be automatically weeded - the subject librarian should go over it, and faculty should be consulted - but the titles are definitely candidates for deselection.

These two sets of records are the lowest of the low-hanging fruit, but a project this large must begin somewhere. Often the scale is intimidating enough to deter potential weeders; breaking down tens of thousands of titles into sets of a few hundred gives them a place to start. Next steps, depending on the subject area, might include items with few or no recent checkouts. In time-sensitive subjects, titles with older publication dates and recent checkouts might need to be replaced with more current versions. Once the data is available, the sorting and filtering options are multitudinous and can be adapted to suit any subject or collection.

Discussion

Past Work

This project was designed to meet specific needs with practical solutions, but it is relevant to any academic library. The pressure to maintain a current collection in a limited physical space is a typical challenge. While situations vary enough that one method cannot be applied across the board, case studies can be adapted or used as inspiration. The collection development policy history and outlines laid out by Pickett et al. (2011) helped greatly with the general policy, while McGuigan and White's (2003) work on subject-specific policies was influential in that area. Ideas for what to include in a policy can be picked and chosen from such articles, while important parts might be overlooked if one were constructing the document in a vacuum.

For the deselection process, case studies were invaluable. Some of the inspiration for the Excel methods came from Arbeeny and Chittenden's (2014) work, though the specifics of their situation were quite different. Soma and Sjoberg (2010) specifically describe some of the things that they would change in future, which saves other librarians from wasting time on similar mistakes. Deselection projects often involve a fair amount of trial and error before the most effective approach is solidified, and reading about what has or has not worked for others allows the whole profession to move forward. It is hoped that this paper will add to the canon and support future endeavors in the same vein.

Future Work

For the Atkins Library, there are a number of logical next steps that can be based on this project. Two collection development policies, one general and one for Health & Human Services, were completed. The subject template can be used to write policies for all other areas that the library covers; these can be published on the website to create a complete overview of the library's approach to collection development. A message announcing the new policies can be sent out to the community. All of this sets a precedent of transparency and consistency for the public as well as the library staff.

The faculty survey can be dispersed when the autumn semester starts and the recipients have returned to campus. It was written for the Health & Human Services department about electronic resources, but other subject librarians can adapt it to reflect the priorities of their faculty. The other survey, which went out to health sciences librarians at twelve peer institutions, can be sent out to more to get further information. Its questions were less generalizable than the ones on the faculty survey, but other subject librarians can rework them to meet their needs if they want to see what resources other programs find the most valuable. Ideally, the results of the two surveys will add to

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librarians' understanding of their patrons' needs and how best to meet them.

The deselection aspect of the project is largest and most immediately relevant to the library's goals. As the whole collection needs heavy weeding, an efficient system for doing so will be extremely useful. Some of the methods described above, such as finding duplicate copies and redundant editions with low use, can be directly applied to any subject. Topics with currency needs similar to those in the health sciences can use the system of finding older unused titles. Where currency is not as important a factor, such as in literature or history, slightly different methods may have to be developed to reflect the appropriate priorities. In either case, establishing a precedent of systematic deselection will make a very large project manageable. In addition, the criteria could be applied to ebooks. Physical space is not an issue for them so they often get ignored in deselection projects, but currency and usability of the collection is just as important for electronic resources as for print. Usage statistics may not be generated the same way, so particulars of the methodology would differ, but an organized system could be developed just the same.

More generally, the Atkins Library can use the work to demonstrate the value of the fellowship program as a whole. Next summer's fellows can build on previous projects or start in new areas as necessary. Other institutions can see how UNC Charlotte ran the program and how it benefited the library and the students alike. Almost all libraries have projects that the regular staff does not have time for, and the temporary fellowships set an example of how they might be accomplished. They also provide an excellent opportunity for LIS students to put their education into practice.

Conclusion

This project turned out to be an excellent pilot for the upcoming library-wide deselection. In addition, it demonstrated the different stages of assessment. Having a long-term plan is essential to informed collection development. From the collection development policy that guides decisions, through the deselection needed to clear shelfspace, to the recommendations for new resources, this project provides that overview. The individual parts or the whole system can be drawn from and adapted to suit the needs of a subject area or library.

Figure 1: Purchase Recommendations

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Figure 2: Duplicates and Multiple Editions

R_duplicates - Excel

	Title	Author	Publisher	Edition	Pub Date	Acquired	Shelving	Call Number	Holdings	Material	Checkout	Last Check	OCLC Number	Item Barcode
13	A cancer source book for nurses /	Varricchio, Clau	American Ci	7th ed.	1997	8/22/1999	General (	RC266 .C3564 19	---	Book	5	12/8/2007	35110176	100076257
14	A cancer source book for nurses /	Varricchio, Clau	Jones and B	8th ed.	2004	8/9/2004	General (	RC266 .C3564 20	---	Book	2	5/5/2007	53831395	100110116
15	A compendium of neuropsychological tests	Spreen, Otfried.	Oxford Univ	2nd ed.	1998	8/22/1999	General (	RC386.6.N48 S67	---	Book	5	7/18/2008	35235727	100083545
16	A compendium of neuropsychological tests	Strauss, Esther.	Oxford Univ	3rd ed.	2006	1/26/2007	General (	RC386.6.N48 S67	---	Book	10	7/1/2014	61130794	100092111
17	A history of public health /	Rosen, George,	Johns Hopki	Expande	1993	1/9/2001	General (	RA424.R65 R68 1	---	Book	4	10/14/2010	27729235	100086263
18	A history of public health /	Rosen, George,		Revised e	2015	6/2/2015	General (	RA424.R65 R68 2	---	Book	1	4/8/2016	878915301	100135260
25	A nuts-and-bolts approach to teaching nurs	Novotny, Jeann	Springer Pul	3rd ed.	2006	10/4/2006	General (	RT71 .N66 2006	---	Book	2	7/20/2009	67817142	100117422
26	A nuts-and-bolts approach to teaching nurs	Griffin, Mary T.	Springer Pul	4th ed.	2012	11/30/2011	General (	RT90 .N68 2011	---	Book	0	---	701014751	100132300
65	A slant of sun : one child's courage /	Kephart, Beth.	Norton,	1st ed.	1998	8/22/1999	General (	RJ135 .K46 1998	---	Book	1	2/27/2008	37981067	100086475
66	A slant of sun : one child's courage /	Kephart, Beth.	Norton,	1st ed.	1998	8/22/1999	General (	RJ135 .K46 1998	---	Book	0	---	37981067	100084848
81	A source book of nursing research /	Downs, Florenc	F.A. Davis C	Ed. 2.	1977	8/21/1999	Ground F	RT81.5 .D68 197	---	Book	0	---	2798559	100006578
82	A Source book of nursing research /	Downs, Florenc	F.A. Davis,	Ed. 3.	1984	8/21/1999	Ground F	RT81.5 .S68 1984	---	Book	0	---	9683417	100001770
109	A strange virus of unknown origin /	Leibowitch, Jac	Ballantine E	1st Balla	1985	8/21/1999	General (	RC607.A26 L44 1	---	Book	1	5/4/2004	12330096	100017438
110	A strange virus of unknown origin /	Leibowitch, Jac	Ballantine E	1st Balla	1985	8/21/1999	General (	RC607.A26 L44 1	---	Book	1	5/9/2004	12330096	100023749
114	AACN protocols for practice.	Burns, Suzanne	Jones and B	2nd ed.	2007	9/7/2006	General (	RC735.R48 A33 2	---	Book	0	---	64444052	100117320
115	AACN protocols for practice.	Molter, Nancy C	Jones and B	2nd ed.	2007	4/20/2009	General (	RT120.I5 A1735 2	---	Book	1	1/11/2012	84730094	100124958
118	ACSM's exercise management for persons v	American Colle	Human Kine	2nd ed.	2003	7/23/2003	General (	RM725 .A3 2003	---	Book	21	12/2/2014	49711847	100092004
119	ACSM's exercise management for persons v	Durstine, J. Lar	Human Kine	3rd ed.	2009	4/16/2015	General (	RM725 .A3 2009	---	Book	2	11/29/2015	312625432	100138051
140	ACSM's guidelines for exercise testing and	American Colle	Lippincott V	6th ed.	2000	2/6/2003	General (	RC684.E9 A45 20	---	Book	4	7/3/2013	42925602	100092565
141	ACSM's guidelines for exercise testing and	American Colle	Lippincott V	8th ed.	2010	1/7/2013	General (	RC684.E9 .A45 2(	---	Book	5	8/27/2014	226357694	100131898

Tabs: All | Newer Edition Owned | Older Edition, 0 Checkouts | Duplicate Copies, Low Circ

Figure 3: Age and Disuse

R_age_disuse - Excel

	Title	Author	Publisher	Edition	Pub Date	Acquired	Shelving	Call Number	Holdings	Material	Checkout	OCLC Number	Item Barcode
2	Medicine, science, and society :	Isselbacher, Kurt J.	Wiley,		1984	8/21/1999	Ground F	R106 .M4224 1984	---	Book	0	10998119	1000161241
3	Man's image in medicine and ant	Institute on Social	International Unive		1963	8/21/1999	Ground F	R111 .A695 1961	---	Book	0	14619217	1000168034
4	Clinical symposia anthology /	Walton, J. Harold.	Ciba Pharmaceutica		1973	8/22/1999	Ground F	R111 .C6 1973	---	Book	0	4976125	1000442524
5	Editorial research reports on med	---	Congressional Qua		1972	8/21/1999	Ground F	R111 .E36	---	Book	0	508462	1000071517
6	Bibliotheca medica: physician for	McCord, David Tho	Harvard Medical Sc		1966	8/21/1999	Ground F	R111 .M13	---	Book	0	415063	1000033464
7	Mainstreams of medicine; essays	King, Lester S.	Published for the U		1971	8/21/1999	Ground F	R111 .M423	---	Book	0	141634	1000033472
8	The amazing world of medicine.	Wright, Helen,	Harper		1961	8/22/1999	Ground F	R111 .W7	---	Book	0	385699	1000391341
9	The doctors' dilemmas.	Lasagna, Louis,	Harper		1962	8/22/1999	Ground F	R111 .L34	---	Book	0	1416553	1000442523
10	Obras completas /	Maran̄foln, Grego	Espasa-Calpe,		1966	8/22/1999	Ground F	R114 .M28	V.1	Book	0	387362	1000391340
11	Obras completas /	Maran̄foln, Grego	Espasa-Calpe,		1966	8/22/1999	Ground F	R114 .M28	V.2	Book	0	387362	1000391339
12	Obras completas /	Maran̄foln, Grego	Espasa-Calpe,		1966	8/22/1999	Ground F	R114 .M28	V.3	Book	0	387362	1000391338
13	Obras completas /	Maran̄foln, Grego	Espasa-Calpe,		1966	8/22/1999	Ground F	R114 .M28	V.4	Book	0	387362	1000391337
14	Doctor in medicine: and other pa	Smith, Stephen,	Arno Press,		1972	8/21/1999	Ground F	R117 .S76 1972	---	Book	0	340962	1000071518
15	To live and to die: when, why, an	Williams, Robert H	Springer-Verlag,		1973	8/21/1999	Ground F	R117 .W54	---	Book	0	589992	1000033468
16	Federal health information resour	Day, Melvin S.	Information Resour		1987	8/22/1999	Ground F	R118.4.U6 F43 1987	---	Book	0	15249306	1000405096
17	German-English medical dictiona	De Vries, Louis,	McGraw-	1st ed.	1952	8/21/1999	Ground F	R121 .D49	---	Book	0	2043064	1000051549
18	Melloni's illustrated medical dict	Dox, Ida.	Williams	2nd ed.	1985	8/21/1999	Ground F	R121 .D76 1985	---	Book	0	10695213	1000249598
19	Illustrated dictionary of eponymic	Jablonski, Stanley.	Saunders		1969	8/21/1999	Ground F	R121 .J24	---	Book	0	22747	1000051552
20	Dictionnaire franç<ais-anglais, a	Leìpine, Pierre,	Flammarion		1952	8/21/1999	Ground F	R121 .L39	---	Book	0	9826042	1000051569
21	The Sourcebook of medical scienc	---	Torstar Books,		1986	8/22/1999	Ground F	R121 .S68 1986	---	Book	0	13396262	1000425293

Tabs: 1917-2006, 0 checkouts | 1916-1960 | 1960-1969 | 1970-1974 | 1975-1979 | 1980-1982 | 1983-19...

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Appendix A

Collection Development Policy: Health & Human Services
J. Murrey Atkins Library Health & Human Services Collection Development Policy
Health & Human Services Librarian: Mendy Ozan
mozan@uncc.edu

- *Statement of Purpose:* Collection development in all subject areas follows the guidelines in the Atkins Library General Collection Development Policy. This policy is for resources relevant to health and human services.
- *Programs Supported:* The College of Health and Human Services includes the Department of Kinesiology, the Department of Public Health Sciences, the School of Social Work, and the School of Nursing. There is also a PhD program in Health Services Research. There are approximately 2,500 undergraduates and 450 graduate students enrolled as full-time equivalent. The collection specifically serves these students and the faculty and staff of the College of Health and Human Services as well as all other members of the campus community.
- *Collection Description:* These resources are part of the general collection at Atkins Library. The collection also includes electronic resources such as ebooks, online journals, databases, and other tools related to the subject.
  - LC Call numbers:
    - Nursing materials are in the RT subclass, though many materials for this program can be found elsewhere in the R's (e.g. RM for Pharmacology).
    - Public Health materials are in the RA subclass.
    - Kinesiology materials can be found in GV (Recreation, Sports, and Leisure), QM (Human Anatomy), QP (Physiology), and RC1200-1245 (Sports Medicine).
    - Social Work materials are in the HV subclass.
- *Time Period:* Currency is essential to a good health sciences collection, especially for clinical resources. Whenever possible, materials containing outdated information are removed and replaced with more up-to-date versions. Exceptions may include classic texts or those with historical value; decisions are made by the Health & Human Services Librarian.
- *Format:* In order to make resources easily accessible, the library acquires ebooks, e-journals, and other electronic resources as cost and licensing permit.
- *Textbooks:* Print textbooks are not purchased for specific classes, but some core texts may be added to support the general curriculum.
- *Duplication:* Duplicate materials are not purchased unless urgently needed.
- *Disclaimer:* Information from this collection is for academic research purposes. It should not be used as a substitute for advice or treatment from a health care professional.

Appendix B

Subject Policy Template

J. Murrey Atkins Library [SUBJECT] Collection Development Policy
[SUBJECT] Librarian: [NAME]
[EMAIL ADDRESS]

- *Statement of Purpose:* Collection development in all subject areas follows the guidelines in the Atkins Library General Collection Development Policy. This policy is for resources relevant to [SUBJECT].
- *Programs Supported:* [PROGRAM] includes the Department of [DISCIPLINE], [Repeat as necessary]. There are approximately [NUMBER] undergraduates and [NUMBER] graduate students enrolled as full-time equivalent. The collection serves these students, the faculty and staff of the [PROGRAM], long-distance students, and all other members of the campus community.
- *Collection Description:* These resources are part of the general collection at Atkins Library. The collection also includes electronic resources such as ebooks, online journals, databases, and other tools related to the subject.
  - LC Call Numbers:
    - [SUBJECT] materials are in the [CALL NUMBER] subclass.
    - [Repeat as necessary for different disciplines within subject]

- *Language:* Resources are primarily in English, with exceptions at the discretion of the [SUBJECT] Librarian.
- *Time Period:*
- *Format:*
- *Textbooks:*
- *Duplication:*
- *Other (as applicable):*

Appendix C

Health Sciences Electronic Resources Survey

1. What institution do you represent?
2. What factors (cost, curriculum, content, usability, etc.) were most important in selecting the electronic resources you have?
3. Are there any databases or other electronic resources that you would like to have but do not currently subscribe to?
4. With the exception of CINAHL and PubMed, which databases see the most use?
5. Which resources would you recommend to other libraries? Consider Nursing, Public Health, and Kinesiology programs in particular.
6. Are there any that you would not recommend?
7. How do you promote these resources to your students and faculty?
8. Is there anything else you would like to share regarding health sciences resources?
9. Would you be interested in answering follow-up questions? If so, please provide a contact email address.

Appendix D

Faculty Survey

1. What is your department and position title?
2. What classes do you teach?
3. What databases or other online resources do you and your students use?
4. How do you promote resources to students? Select all that apply.
   a. Syllabus
   b. Assignments
   c. In-class recommendations
   d. Moodle or Canvas
   e. Other _____
5. What are the most useful types of online resources for you and your students? Select all that apply.
   a. EbooksDatabases
   b. Electronic journals
   c. Other _____

6. Are there resources that you would like the library to provide access to that are not currently available?
7. Are there other ways in which the library could better meet the needs of you or your students?
8. Would you be interested in answering follow-up questions? If so, please provide a contact email address.

SELA Summer Conference

August 11-12, 2017
Birmingham-Southern College
Birmingham, Alabama

Information about the conference is on the SELA website
http://selaonline.org/

LIBRARY NEWS

Florida

University of Central Florida Libraries

University of Central Florida (UCF) Libraries is happy to announce that UCF librarians **Kristine Shrauger** and **Yolanda Hood**, with two UCF teaching faculty members, lecturer Anne Bubriski-McKenzie in Women's and Gender Studies, and Professor Liz Grauerholz in Sociology, received a grant two years ago from the American Library Association, for research on children's books in two areas: interracial/transracial families and LGBTQ+ families.

Yolanda Hood   Kristine Shrauger

A second grant from the American Library Association (ALA) to Shrauger and Hood was awarded last year and expanded the work to look at other types of non-traditional families and included the topics of racism, bias and skin color. The ALA grants totaled $9,000.

The UCF Learning Institute for Elders (LIFE) and in-house UCF library grants added another $3,300 to the project to research books on grandparents and other types of kinship care.

The new book database was recently published on UCF's **Showcase for Text, Archives, Research, and Scholarship (STARS)** repository (http://stars.library.ucf.edu/diversefamilies). Shrauger, head of UCF's Interlibrary Loan Department, and Hood, head of the university's Curriculum Materials Center, have been asked to share their findings locally and internationally. They spoke in April 2017 at the National Foster Care Conference in Daytona Beach, Florida, and are scheduled to present at the International Research Society for Children's Literature in Toronto in July 2017.

Mississippi

Mississippi State University

Frank and Virginia Williams of Rhode Island Gift Extraordinary Lincoln and Civil War Collection to Mississippi State University

An unparalleled private Lincoln and Civil War collection amassed over the past 50 years by former Rhode Island Chief Justice - and nationally known Abraham Lincoln authority - Frank J. Williams will be donated to Mississippi State University.

MSU President Mark E. Keenum and Judge Williams announced the extraordinary gift that Keenum said will transform MSU into one the nation's leading destinations for scholars and students of the American Civil War.

Williams, the longtime president of the Ulysses S. Grant Association, was previously instrumental in relocating that group and its own archives - now the Ulysses S. Grant Presidential Library - to MSU nine years ago. By donating his extraordinary Lincoln collection, Williams has also helped elevate MSU into a presidential research center of national prominence.

Considered the nation's largest privately owned holding of Lincoln research and display material, as well as the country's most comprehensive privately owned Lincoln and Civil War library, the Frank J. and Virginia Williams Collection boasts rare historical memorabilia; priceless artifacts; original, signed documents; ephemera; books published over a span of 150 years; and both original one-of-a-kind, and early mass-produced, artwork relating to Lincoln and the Civil War era.

The collection, which Judge and Mrs. Williams will officially gift to the Mississippi State University Libraries, has been valued at nearly $3 million.

Committing themselves to providing perpetual support to maintain, study and publicly display highlights from the collection, the Williamses have also offered a promised gift of $500,000 for the creation of the Frank J. and Virginia Williams Research Fund - an endowment to Mississippi State to curate the material in the years to come.

Additionally, the Williamses have pledged to fund a new, annual Frank and Virginia Williams Lecture in Lincoln and Civil War Studies at Mississippi State. And in an extraordinary gesture, they will continue to make acquisitions to add to the collection at MSU.

Williams has notched a long and acclaimed career in Lincoln studies and organizational leadership. He has served as president of the Lincoln Group of Boston, the Abraham Lincoln Association, and for the past 21 years, as founding chairman of The Lincoln Forum, a national organization that hosts an annual November symposium at Gettysburg, Pennsylvania. As president of the Grant Association, Williams spearheaded the successful negotiation to bring the Grant papers to MSU in 2008 from their former home at Southern Illinois University. In 2012, the Ulysses S. Grant Association designated the holdings at MSU as the Ulysses S. Grant Presidential Library.

The Frank and Virginia Williams Collection of Lincolniana comprises more than 17,000 items, including artifacts, photographs, statues, paintings, popular prints, broadsides, philately, collectibles and miniatures, as well as numismatics. Nearly 100 original manuscripts and the entire, legendary Claude Simmons collection, which consists of a dozen bankers' boxes of Lincoln-related materials and scrapbooks, also is included. In addition, the gift includes some 12,000 published volumes (many of them exceptionally rare), separated into two collections: the Lincoln Book and Pamphlet Collection and the Civil War/Collateral Book and Pamphlet Collection, comprehensively covering historical writing on the Civil War era from 1860 to the present, and including nearly every title ever published on Lincoln.

Williams, 76, said he began his Lincolniana collection as a sixth-grade student in his native Rhode Island. "I used my lunch money - all 25 cents a day - to buy used Lincoln books. That's how I started collecting," Williams said. "With the encouragement and help of Virginia, this passion has never abated."

His early interest in Lincoln, sparked by daily exposure to a portrait of the 16th president hanging in his Rhode Island classroom, evolved into a deep admiration of the 19th century's most prominent historical figure and also inspired Williams to follow in Lincoln's footsteps and pursue a career in law. Lincoln's legacy remains inspirational, he said, "because of his exemplary character, his strong leadership in crisis, his unwavering political courage, and the fact that he trusted his own judgment, even after he made mistakes, which we all do. Lincoln continues to be ranked by historians as our greatest-ever president, and he should continue to be studied and appreciated in the future."

Asked to name his best-loved Lincoln artifact, Williams emphasized that while he has been able over time to acquire more and more precious items, "it's really difficult to put a finger on one particular favorite, when you are entrusted with, and love, so many of them."

He said that among his most treasured pieces are a first edition, first printing of the 1858 Lincoln-Douglas debates, signed by Lincoln as President in 1863, as well as a full-length Lincoln portrait by James Montgomery Flagg, creator of the iconic Uncle Sam "I Want You" military recruiting posters for both World Wars. Also among the most prized items is an early copy of the Emancipation Proclamation, printed in miniature for distribution to Union soldiers in the South. Williams said that although many copies were printed during the Civil War, very few have survived. Single copies are valued at up to $20,000. Among the statuary to be donated are superb early casts of the Lincoln busts from life by Leonard Wells Volk (1860) and Thomas Dow Jones (1861).

Williams is a graduate of Boston University and Boston University Law School, and earned a Master of Taxation degree from Bryant University. A longtime jurist in the Rhode Island court system, he served on the state's Superior Court beginning in 1995 before ascending to the Supreme Court bench in 2001, serving as chief justice until his retirement in 2009. A veteran of the U.S. Army, he served three years in Germany and one year in Vietnam, for which he was highly decorated by both the U.S. and the Republic of Vietnam. He was appointed by President George W. Bush to the U. S. Court of Military Commission Review, the military appeals court responsible for adjudicating detainment cases in Guantanamo, and served as its Chief Judge from 2007 to 2009.

Virginia Williams is a Texas native and graduate of North Texas State University. She served as a teacher overseas for the U.S. Department of Defense, and met her husband during their mutual time in military service. She was a kindergarten teacher in the Cranston, Rhode Island, public schools for nearly three decades, and has been deeply involved with The Lincoln Forum since is inception.

Frank J. Williams is also an acclaimed author whose books include "The Emancipation Proclamation: Three Views" (with Edna Greene Medford and Harold Holzer; Louisiana State University Press, 2006); "Judging Lincoln" (Southern Illinois University Press, 2007); and, with William D. Pederson and featuring a chapter by MSU Giles Distinguished Professor Emeritus of History John F. Marszalek, "Lincoln Lessons: Reflections on America's Greatest Leaders"(Southern Illinois University Press, 2009). His most recent book is "Lincoln as Hero"(Southern Illinois University Press, 2012), and he is currently at work on a companion volume, "Grant as Hero."

A popular lecturer, Williams not only speaks semi-annually at The Lincoln Forum, but appears as well at Civil War Round Tables, Lincoln Groups, college campuses, and other organizations, writes often for magazines and newspapers, and teaches at both the Roger Williams School of Law and the U. S. Naval War College in Newport, Rhode Island.

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In 2006, MSU's Pre-Law Society awarded Williams its prestigious Distinguished Jurist Award, and in 2011, Williams gave Mississippi State's fall commencement address. He told graduates that young leaders of America, "are charged with an important duty – the preservation of democracy." He is also the winner of the Illinois Order of Lincoln, that state's highest honor, presented during the bicentennial year of 2009. Williams served as well on both the national U. S. Abraham Lincoln Bicentennial Commission (appointed by then-Mississippi Senator Trent Lott in his role as Senate Majority Leader), and as a board member of its successor organization, the Lincoln Bicentennial Foundation.

At MSU, the Frank and Virginia Williams Collection of Lincolniana will be housed in the new $10 million addition to Mitchell Memorial Library, scheduled to open later this year. More than 100 items from the collection will be showcased in a nearly 1,200-square-foot gallery, organized around themes such as family, politics, the law, the presidency, the Civil War, slavery, assassination, and Lincoln in popular culture. The new space will be designated as the gallery for "The Frank and Virginia Williams Collection of Lincolniana." The library addition will also house the Ulysses S. Grant Presidential Library, the Ulysses S. Grant Association, and the Congressional and Political Research Center.

John Marszalek, who in addition to being an MSU professor emeritus serves as executive director and managing editor for the Ulysses S. Grant Association and the Ulysses S. Grant Presidential Library, said Williams is one of the nation's leading Lincoln scholars and his collection is the best private collection in the nation.

Marszalek emphasized, "This donation of this priceless material to MSU, when linked to our marvelous Ulysses .S. Grant collection, will make MSU and the Ulysses S. Grant Presidential Library a true national center for the study of the American Civil War."

North Carolina

NCSU Libraries

Libraries Receives IMLS Grant for Open Textbook Project

As textbook costs continue to rise, universities are exploring 'open textbooks' to relieve their students of some expense while leveraging new technologies for learning and teaching. Recognizing leadership in open textbook programs, the Institute of Museum and Library Services (IMLS) has awarded the NCSU Libraries a $49,958 National Leadership Grant for Libraries Programs for our Open Textbook Toolkit project.

The project will explore the need for, and the ideal components of, a subject-specific, simple, flexible, and scalable "toolkit" for the creation and adoption of open textbooks. Focusing on the subject area of psychology, the Libraries will design and conduct a nationwide survey, as

well as a series of targeted focus groups, in consultation with stakeholders such as the American Psychological Association (APA), the University of North Carolina Press, Student Public Interest Research Groups (PIRG), the Open Textbook Network (OTN), and the new preprint service PsyArXiv. The project will run from July 2017 through the end of June 2018.

Building on the success of our Alt-Textbook program, the Open Textbook Toolkit project expands the Libraries' commitment to meeting a growing student need for affordable textbook alternatives in a timely and scalable way. The average college student spends about $1,200 per year on textbooks—and that figure is rising. Awarding grants to faculty to adopt, adapt, or create free or low-cost alternatives to expensive textbooks, Alt-Textbook has saved NC State students more than $500,000 in textbook costs.

The intent of the Open Textbook Toolkit project is to gather information about the practices and needs of psychology instructors who may be interested in adopting or creating open textbooks and open educational resources (OERs), as well as identifying gaps in support for these experts that make it more difficult to create robust, tailored materials. The project will also explore student needs and desires in learning resources and to what extent a toolkit approach would serve the needs of psychology educators and their students.

Make-a-Thon Nets Another Sustainability Fund Grant

The Make-a-Thon, a four-day challenge during which student teams research, design, prototype and build a new solution that addresses a sustainability challenge, has received a Sustainability Fund grant for the second consecutive year.

One of 13 sustainability projects supported by $179,000 in grants from the fund, the third annual Make-a-Thon in 2018 will receive $6,300 to support facilities, materials, and event promotions.

Now a vibrant annual event, the Make-a-Thon is organized by the NCSU Libraries, with the University Sustainability Office and four University Housing living and learning villages: Engineering Village, Women in Science and Engineering, EcoVillage and Albright Entrepreneurs Village. The sustainability solutions that the student teams develop address needs in areas such as transportation and the consumption of resources like water and energy. Fueled with actual City of Raleigh and NC State campus data provided by the University Sustainability Office, the teams work day and night in the D. H. Hill Makerspace. After barely 48 hours of actual work time, they pitch their projects to a panel of community and industry sustainability experts.

In 2016, the event's debut year, 11 teams competed. In 2017, 25 teams across 10 colleges and nine living and learning villages vied for a wealth of prizes from sponsors such as Autodesk, IBM, and SparkFun Electronics. For a running account of the day, see the Libraries' Storify.

Some of the projects have gone on to have a second life, as well. The "Re-Cycle" project, which garnered students Taha Arif, Kevin Holgado, Julien Chomfette, and Alper Ender the Make-a-Thon Grand Prize in 2017, went on to win a second-place award in the Design and Prototype category at the Lulu eGames this year. The team developed a lightweight, inexpensive and scalable bike share system for cities and universities which reclaims abandoned bicycles and reduces a city's carbon footprint while gathering data to improve cycling infrastructure.

The Sustainability Fund grants are awarded by a student-led advisory board and funded through a $2.50 per semester student fee that students voted to create in 2012. Grants are available to NC State students, faculty and staff who submit proposals for sustainability projects that improve campus or promote awareness.

NCSU Libraries Awarded Major Mellon Grant for Visualization

The NCSU Libraries has been awarded a $414,000 grant from the Andrew W. Mellon Foundation to support the advancement of tools and techniques for developing and sharing large-scale visual content for research.

Entitled "Visualizing Digital Scholarship in Libraries and Learning Spaces," the project aims to continue the NCSU Libraries' pioneering work with large-scale, research visualization technologies. According to Greg Raschke, Associate Director for Collections and Scholarly Communication at the Libraries and one of the project's principal investigators (PI), in order to move forward with this work, two issues need to be addressed.

The other two PIs on the grant are Mike Nutt, the Libraries' Director of Visualization Services, and Markus Wust, Digital Research and Scholarship Librarian. Christopher Erdmann, Chief Strategist for Research Collaboration, rounds out the project team.

Vice Provost and Director of Libraries Susan K. Nutter is confident that this initiative will provide a variety of opportunities for the NCSU Libraries, NC State University researchers, and the public at large: "The ability to partner with scholars to create transformative, visually based digital scholarship; enhance the role of librarian collaborators; and use innovative visual content to engage communities in the value of scholarship is vital to the future of academic libraries. The NCSU Libraries is thrilled to work with the Mellon Foundation on this exciting effort."

The grant will provide fund for four specific elements that cultivate such opportunities:

- An initial gathering of librarians, scholars, and technologists working in large-scale, library and museum-based visualization environments will set priorities and best practices for the project.
- A scholars-in-residence program will offer researchers a multi-year period to pursue creative projects in collaboration with librarians.
- A series of competitive block grants will be made available to other institutions working on similar challenges in creating, disseminating, validating, and preserving digital scholarship created in and for large-scale visual environments.
- The initiative will culminate in a symposium that brings together the scholars-in-residence and the block grant recipients to share and assess results, organize ways of preserving and disseminating digital products, and build on the methods, templates, and tools developed to pave the way for future projects.

NCSU Chancellor Randy Woodson is excited about the potential of this project for NC State and the research community in general: "I have no doubt that these interdisciplinary collaborations will continue to expand our conceptions of visualization-enhanced scholarship, while providing models that can be adapted at institutions across North America."

UNC Libraries

The State Library of North Carolina has awarded two grants to UNC's libraries to support lifelong learning, research, and education across the state. The Library Services and Technology Act (LSTA) grants total nearly a half-million dollars. The Library will use the grants to create a learning network focused on innovative educational experiences and to advance the work of the North Carolina Digital Heritage Center.

The Kenan Science Library (KSL) at UNC will use a grant of $48,924 to launch the Triangle Learning Network. The network will help K-12 schools, museums, libraries, afterschool programs, and community organizations as they develop programs in the areas of making, STEAM (science, technology, engineering, art, math), and digital media literacy.

Danianne Mizzy, head of the KSL and its makerspace, said that she and colleagues at nearby academic libraries frequently field questions about starting makerspaces, making programs, and digital media labs. In thinking about these needs, Mizzy took inspiration from learning innovation networks such as Remake Learning in Pittsburgh, Pennsylvania, and the Hive Learning Networks that operate in a number of cities.

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The Triangle Learning Network will provide an avenue for established organizations like KSL to spur and support innovation in the greater Triangle, and a framework for collaboration among partners.

A year-long planning process will involve participants in defining and shaping the program. Stage one of the grant will begin this summer with a network self-assessment survey, identification of key stakeholders, and formation of a core leadership team.

In the second phase, consultants from The Sprout Fund, which manages Remake Learning, will lead network members in a summit using the Remake Learning Playbook. Participants will identify challenge projects for the grant's third and final stage. Outcomes might include a showcase of projects and programs; a network directory; and programming, communications, or sustainability plans. The Chapel Hill Public Library is a named partner for the grant and will manage outreach to public libraries. Any organization interested in learning more about the project or about participation should contact Mizzy (mizzy@email.unc.edu or 919-962-3946).

Preserving and Sharing North Carolina History

The North Carolina Digital Heritage Center, based at the UNC Library, received a grant of $463,403 to continue its efforts to preserve and make local history available online. The center gives fresh visibility to the state's history by providing digitization services to libraries, museums, historical societies, and other cultural heritage organizations. The UNC Library and the State Library of North Carolina launched the cooperative endeavor in 2009.

Since then, the center has partnered with 216 libraries, museums, and archives across North Carolina to make the rich history of the Tar Heel State available to anyone with an internet connection. DigitalNC.org now hosts a growing collection of more than 119,000 items, including newspapers, photographs, scrapbooks, correspondence, and other historical documents.

This latest grant will allow the center to continue serving current partners and to help more institutions work with the center for the first time. It also provides funding specifically for newspaper digitization and access. Finally, it will allow center staff to go on the road, scanning materials onsite at libraries and museums in communities that currently have little or no representation on DigitalNC.

To learn more or to discuss potential partnerships, email digitalnc@unc.edu.

Library Services and Technology Act (LSTA) Grants are federal funds from the Institute of Museum and Library Services that are awarded by the State Library to eligible North Carolina libraries. The State Library will publish a list of all grant recipients at its website.

"Libraries serve citizens in all 100 North Carolina counties, providing resources, information, and fostering lifelong learning, and, of course, reading," said Cooper during the award ceremony in Chapel Hill. "Go into any library, and you will see arts, culture, invention, science and heritage."

PERSONNEL NEWS:

Alabama

Jacksonville State University

Carley Knight, the Art, Music, Language, Drama and Communication Librarian of the Houston Cole Library of Jacksonville State University is spending part of the summer as an intern in France at the University of Caen-Normandie. She reports working closely with several librarians and learning about the functioning of French university libraries. Her particular placement library is the main library called Bibliothèque Droit-Lettres. It's the main campus library and more specifically the "Droit-Lettres" indicates that it serves the Law and Humanities students and professors. The distinctive feature of this library and of French libraries in general is that they store a large percentage of their books in closed stacks called "magasins" which is more or less the word for warehouse. In order to see certain books the students must fill out a slip of paper with their name and call number, hand it to the circulation desk, and then there is sort of a dumb-waiter called a "monte-charge" that sends the request to a specific floor where the books are housed and then a "magasinier" (person who works in the "magasin") retrieves the book and sends it back up to the circulation desk. She has watched the process and is surprised at how quickly the books are received. Generally, she says that the books are retrieved with in ten minutes, which is not the case for all libraries, especially the public library in town which has a longer turn-around period.

Carley has given two presentations in her library. One presentation was in French and the other was in English. She reports that it has been a wonderful experience, and has found that the French librarians are very eager to learn about the United States academic libraries seeing that they adopt a lot of best practices from us.

Florida

New College of Florida

Winn Wasson is the new Social Sciences Librarian at the Jane Bancroft Cook Library, serving New College of Florida and University of South Florida—Sarasota-Manatee. He holds a Bachelor of Arts degree in Government from Harvard University, a Master of Arts degree in International Relations from the University of Chicago, and a Master of Science in Library and Information Sciences from the University of Illinois at Urbana-Champaign. Before becoming a librarian, he

taught Political Science at various two-year colleges around the Midwest for six years. He will be the primary liaison for the Social Sciences Division at New College of Florida, and will be helping to build the data literacy and data management capabilities of the Jane Bancroft Cook Library.

University of Central Florida Libraries

The University of Central Florida (UCF) Libraries is proud to announce that **Ying Zhang**, head of UCF's Acquisitions and Collection Services, has been elected incoming Vice

President/President-elect (2018-2019) of the Executive Committee of the Chinese American Librarians Association.

The Libraries also announces that longtime SELA member **Hal Mendelsohn**, who retired from UCF in 2015, has returned as a part-time adjunct starting with the 2016-2017

academic year. Hal is assigned to the Research and Information Desk and to the Ask Us service. Library patrons are delighted to see him back at the desk, and reportedly sometimes save questions for him.

Christina C. Wray, has joined the staff as the Digital Learning & Engagement Librarian in the Teaching and Engagement department. After earning her BA in Religious Studies and Fine and Private Press Publishing, Wray continued to receive two masters degrees, one for Library Science and one for Adult Education, all from Indiana University, Bloomington, IN. Before coming to UCF, Wray was a Librarian in the Center for Disability Information and Referral in the Indiana Institute on Disability and Community, Indiana University-Bloomington.

Wray has authored many peer-reviewed articles appearing in different journals including *Reference Librarian, Intellectual & Developmental Disabilities, Journal of Library & Information Services in Distance Learning, Indiana Libraries, and Collection Management.*

Sara Duff, joined the staff as the Assessment Librarian in Acquisitions & Collection Services in April 2017. Duff

received her MSIS from Florida State University, Tallahassee, and her BA in English from University of Florida. Before coming to UCF, Duff was the Collections Librarian then Collection Strategies & Technical Services Librarian at Gulf Coast State College in Panama City.

At the University of Central Florida Founders Day convocation on April 5, 2017, Ms. **Jeanne Piascik**, Principal Cataloger and Special Formats Coordinator for the University of Central Florida (UCF) Libraries, was honored with the 2017 Excellence in Librarianship Award.

The University has been awarding the Excellence in Librarianship since 1984. **Piascik** is the 33rd recipient. Chosen by vote of the library faculty coordinated by the Library Faculty Advisory Committee, and based on professional activities and letters of recommendation from university faculty, colleagues serving with her on nationwide committees, and fellow UCF librarians and management, it is a highly regarded award and confirmation of the appreciation and respect of the awardee's contributions to the library and librarianship.

Piascik received a BS in Physics from Case Western Reserve University and her Master of Library Science from Kent State University School of Library and Information Science. Before joining the University Libraries faculty in September 1995, she was a cataloger at Andrews Library, College of Wooster (Ohio). Piascik worked her way up at the UCF Libraries from Media Cataloging Advisor to Principal Cataloger and Coordinator of Special Formats.

Piascik contributes articles, research, presentations, and poster sessions for peer-reviewed journals as well as national and state conferences, e.g., Innovative User Group, ALA Annual, Online Audiovisual Catalogers (OLAC), and

Florida Library Association Annual. One notable contribution is her work on the well-respected cataloging tool *Authority Tools for Audiovisual and Music Catalogers: An Annotated List of Useful Resources* sponsored by OLAC (Online Audiovisual Catalogers).

Piascik is a committed leader of the implementation of the new statewide ILS Sierra/Encore Duet and serves as liaison. As part of the UCF Libraries team, Piascik undertook a complete inventory of the collection in the John C. Hitt Library. This was a multi-departmental project resulting in nearly 900,000 volumes being barcoded and/or had holdings data corrected.

Piascik is well-respected by colleagues in the UCF Libraries; one calling her "the 'Guru' of the [UCF] library technical services because of her vast knowledge…" and another saying she is "the glue that holds the Cataloging Services Department together " and "the driving force in making things happen, seeing projects through to successful completion." Margaret Anne Glerum, Head, Complex Cataloging, Florida State University Libraries, in her letter of recommendation noted another aspect of Piascik's librarianship, "her understanding that technical services is the flip side of public services and the end goal for both is serving the needs of library users."

It is with deep sadness that the University of Central Florida Libraries announces the passing of an outstanding and beloved colleague, **Phyllis J. Hudson,** on April 20, 2017**.**

Phyllis Hudson, retirement celebration, Michaels Restaurant, Orlando

For 34 years, Phyllis J. Hudson worked as a UCF librarian in several departments in the library, most notably in Reference and Instruction. Hudson was a tireless advocate for statewide collective bargaining, serving as a leader for United Faculty of Florida. She was interested in many organizations concerned with employment issues and women's rights both in libraries and in the community. She chaired the United Faculty of Florida Women's Rights Committee; was president of the Association of College and Research Libraries (ACRL) Florida Chapter; and chaired the Florida Library Association (FLA) Women in Libraries Caucus and the Collective Bargaining in Libraries Caucus. Hudson was also a director of the NEA Florida Teaching Profession Board. Her writings include two

articles in *Florida Libraries* entitled "Equal Pay Issue at FTU" and "Librarians Denied Sex Equality;"and "Comparable Worth" in an issue of *Reach*.(the …..)

In 1989, Hudson received the UCF Excellence in Librarianship award. She retired from UCF in January 2005 and was awarded *Emerita* status in 2006.

Colleagues today remember her "energy, vitality and passion for life." Others remembered being "…humbled by her intellect, commitment, and generosity of spirit with colleagues and students;" she was not "afraid to stand up and question things;" was "a mainstay of this library for years;" "a wonderful librarian and colleague;" and "a most excellent teacher," leaving no stone unturned. "She was the conscience of the library."

Hudson retired to North Carolina to be closer to her children and grandchildren. She returned periodically to UCF to help officiate the awarding of the June S. Stillman Memorial Endowed Scholarship for Student Assistants, which she co-founded in memory of another Librarian *Emerita,* June Stillman.

Georgia

Valdosta State University

Samantha Paul will be joining the Faculty of Valdosta State University Odum Library as an Assistant Professor of Library Science and Reference Librarian starting July 1, 2017. Samantha received her Master of Library Science from Valdosta State University and has been a Limited Term Reference Librarian at Odum Library since September 2015.

North Carolina

UNC

The University Library is pleased to announce the appointment of **Rebecca McCall** as clinical librarian at the Health Sciences Library.

In this position, Rebecca will collaborate with a variety of clinical departments to provide client-centered information and education. She will identify information needs and maintain outreach to clinicians, staff, students, and patients at the UNC Medical Center and UNC Health Care.

Prior to this appointment, Rebecca worked as the library director of the Mercy College of Nursing and Health Sciences at Southwest Baptist University in Springfield, Missouri.

Rebecca holds an M.S.L.S. from the UNC School of Information and Library Science and a B.A. in English from Concordia University in Portland, Oregon.

UNC Chapel Hill

The University of North Carolina at Chapel Hill has selected **Elaine L. Westbrooks**, associate university librarian for research at the University of Michigan in Ann Arbor, as its new University librarian and vice provost for University Libraries. Approved by the University's Board of Trustees, the appointment is effective Aug. 15.

At the University of Michigan, Westbrooks led the library's support of the research enterprise, facilitated the management of the operations and budget. Prior to her time in Ann Arbor, Westbrooks worked at research libraries at three other universities. She served as associate dean of libraries at the University of Nebraska at Lincoln, held several positions in technical services at Cornell University Libraries and worked as a digital research and Latin American Cataloger at the University of Pittsburgh.

The co-author of three books, along with several book chapters, Westbrooks lectures at numerous conferences. She also serves on the Association for Research Libraries Visioning Taskforce, was recently the chair of the HathiTrust Rights and Access Committee and also served on the HathiTrust Program Steering Committee.

Westbrooks earned a bachelor of arts degree in linguistics and a master's degree in information and library science from the University of Pittsburgh.

She succeeds Sarah Michalak, who retired in December 2016. Carol Hunter, deputy University librarian and associate University librarian for collections and services, has served as interim University librarian since Michalak's departure. She will retire from Carolina on Oct. 1.

NCSU Libraries

Libraries Director Susan Nutter to Retire this Fall

Vice Provost and Director of Libraries **Susan K. Nutter,** one of NC State's most influential leaders, has announced plans to retire this fall after 30 years at the NCSU Libraries.

When Nutter arrived at NC State in 1987, the Libraries ranked near the bottom of academic libraries in every significant category. Through her decades of innovative work, including the conception and construction of the "library of the future"—the James B. Hunt Jr. Library—on Centennial Campus in 2013, the NCSU Libraries stands among the best academic libraries in the nation.

Nutter has overseen the transformation of every aspect of the Libraries. She has built world-class research collections and spearheaded the creation of the online library, which now outpaces the physical library in usage. She has overseen renovations and expansions of the D. H. Hill Library including the popular Learning Commons and the nationally recognized Makerspace. As importantly, she built relationships across the campus that positioned the Libraries at the center of NC State's overall success.

A true visionary, Nutter knew the importance of a library on Centennial Campus. During her interview for her position at NC State in 1987, when asked about her plans for the future of the Libraries, she declared that a library on Centennial would eventually become a reality. Today, the Hunt Library is an iconic building that both enables and reflects NC State's position as a preeminent technological research university. Its bold design and dynamic technology spaces attract visitors from around the world and offer unique research and collaboration opportunities to the university's students, faculty, and partners.

The Hunt Library—Nutter's signature accomplishment—was awarded the 2014 Stanford Prize for Innovation in

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Research Libraries, the 2014 American Institute of Architects (AIA) Education Facility Design Award, the 2014 American Library Association (ALA) Library Interior Design Award, and the 2013 AIA/ALA Building Award for distinguished accomplishment in library architecture. It was also named a *Library Journal* New Landmark Library in 2016.

In addition to the long list of Hunt Library honors, Nutter has also garnered the triple crown of national libraries awards during her tenure, being named the 2016 Association of College and Research Libraries (ACRL) Academic/Research Librarian of the Year and the 2005 Library Journal "Librarian of the Year," and leading the first university library to win the ACRL "Excellence in Academic Libraries Award" in 2000. Last spring, Nutter accepted the IMLS National Medal for Museum and Library Service on the Libraries' behalf from First Lady Michelle Obama in a White House ceremony. While Nutter's legacy will be her embrace of emerging technologies and innovative scholarship, it is her ability to connect with and listen to students, alumni, faculty, and administrators that has enabled that legacy. Few college students or faculty elsewhere know the name of their library's director, but that has never been the case at NC State. Throughout Nutter's career, students have marveled at the Libraries' response to their suggestions and requests. High-tech innovations and minor conveniences alike have been achieved because of Nutter's focus on creating a user-centered library for the university community.

Nutter received her Bachelor of Arts in American Literature from Colby College in 1966 and her Master of Science in Library Science from Boston's Simmons College in 1968. She served as Associate Director of Libraries for Collection Management and Technical Services at the Massachusetts Institute of Technology (MIT), where she was a founding staff member of Project INTREX, an experimental information storage and retrieval system that foresaw how the digital age would transform scholarship and librarianship.

Nutter has also served as the Association of Research Libraries president, currently serves on the association's steering committee and is a founder of North Carolina Libraries for Virtual Education (NC LIVE), an unparalleled public-private venture that places a virtual library within the reach of every one of North Carolina's more than 10 million residents. Nutter is also a member of the Governing Board of the Triangle Research Libraries Network (TRLN).

She was honored as one of six foundation members of the Zeta of North Carolina Chapter of Phi Beta Kappa when the chapter was installed at NC State, and she was awarded an Alumni Achievement Award from the Simmons College Graduate School of Library and Information Science.

BOOK REVIEWS

Writing the Legal Record: Law Reporters in Nineteenth-Century Kentucky. Kurt X. Metzmeier. Lexington: University Press of Kentucky, 2017. ISBN: 978-0-8131-6860-9. 211p. $50.

Writing the Legal Record documents how the Kentucky legislature first addressed the task of creating incentives to ensure quality legal case reporting. The book examines the politics involved in even appointing a court reporter—as the Kentucky legislature passed a law creating the position of Court of Appeals reporter—a paid position appointed by the Governor and approved by the senate in 1815.

The court reporting system, at least in Kentucky, had the Senate specified page length and paper quality. The Kentucky legislature also "directed that the reporter omit the arguments of counsel 'in all cases.'" Those chosen to do court reporting were called "nominative" reporters as the reports were name after the reporters themselves.

Court reporters were influential themselves in Kentucky law and politics, as many reporters were prominent attorneys, law professors, and sitting or retired judges of some of the Kentucky's highest courts. Women and African Americans were excluded from the legal system and also excluded from law reporting as well.

Metzmeier, the associate director of the Brandeis School of Law and an attorney, examines the minutiae of the efforts that went into keeping legal records alive for attorneys and the public at large. His text documents how politics would sometimes get court reporter removed from their position if the reporter's legal work was in opposition to the will of the Kentucky senate. Yet other court reporters were wealthy and owned their own slaves.

Metzmeier in his research reveals the political dangers of being both a court reporter and a lawyer. Some court reporters, like William Littell, wrote documents that not only rankled people in power but hurt his own reporting career. Littell petitioned the Kentucky house of representatives to pass a law that would allow women to divorce men who were guilty of abandonment, adultery, or physical cruelty. Littell's bill failed, yet he fought back by decrying the use of slaves as prostitutes, which violated the "code of silence" concerning sexual violence against slaves by slave owners.

The book notes how the Kentucky legislature eliminated the court reporter position in 1878. National and regional court reporters filled the necessity of covering new kinds of litigation that was inadvertently created by the rise of factory, railroad and "big capital" in the late 19th century.
In all, 13 court reporters are profiled covering a period of almost 100 years of court reporting. Metzmeier briefly refers to how online legal research now delegates the court reporters of years past to the "occasional footnote" in a case. The reporters, who gave all the coverage on other people's court dramas, have had little coverage of their own efforts to preserve the written legal word so other attorneys didn't have to spend hours in a court clerk's office.

Though Metzmeier's book is at times dry and technical, it writes about the important, sometimes mundane writing that doesn't generate gratitude from its readers, yet served an invaluable service at the time. This book is strongly recommended.

Peter R. Dean
University of Southern Mississippi

Democracy Abroad, Lynching at Home, Racial Violence in Florida. Tameka Bradley Hobbs, Gainesville: The University Press of Florida, 2015. 978-0-8130-6104-7 (hardcover) $74.95; 978-0-8130-6239-6 (pbk.) $24.95. 288 p.
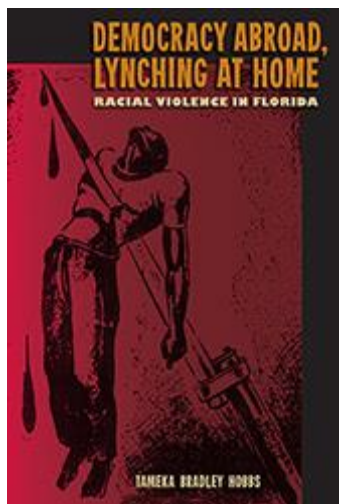
Tameka Bradley Hobbs draws upon highly personal experiences to take us into her historical research of criminality surrounding lynching of black men in the state of Florida. While an undergraduate at Florida A&M University in Tallahassee, listening to a lecture on racial violence in Florida, her professor asked her, "I'll bet you didn't know they lynched a boy in Live Oak".

Hobbs explains she was astounded by this comment as she had not discussed race relations in her home town with her family. She sought to learn more about the lynching from her grandfather on her next trip home. She learned Willie James Howard was hanged with his hands and feet bound, and suspended from a tree branch by a sheet that was tied around his neck. Grandfather Reverend Freeman Grimmage, Jr., recalled for her his feelings on the hanging, "Yeah, baby, I remember when they killed that boy,…I remember in those days, when I'd go into town, if I even saw a white woman walking my way, I'd turn around and go home" (p. xiii).

Lynching of a black man for accusations that he had somehow sexually interacted with a white girl or woman became the way in which "extralegal murder" was somehow justified. Hobbs points out that the focus of her study "is to provide a detailed analysis of … lynchings that took place during the 1940s". She goes on to say, "by the 1950s, nearly 5.000 people, primarily black men living in the South lost their lives at the hands of white vigilantes". (p. 4) Additionally though the Jim Crow laws enacted in many southern states were to separate white and black citizens and ease some tensions, these laws achieved the opposite effect. Suppressing voice for black people and giving enforcement powers to local officials led to more heated anger and uprisings and riots.

Hobbs writing style borders on a clearly absorbing story-telling mode. It challenges the reader to look away from horrific descriptions of lynching and related body mutilation and torture while immediately resuming the story she is telling.

Poignantly so, the book's title "Democracy Abroad, Lynching at Home, Racial Violence in Florida" is a perfect choice for Hobbs' research. The setting in the 1940s and 1950s in the "south", particularly Florida, was a racist culture filled with abuse and neglect of black people and power centered in the hands of white supremacists. While abroad, World War I and World War II raged under the banner of "freedom for all people" no matter their race, color, national origin, or national allegiance. Hobbs sees the inconsistency in these professed national policies.

This book is a "must" purchase for a collection in academic libraries and public libraries. With its 227 pages, a Notes section on page 221, a Bibliography on page 251 and an Index on page 265, it provides rich detail and figures for students and researchers.

For more information on Tameka Bradley Hobbs, see Facebook: www.facebook.com/DrTamekaHobbs

Carol Walker Jordan
University of North Carolina Greensboro

Sapelo People and Place on a Georgia Sea Island.
Buddy Sullivan; Photographs by Benjamin Galland. Athens: University of Georgia Press, 2017. ISBN 978-0-8203-5016-5 (hardcover: alk.paper); 334 p. $34.95.

Sapelo: People and Place on a Georgia Sea Island is a spectacular work about Sapelo a Georgia barrier island. Contents include: Chapter I Ecological Sapelo: The Natural Perspective, Chapter II Archaeological Sapelo: The Early Occupiers, Chapter III French Interlude: Anatomy of a Failure, Chapter IV Agrarian Sapelo: the Apotheosis of Thomas Spalding, Chapter V Tabby: A Panegyric to Permanence, Chapter VI Geechee Sapelo: From Freedom to Self-Sufficiency, Chapter VII Sapelo Regenesis: The Early Twentieth Century, Chapter VIII Sapelo in the 1950s: Autumn of the Old Regime, Chapter IX Scientific Sapelo: Conservation, Community, and Challenge, The writing style is eloquent. Notes encompasses four hundred and eleven references as well as an abbreviations section. Approximately one hundred seventy seven color and black and white pictures photographed by Benjamin Galland make known the beauty of Sapelo Island. Interesting sections called Boxes incorporate various topics involving Eugene P. Odum: Ecologist of Sapelo, Vasquez de Ayllon in Sapelo Sound?, Live Oaking on Blackbeard Island, Spalding, Darien, and Local Politics, Muhammad Bilali: Black Overseer of Sapelo, Civil War Sapelo, The Sapelo Journal of A.C. McKinley, Behavior Cemetery, The Geechee Language and Sapelo, Sapelo Island Place-Names, and Allen Green of Raccoon Bluff. The monograph has maps such as one of the Georgia coast. From the early nineteen nineties until four years ago, author Buddy Sullivan administered Sapelo Island National Estuarine Research Reserve. Buddy Sullivan is an accomplished speaker on the Georgia coast.

Sapelo Island is regulated by the Georgia Department of Natural Resources. The University of Georgia Marine Institute studies marsh ecology, forestry agriculture, and marine biology using a Marine Institute Laboratory at Sapelo. Sapelo is the location of conferences on ecology and geology. The Sapelo marine biological laboratory was created by R.J. Reynolds inheritor of North Carolina's R.J. Reynold's tobacco. Sapelo allows visitors by contacting the Sapelo Island Visitors Center. The Georgia Department of Natural Resources Sapelo Island Visitors Center provides boat entry to Sapelo and supplies private showings of Sapelo Island by reservations. Two Sapelo attractions on the National Register of Historic Places since 1996 are Hog Hammock and Behavior Cemetery. A stunning allure is the R.J. Reynolds mansion initially created by Thomas Spalding in 1811.almost completely destroyed in the Civil War, magnificently rebuilt by Sapelo Island Company of Macon and beautifully and gloriously added on to by Howard E. Coffin and R.J. Reynolds Jr. Coffin created the nearby famous resort Sea Island and gorgeous Cloister Hotel. The fascinating history of the island including its formation, the period of the Indians, the Spanish, the colonial era, the Civil War and Thomas Spalding its owner during the Civil War, the two other proprietors Howard E. Coffin maker of the Oldsmobile automobile and R.J. Reynolds Jr. to the present is researched.

Living creatures on Sapelo include Duguid shorebirds, ghost crabs, rattlesnakes, turtles, American oyster catcher, shore birds, black skimmer, gall-billed tern, least tern, Atlantic hawksbill, Atlantic leatherback, Marine turtles, Menhaden, bluefish, mullet, flounder, and yellowtail mummichog. Further, living on Sapelo are shrimp, dolphins, mink, gulls, terns, pelicans, ospreys, egrets, blue herons, marsh hens, fiddler crabs, Atlantic blue crab, gallinules, ducks, ibis, alligators, and water moccasins. More life on Sapelo comprises herring gulls, laughing gulls, brown pelicans, ring-billed gulls, double-crested cormorants, skimmers, clapper rails, black sanderlings, wood storks, white ibis, coots, woodpeckers, ducks, hawks, kestrels, mockingbirds, teals, rabbit, raccoon, and canvasbacks. Other natural life exists such as mockingbirds, turkey vultures, bald eagles, egrets, painted bunting, opossums, squirrels, bats, otters, minks, feral hogs, armadillos, cattle, kestrels, finfish, shellfish, shad, finfish, drum, Atlantic croaker, and buffalo. Foliage at Sapelo consists of sea oats, small oak, cedar hammock, Spanish bayonet, red cedar, scrub oak, morning glory, panic grass, water pennywort, beach hogwort, beach elder, beach pennywort, beach sand-spur, and Spanish bayonet (Yucca). Additional greenery embraces Chinese tallow tree, tamarisk, Muhlenbergia, prickly pear, buckthorn, wax myrtle, sabal palm, yaupon holly, and sand live oak. Added flora encompass live oak, bay holly, magnolia, laurel oak, cabbage palm, Slash pine, Spanish moss, Virginia creeper, water oak, and loblolly pine, and black gum. The masterpiece on Sapelo is excellent for academic libraries and public libraries. The recommended audience is individuals seeking data on Georgia's lovely barrier island Sapelo and the beautiful coast of Georgia.

Melinda F. Matthews
University of Louisiana at Monroe

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Island Passages: An Illustrated History of Jekyll Island, Georgia. Jingle Davis; Photographs by Benjamin Galland. Athens: University of Georgia Press, 2016. ISBN: 978-0-8203-4869-8 (hardbound). 288 p. $34.95
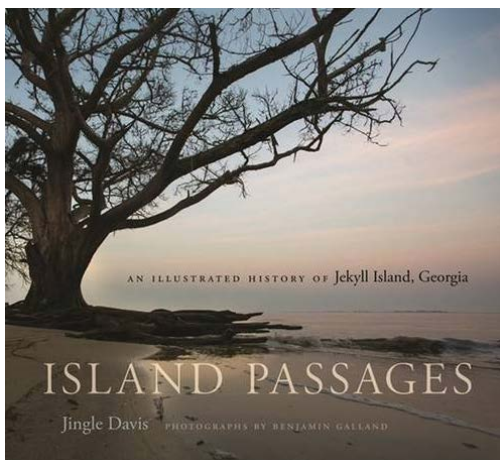
Jekyll Island, one of Georgia's Golden Isles, is featured in the extensively researched pictorial volume *Island Passages: An Illustrated History of Jekyll Island, Georgia.* Jingle Davis and Benjamin Galland, both natives of nearby St. Simon's Island, relate the history and highlight the natural wonders of this favored destination for so many travelers. Ms. Davis is a retired journalist who worked for the Atlanta Journal-Constitution and the author of *Island Time: An Illustrated History of St. Simons Island, Georgia.* Here she displays her craft through in-depth research and attention to detail. In the preface she charms the reader with personal reminiscences and shares her connection with Jekyll and her recognition and appreciation of its history and natural gifts. The majority of the photographs were contributed by Galland and enhance the chapters by illustrating topics covered in the text.

Though entertaining the reader with accounts from Jekyll's founding through its heyday as a refuge for press-shy millionaires at the start of the last century, the author does not shy away from less savory periods of Jekyll's history; namely the slave owners who benefited from the slave trade off the Georgia coast and the state's intergovernmental wrangling over possession and stewardship of the island as a resort for its citizens.

Benefiting from a rich social history bestowed by the diverse cultural backgrounds of its settlers, the island reflected many different influences in its early days. From early indigenous people living off local cultivation and fishing to the Spanish and French cultures introduced by the explorers, there was inevitable conflict between competing countries for possession. With the arrival of James Oglethorpe in 1736 and the establishment of Georgia as a debtor's colony, the British eventually prevailed in taking the island under its wing and named it Jekyll in honor of Sir Joseph Jekyll, a key benefactor of the expedition.

For approximately 65 years, the island served as the home for William Horton, Oglethorpe's compatriot, friend and ally. He set up a plantation and built a house, of which the second iteration, built of tabby (building material using shells), still stands and is designated as a National Historic Landmark. After Horton's death and temporary possession by several individuals, the island eventually passed into the hands of Christophe du Bignon, a wealthy landowner fleeing the excesses of the French Revolution. Establishing a plantation built on slave labor, ownership of the island stayed in the family until the last remaining du Bignon, John Eugene, after founding the Jekyll Island Club, sold the island to the club for $125,000 in the late 1880's.

The plantation period of Jekyll's history evokes reminders of slave labor and the horrendous conditions that they endured. Ms. Davis devotes a section to *The Wanderer*, a racing yacht used as the last documented American slave ship to import slaves in 1858, fifty years after the U.S. had abolished the practice. Her description of the horrors the captives endured during the voyage provides context for their resilience in bearing unimaginable hardship, yet continuing to strive to overcome their circumstances.

The island achieved widespread name recognition in the late eighteenth and early nineteenth centuries, when the exclusive Jekyll Island Club became the destination for the fabulously wealthy titans of the country. Rockefeller, Pulitzer, and J.P. Morgan were but a few of the patrons of the club. Tangible reminders of the Jekyll Island Club years are the buildings themselves, where millionaires spent the winters on the island in the resort's clubhouse or in their custom-built "cottages." Due to a decline in members after the Great Depression, the club eventually closed after World War II.

With the purchase of the island by Georgia in 1947, Ms. Davis provides an entertaining, but biting account of how politics, corruption and dueling agendas within the government came close to sabotaging the assets Jekyll has to offer the state's citizens. Thanks to belated recognition of Jekyll's possibilities, the island now serves as a state resort - making use of the Jekyll Island Club's renovated buildings - as well as a destination for its natural resources. The Georgia Sea Turtle Center, which provides care as well as educating visitors, is one of its most notable attractions.

While the abundance of photographs make the book a pleasure to browse through, it is the wealth of salient detail provided by the author that engages the reader. With the inclusion of a select bibliography and general index, *Island Passages* is a useful addition to public and academic libraries.

Melanie J Dunn,
University of Tennessee at Chattanooga

The Dream Is Lost: Voting Rights and the Politics of Race in Richmond, Virginia. Julian Maxwell Hayter, Lexington, University Press of Kentucky, 2017. ISBN 978-0-8131-6948-4 (hardback). 346 p. $60.
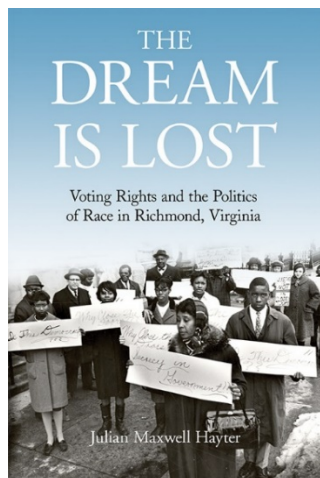
In the Chapter, "The Dream Is Lost", author Julian Maxwell Hayter, an accomplished historian and university professor, quoted Atlanta mayor Maynard Jackson, who said, "The politics of Richmond are now controlled by Afro-Americans (but its) economics (are) still controlled by white Americans. It is a question now of whether there will be a standoff or a standing up together." (p.151). Maynard Jackson's challenge was foresighted.

Julian Maxwell Hayter in his well-documented writing of the legal and political history of Richmond shows us that African Americans in Richmond learned to seek and gain legal rights for voter participation, legal rights to own and operate businesses, and legal rights that allowed them to command majority seats on boards, councils and committees. Yet acceptance by whites and the white business community floundered. President of a brokerage firm and a city councilman, Henry Valentine "openly expressed that blacks were incapable of running the City" (p.161).

Hayter speaks to social conditions in Richmond today when he writes, "Richmond's recent revitalization has been bittersweet. Poverty, residential segregation, and underperforming public schools have been an unfortunate yet constant feature of African American life in Richmond". (p.243)

Contrasting the Richmond that is hailed as "a nationally recognized dining scene" (p.243), Hayter reminds us that there exists "glaring inequalities in education and wealth" (p.243). He says that the Richmond of today and its recent past are still intertwined. Housing, social programs of all types, and educational opportunities are vital to the growth of "standing up together". A denial of renewed efforts to admit and address these woefully unaddressed conditions, might be said to remind us of Maynard Jackson's challenge: will we stand up together or have a standoff?

This 338 page book is recommended for academic and public libraries. See its photographs and illustrations inserted after page 166, the Conclusion, p. 239 to 245, Appendix, p. 248 to 256, Acknowledgements, p.257 to 262, Notes, p. 263 to 308, Bibliography, p 309 to 322, and Index, p. 323 to 338.

Carol Walker Jordan
University of North Carolina Greensboro

The Uplift Generation: Cooperation Across the Color Line in Early Twentieth-Century Virginia. Clayton McClure Brooks. Charlottesville: University of Virginia Press, 2017. 978-0-8139-3950-6 (ebook); 978-0-8139-3949-0 (cloth). 288 p. $45.
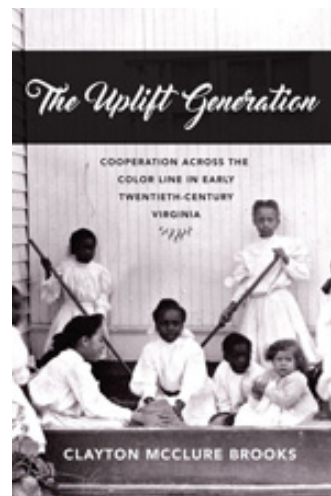
Reading "The Uplift Generation: Cooperation Across the Color Line in Early Twentieth-Century Virginia", I was reminded of times in my life when I felt someone was patronizing me, not taking me seriously on an issue that was important to me. Even hearing a comment that sounded as if I were being encouraged to accept the unacceptable only stirred my rebelliousness. Clayton McClure Brooks points out to us that African Americans in the early 20th Century in Virginia did not exhibit my rebelliousness toward white Americans who encouraged them to accept the unacceptable.

Through her research, Brooks explains that an "uplift generation" supported social progressivism in the state of Virginia in the days of Jim Crow. The uplift they chose to provide to downhearted and segregated people reminded me of "now, now, don't worry everything will be alright". Their patronizing behavior was an oppressive yet powerful way to keep the status quo and never really address the social issues. Keeping the peace, some might say, was the generation's goal.

Between 1910 and 1920, Brooks recounts that white women encouraged black women to believe that

paternalism and segregation were the best ways to keep the peace. Separate accommodations sadly became the rallying cry of the white women--and black women along with them. *(see below)

Yet, by the summer of 1920 when the 19th Amendment to the Constitution was ratified, giving women the right to vote, the tables would turn as Brooks points out black women's right to vote meant no longer were segregation and paternalism appealing to these women. Brooks reminds us that women could go to the polls and vote for a candidate whom they believed would eliminate or greatly alter the Jim Crow laws.

Brooks gives many examples of the women and men who struggled through the years of 1910 to 1930 to understand Jim Crow laws and to reject "separatism" and lack of social voice in Virginia. With interviews and archival sources, Brooks recounts the struggles in the State of Virginia for the progressive social goals that were first hoped might be achieved.

A good resource for academic libraries, women's studies faculty and students and archival collections on Jim Crow laws. I recommend this 213 page text with its 20 black and white illustrations and portraits, Notes 215 to 247, Bibliography 247 to 263 and Index 263 to 271.

*FYI: In Virginia, the South, and some northern states, *Plessy* v. *Ferguson (1896)*, both confirmed the status quo and gave impetus to even more rigid segregation laws. Blacks had to sit at the back of streetcars or stand if there were not enough seats for whites. They were made to sit at separate sections of theaters, libraries, and train stations. They could not use water fountains, bathrooms, beaches or swimming pools used by whites. They could only order takeout food from restaurants that served whites. They attended separate, usually ramshackle schools. Social life and everything from sports teams to funeral parlors were segregated. www.virginiahistoricalsociety.org

Carol Walker Jordan
University of North Carolina Greensboro

Food in the Gilded Age: What Ordinary Americans Ate. Robert Dirks. Lanham, Maryland: Rowman & Littlefield, 2016. ISBN 978-1-4422-4513-6 (hardcover), 978-1-4422-4514-3 (ebook). 209 pages. $38.00 (hardcover), $37.99 (ebook).
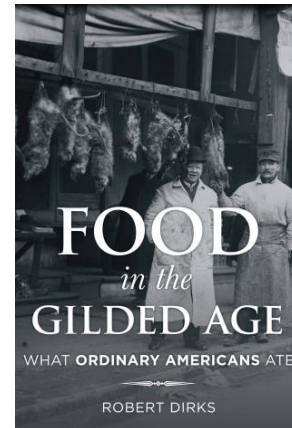
The Gilded Age is best known for the deep divide between the rich and the poor, a time when the rich became richer and conspicuous consumption reached new peaks. Interest in the era has grown in recent years, much of it centered on the era's heiresses and their social lives. Less attention is given to the rest of the country, particularly the millions of people living in poverty. Poor and working-class people, unlike industrialists, did not leave a lasting legacy, and are often remembered only through the works of Jacob Riis, Upton Sinclair, and other muckrakers.

In *Food in the Gilded Age*, Dirks mostly ignores the upper-classes to focus on the poor, both immigrant and native-born, and the rising middle classes, studying their lives through the food they ate. By using studies conducted by chemists for the USDA's Office of Experiment Stations, Dirks gives us an intriguing meta-analysis of what items were eaten, and how often. Dirks and his predecessors in the OES are less concerned with how a food was eaten, leaving that to the culinary historians, but focuses on the frequency with which food items were consumed by different groups across the country. Modern readers are able to get a better sense of the seasonality of food (chapter 4), as well as the limited food options for all classes.

Food in the Gilded Age differs from other studies of the era with each chapter focusing on different regions and ethnic groups across the country, nearly all of them poor. Dirks studies the dietaries of Mexican Americans in New Mexico, African Americans across the country, European immigrants in the Midwest and Chinese immigrants in California, and the Scotch-Irish in Appalachia. Whenever possible, he compares different economic classes within ethnic groups, as in chapter 2 when he contrasts African Americans living in Alabama on tenant farms, in Northeastern metropolitan areas, and attending college in

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Pennsylvania. This chapter, more than perhaps any other, shows Dirks's expertise in nutritional history; Dirks has spent much of his career studying the eating habits of African Americans during the nineteenth and early twentieth centuries.

More than simply cataloging the eating habits of the different groups and regions studied, Dirks invites comparisons between the food consumption of the nineteenth century and the modern day. Chapter 2 focuses on the dietaries of poor and middle-class Appalachians, with particular attention paid to the impoverished populations of eastern Tennessee and northeast Georgia. Dirks juxtaposes the backwoods diets with those of people living in small cities, as well as with students attending the Universities of Tennessee and Georgia. This comparison translates to the modern day nutrition transitions occurring in China and other developing countries. Chapter 6 also allows contrasts Gilded Age priorities with the present, by examining dietaries from colleges across the country. Although most dietaries tracking the food consumed by institutions, rather than families, focuses on groups of single men (such as the Chinese and French Canadian laborers also studied in the chapter), Dirks is able to include significant data from women's colleges. This section is the only one in the book where Dirks examines why certain foods were chosen, beyond accessibility and cost. This is the only time that middle class eating habits are studied in depth, providing contrast to the poor and working-class diets profiled throughout the rest of the book.

Despite the title, *Food in the Gilded Age* extends into the Progressive Era; the majority of the OES studies date from the late 1890-1910. Dirks mostly ignores the Progressive Era and how reforms like the Pure Food and Drug Act of 1906 affected the food consumption. By limiting his book to a meta-analysis of government and university studies, however, we can see that people in general were aware of concerns about food purity and freshness by the foods they chose to buy.

Food in the Gilded Age is a welcome addition to the trend of food-based microhistories. Unlike so many others in the genre, Dirks's book focuses on the people eating the food, rather than the food being eaten, without veering into creative nonfiction. He helps to fill in the image of the poor and working class in late nineteenth century American, and even includes recipes for the foods eaten by the populations in each chapter, ranging from soups to roast possum. It is an excellent addition to any academic American history collection, where both readers across disciplines will find it a quick and interesting read.

Sarah Kantor
Kennesaw State University

Horace Holley: Transylvania University and the Making of Liberal Education in the Early American Republic. James P. Cousins. Lexington: The University Press of Kentucky, 2016. ISBN 978-0-8131-6857-9 (cloth); 978-0-8131-6859-3 (epub). 322 p. $50.
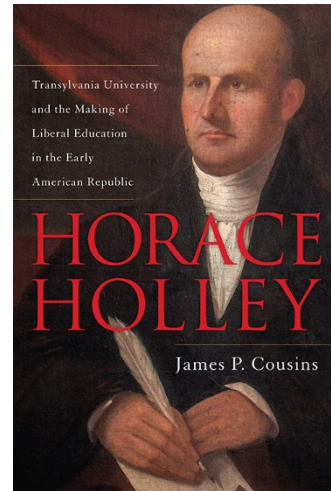
In the Introduction to James P. Cousins' biography of Horace Holley, the stage is set for an emotional re-enactment of the visit of General Marquis de Lafayette to Transylvania University in Lexington, Kentucky, on May 17, 1825.

Presiding at the event was President Horace Holley, a beloved and highly regarded academician whose speech on that day exhibited a love of history, tradition, and intellectual fervor. Compared "to rhetoric one might expect of Pericles" (p 1). Holley addressed General Lafayette, "Your presence is making impressions upon the ardent and ingenuous minds of the young men around you, which they will never forget. They and their children will dwell upon the recollection as a most interesting era, and will, should duty call, shed the last drop of their blood, defending the cause for which Washington and Lafayette hazarded all they held dear: wealth, freedom, life, and fame" (p.1).

The research collected by Cousins paints rich pictures of the life of a college president in the emerging, traditional small town of Lexington, Kentucky. The stories of his family and friends, particularly his wife, Mary, reflect two sides of the challenges and successes throughout Holley's academic life. While he brought fame and fortune to Transylvania University, he became the focal point of criticism from traditional legislators and others who did not believe in his "liberal education" focus for the university. Traditionally educated in the Northeast at Williams College and Yale University, Holley was steeped in their classical curricula and a firm believer in the training of citizens for public life.

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You may be asking: In the world of academia today, what is Transylvania University's mission? https://www.transy.edu/ I encourage you to view this link and see if it is a traditional liberal arts educational institution now or a mixed set of academic offerings designed to meet the demands of the marketplace and the diverse interests of students and parents of today. What might Horace Holley think?

This is a book that I highly recommend. It is one in which we can see the same on-going debate we have today. How will colleges and universities best frame themselves to be sure they develop active citizens engaged in the service of others? In addition, how do they prepare the students for the demands of the marketplace and earn good will from future employers?

This is an excellent research resource for academic libraries, public libraries and historical societies. A total of 297 pages, with Acknowledgements beginning at page 221, Notes at 225, a Bibliography at 274 and an Index at 291, the book offers black and white portraits and photographs/drawings from 149 to 159.

Carol Walker Jordan
University of North Carolina Greensboro

No Jim Crow Church: The Origins of South Carolina's Baha'i Community. Gainesville: University Press of Florida, 2015. ISBN 978-0-8130-6107-8 (hardcover; $74.95); 978-0-8130-5407-0 (pbk.: $27.95). 344 p.
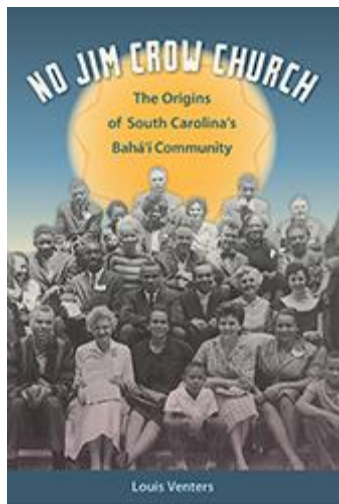
Choosing to review this book was an adventure into the unknown for me. As a graduate student at the University of South Carolina in Columbia (1995-2000), I grew to love the people, the places and the beauty of the State. Little did I know about the Baha'i community" in South Carolina. I had some deep feelings about "Jim Crow", the laws, the discrimination, the abuse and suffering of people of color in the South and other regions of our country. Pursing a few research sites to learn more about the Baha'i religion, I was

intrigued by this new book on this topic. How is and was South Carolina unique in the history of the Baha'i religion? Louis Venters, an Associate Professor of History at Francis Marion University, gives the reader a personal look at his family's origins within the Baha'i faith. He places himself within the faith and then ventures into a wealth of the beginnings and growth (1910-1968) of the Baha'i religion. Venters provides a rich context from which to view the Baha'i philosophy of a one world religion, one world of equal human beings, and one unification of all peoples of the world in faith and spiritual belief.

The Baha'i faith/religion was born in Iran and spread throughout the world. As it crossed the globe, Venters points out that the tremendous growth of the faith in South Carolina, in particular, was due to the "legal and social system that enshrined racial prejudice and oppression—attitudes and structures that ran directly counter to the faith's cardinal principle of the oneness of humanity". Venters goes on to explain, "its arrival in South Carolina represented a significant, sustained, spiritually based and deceptively subtle challenge to the ideology and structures of white male supremacy and to the Protestant orthodoxy with which they were inextricably linked".

Though we might conclude that once the Jim Crow laws were "dismantled", Venters posits that one might think the Baha'i faith disappeared but that did not happen and an interesting result was that by 1973, "perhaps as many as twenty thousand South Carolinians, mostly rural African Americans had identified themselves as Baha'is, constituting up to one-third of the faith's adherents in the United States". (xiv)

Today Baha'i churches and cathedrals are located in the United States and around the world with congregations working toward a singular mission of promoting the Baha'i philosophy of a one world religion, one world of equal human beings, and one unification of all peoples of the world in faith and spiritual belief. I highly recommend Venters' research and writing for it filled a void in my knowledge of South Carolina and world history I did not know existed.

Venters' research supplies a chronological timeline of significant events in the life of the Baha'i religion in the United States, particularly in South Carolina. Additionally there is an extensive Notes section, a Bibliography and an Index (pages 251 – 322). Recommended for Public Libraries, Academic Libraries, Theological Libraries and Special Libraries.

Carol Walker Jordan
University of North Carolina Greensboro

The Civil War Letters of Alexander McNeill, 2nd South Carolina Infantry Regiment. Mac Wyckoff, editor. Columbia, SC: University of South Carolina Press, 2016. ISBN: 978-1-61117-536-3. 704 p. $39.99.
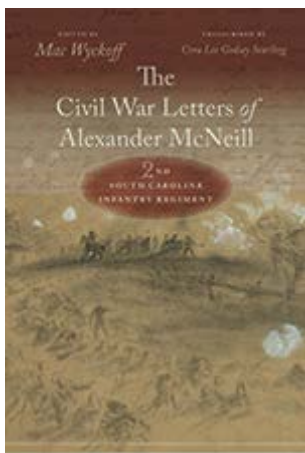
This book is an edited collection of letters written by Alexander "Sandy" McNeill, a member of the 2nd South Carolina infantry (also known as Kershaw's Brigade) during the Civil War. The letters were written to his good friend Almirah Hazeltine "Tinie" Simmons, the woman he would eventually marry. McNeill's great-grandaughter, Cora Lee Godsey Starling, later transcribed the letters in the hopes that they might eventually be published.

Mac Wyckoff, a retired historian who worked for the National Park Service at several Civil War battlefield sites including Shiloh, Chickamauga, and Fredericksburg, edited the collection. Having previously written a book on the regiment in which McNeill served (*A History of the 2nd South Carolina infantry: 1861-1865*), he is able to provide context, background, and analysis in the book's introduction and in the extensive notes section for each chapter. He arranges the book chronologically, sectioning off each chapter roughly by the campaign which the letters within that chapter mainly discuss.

While many other volumes of Civil War letters written by soldiers already exist, editor Mac Wyckoff describes this collection as one of the "largest and best" of its kind in terms of both quantity (McNeill wrote an average of 4 or 5 letters per week) and quality (McNeill's prose is considered more literary than average letter writer). The letters cover expected topics for this genre of writing including details of soldier life, reports about the weather and camp morale, and information about specific battles. Perhaps because he came from a rural area where news was harder to get, McNeill also made a special effort to relate information about other men in the regiment for his wife to share with their neighbors and other local families. This makes the letters especially useful to those doing genealogical or historical research on any of the soldiers in his regiment, or to those researching the local history of the area of South Carolina he was from.

The collection is also fairly unique in that it includes letters written during the last six months of the war, which rarely survived. In fact, there are only a few breaks in McNeill's war narrative where none of his letters exist: most notably early on in the war after Tinie breaks off their engagement and again much later on when McNeill is wounded in the battle of Spotsylvania and returns home to South Carolina to recover from his injuries. Even if libraries already have a large collection of primary sources for this time period, they may be interested in adding this one because of the large span of time it covers. Libraries with collections covering Civil War history or South Carolina history would also want to consider adding this book.

Allison Faix
Coastal Carolina University

Yes, Lord, I Know the Road: A Documentary History of African Americans in South Carolina, 1526-2008. J. Brent Morris, ed. Columbia: University of South Carolina, 2017. ISBN: 978-1-61117-730-5 (hardcover: alk. paper), ISBN: 978-1-61117-731-2 (paperback: alk. paper), 978-1-61117-732-9 (ebook). 232 p. $49.99 (hardcover), $24.99 (paperback), $24.99 - $58.23 (ebook).
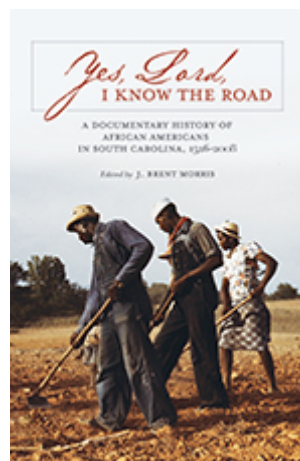
One of the most common requests made of reference librarians in the academic world is for primary sources needed by a student for a history research paper. *Yes. Lord, I Know the Road* is the perfect resource for such a need, especially if the student's research pertains to African American history and/or South Carolina. Arranged mostly in chronological order in seven themed chapters, this book provides the text or excerpted text from 68 documents concerning African Americans in South Carolina ranging from "The Rebellion of San Miguel de Guadalupe" (1526), a translated excerpt from the *Historia General y Natural de las Indias, Islas y Terra Firme del Mar Oceano* by Gonzalo Fernandez de Oviedo y Valdez first published in 1535, to "We Stood There" (2009), a poem by Tracy Swinton Bailey, celebrating the shared history of First Lady Michelle Obama's slave ancestors near Georgetown, S.C.

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with those of Bailey's slave ancestors in nearly the same geographical area. Historical researchers at the graduate level and beyond will want to track down the complete documents cited here but for the typical undergraduate and, perhaps, the advanced high school student, *Yes, Lord, I Know the Road* is a wonderful resource. It is also a fascinating collection of primary sources for the more casual or general reader interested in African American, South Carolinian, and Southern history.

J. Brent Morris (associate professor of history and Chair of the Humanities Department at the University of South Carolina at Beaufort) provides a fairly long and helpful introduction that both sets the context and provides some explanation of the sweep of African American history in South Carolina. He also provides very helpful explanatory notes at the start of each of the 68 documents honing in on the most essential points.

While this is a documentary history rather than a more standard narrative history, the reader can follow the history of African Americans in this Deep South state with a sense of the horror and tragedy of slavery and segregation but also a sense of the resilience and humanity of those who lived it and for the better days that have, provisionally, come. Obviously, the fact that the primary source documents have been selected means that other primary source documents are not included, however, the selection of documents used is judicious. Thanks to Morris's in depth knowledge, the reader is sometimes treated to some fascinating sociological insights likely not found in most history books concerning slavery in the South. One example concerns the fear of the possibility of somehow having a white person become black by engaging in interracial sex as suggested in a 1732 poem titled "The Chameleon Lover" published originally in the *South Carolina Gazette:*

> "No Wonder then, that the Amours of such
> Whose Taste betrays them to a close Embrace
> With the dark Beauties of the Sable Race,
> (Stain'd with the Tincture of the Sooty Sin,)
> Imbibe the Blackness of their Charmer's Skin"
> (66).

Far less benign are the documents concerning racial violence which include both more obscure events such as the lynching of African American postmaster Frazier Baker in the town of Lake City in 1898 (154-155) who, mistakenly, thought that his position as a federal employee would provide protection against the increasingly violent threats of racists who could not stand to see an African American in a position of authority, to the hideous (and aptly titled by Morris as "Southern Schrecklichkeit") 1946 beating and blinding of recently discharged World War II veteran Isaac Woodard by racist police in response to his altercation with a Greyhound bus driver concerning the need for a rest stop, an event that made national news and proved to be a factor in the establishment of a Civil Rights Commission in 1947 and President Truman's submission of a major civil rights bill to Congress in 1948 (172-174).

Several minor but puzzling errors concerning chronology slightly mar what is otherwise an outstanding publication: that the date range of documents as listed in the book's title covers 1526 to 2008 while including a publication date of 2009 for Tracy Swinton Bailey's poem, "We Stood There" (201); the listing of the year 1942 as the date of the 1946 beating and blinding of Isaac Woodard even on the same page where the correct date of 1946 is listed (172); and listing a death date of 1922 for Modjeska Monteith Simkins when, in fact, she died in 1992 in regard to a 1944 letter she wrote to Governor Olin D. Johnson challenging his support of white supremacy (171).

Yes, Lord, I Know the Road is recommended for addition to collections in academic libraries and most public libraries. It will be of most interest to those seeking information on African American history, Southern history, and the history of South Carolina. College history students seeking primary sources and other researchers will find both the excerpted documents and the citations to the full documents for further research to be a wonderful and convenient resource.

Tim Dodge
Auburn University

Corn: A Savor the South Cookbook. Tema Flanagan. Chapel Hill: University of North Carolina Press, 2017. ISBN: 978-1-4696-3162-2 (cloth: alk.paper); 978-1-4696-3163-9 (ebook) 131 p. $13.44.

Corn: A Savor the South Cookbook is a reveals the origins and history of corn and sharing mouthwatering recipes and corn cookery processes. The chapters based on the various ways corn can be eaten including on and off the cob, dried and ground, nixtamalized and popped, and mashed and fermented start with a few facts about these serving techniques followed by marvelous recipes. Before each

recipe is information about the recipe. The fifty-one recipes are easy-to-follow. Sidebars discuss the cookery processes including Corn Smut, Polenta Versus Grits, Southern Cornbread in Black and White, Canned versus Dried Hominy, Brown-Bag Microwave Popcorn, and Pitting Cherries. Twenty-one other *Savor the South* cookbooks by numerous authors were published during 2012-2017. Tema Flanagan resides in Alabama and is an instructor in farming at the Farm at Windy Hill in Mentone, Alabama. Ms. Flanagan and Sara Foster are the authors of *Sara Foster's Southern Kitchen*.

The author notes the mixture of cornbread, field peas, ham, and collards is yummy. Ms. Flanagan suggests the recipe cornbread and chorizo stuffing is superb for Thanksgiving. Another recipe is Ms. Flanagan's preferred dessert sweet corn panna cotta with juicy blackberries available at her most favorite restaurant Lantern Restaurant in Chapel Hill, North Carolina. An additional favored recipe of the author is Luis Medina's chicken and red chile tamales from a favorite eatery of Ms. Flanagan San Antonio's Tienda de Mexico in Meridian, Mississippi. Ms. Flanagan mentions Bob's Red Mill and Anson Mill's grits are great. The author praises combining Darjeeling tea and Alisa Huntsman's blackberry cornbread buckle and combining bourbon and bay cherries with zesty red wine or old fashioneds. Enchantingly, preparation for a sweet corn ice cream with raspberry-basil swirl is disclosed. Mexico regularly sells sweet corn, shrimp, and avocado ice cream. New Orleans bourbon milk punch is a Christmas custom. What's more, sweet cornmeal drop biscuits are used for strawberry shortcake. Frozen corn is an excellent addition to soups and stews like Brunswick stew. Flanagan remarks North Carolina beach restaurants have outstanding hushpuppies. Surprisingly, corn was used to create coffee in the Civil War. Interestingly, vitamin B3 niacin is in corn.

Corn: A Savor the South Cookbook is fabulous for public and academic libraries and fantastic as a gift. The recommended audience is researchers of corn and individuals interested in trying delectable recipes. It is an excellent new kind of corn cookbook that deserves rave reviews.

Melinda F. Matthews
University of Louisiana at Monroe

Guidelines for Submissions and Author Instructions
The Southeastern Librarian

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

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3. Submissions should be directed to: Perry Bratcher, Editor SELn, 503A Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309, 859-572-6181 (fax). Email: bratcher@nku.edu.
4. Manuscripts must be submitted in electronic format as attachment to an email, preferably in MS Word or compatible format. Articles should be written in a grammatically correct, simple, readable style. The author is responsible for the accuracy of all statements in the article and should provide complete and accurate bibliographic citations. Although longer or shorter works may be considered, 2,000- to 5,000-word manuscripts are most suitable.
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6. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else in the document.
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