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President's Column

Happy New Year – and Happy New Decade!

It is with anticipation I look forward to working with the SELA Executive Committee and SELA Board in 2020. The various sections, round tables, and committees are engaging in some important and interesting projects, some begun in 2019 and others starting this year. If you are serving on one of these units, I hope you will give support to any calls for participation by the unit leader since it is only by the active participation and involvement of its membership that SELA will continue to succeed and to grow. Although the year is just beginning, it is also time to start thinking of the next biennium: we will need nominees for office and those of you who are not yet serving on a section, round table, or committee are encouraged to indicate your interest in doing so via the options listed on the membership form when you renew your membership.

Perhaps the most notable thing to keep in mind is that this is the year SELA celebrates its centennial anniversary! Nineteen twenty was the year when women (finally) got the right to vote, when Prohibition became the law of the land, and when Henry Ford's Model T continued its successful run as America's best-selling automobile. It was the year when the record industry belatedly discovered there was a large African American market for phonograph records when Mamie Smith's recording of "Crazy Blues" on the Okeh label unexpectedly sold a million copies within six months of its release. In 1920 famed Italian opera tenor Enrico Caruso was still performing and recording (sadly, he died of an illness at age 48 in 1921). The Census Bureau for the first time recorded more Americans living in cities and large towns than in rural areas. The world of 1920 was quite different from our world of 2020 but libraries and librarians were and still are on the scene.

In June 1920 several southeastern librarians traveling to the American Library Association conference in Colorado Springs, Colorado discussed the idea of setting up a regional meeting. About a hundred librarians from seven southeastern states ended up attending such a meeting, labeled the Southeastern Librarians' Conference, on November 12-13, 1920 in Signal Mountain, Tennessee. This was the beginning of what formally became the Southeastern Library Association when nine southeastern states ratified the new association's constitution in 1924.¹

We will be making plans to celebrate SELA's Centennial this coming Fall. I hope you will be able to attend.

Tim Dodge
Auburn University

¹ Ellis Eugene Tucker, ed., *The Southeastern Library Association: Its History and its Honorary members 1920 – 1980* (Tucker, Ga.: The Southeastern Library Association, 1980), 1-2.

Stressors and Expectations of Academic, Public and School Librarians A Comparison

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Introduction

The common perception of librarians and library work is that it is an easy and stress-free job. However, Linhartova and Stejskal (2017) state that “libraries feel increasing pressure to demonstrate their value to their communities. These institutions face a greater competition, rising costs, lower budgets and greater pressure to demonstrate their success” (p. 98). Along with this pressure, Seminelli (2016) notes that “there is a lack of public knowledge about the work done by and educational requirements to become a librarian” (p. 67). Rubin (2010) points out that the establishment of the American Library Association led to an increasingly professional identity for librarianship (p. 80). Many people do not realize that being a librarian involves professional training as well as an actual graduate degree. Degrees offered include MLS – Masters in Library Science, MIS – Masters in Information Science, and MLIS – Masters in Library and Information Science. Librarians, according to Seminelli’s article, are considered a “semi-profession” (p. 66). Seminelli’s (2016) article further refers to the following:

The Online Dictionary for Library and Information Science (ODLIS) defines a librarian as a “**professionally trained**” person responsible for the care of a library and its contents, including the selection, processing, and organization of materials and the delivery of information, instructions, and loan services to meet the needs of its users (p. 66).

The emphasis is on “professionally trained.” This ties to perceptions that little to no training is needed for work as a librarian. It does not help that there is, according to Seminelli (2016), an “increasing use of employees without an MLIS degree to perform library work” (p. 66).

Though the public perceives librarianship as semi-professional and easy, specialized graduate study in library and information management develops a profession known as librarianship. There are three primary types of librarians: public librarians, school librarians, and academic librarians. Each type of librarian works with different patrons (or customers), but the challenges are similar. Seminelli (2016) states that “Even in a library specialty facing some of the greatest challenges, librarians place more emphasis on advancing the status of the library than the status of the librarian” (p. 68). Despite the perception that librarians have an easy and stress-free job, the reality is that stress affects library professionals, with some leaving due to burnout and/or psychological stresses. Instead of focusing on what leads librarians to leave, Jordan (2014) notes that

what is “missing from this discussion is an organized, concentrated effort at a high level of the profession to identify common stressors and to address the problem of stress experienced by librarians” (p. 295). As duties and expectations have changed for all types of librarians over the past 5-10 years, stressors arising from social and technological challenges have become common to the profession.

Public Librarians (Community as a whole)

For many, the local public library may be their introduction to libraries -- libraries as space for quiet and reading. Americans love public libraries, according to Wiegand (2015), for the “useful information” (p. 144), “library as place” (p. 165), and the “transformative potential of commonplace stories” (p. 165). Depending on the size of the community or the municipality’s library budget and goals, public libraries can be one sole location or can have multiple branches within a municipality. According to Hamlin (2018) as well as Nelson and Dwyer (2015), the collections support the citizens’ reading interests with a variety of formats (books, DVD’s, audiobooks, electronic resources) and literary genres (fiction, reference, non-fiction, literature). Nelson and Dwyer (2015) also note that public libraries “have free Wi-Fi and computers for students who may not have technology on their homes” and “provide stepping stones to career readiness” (p. 27). In addition to a variety of resources, Hamlin (2018) along with Nelson and Dwyer (2015) note that the operating hours of most public libraries throughout the year are business hours along with some evening and weekend hours. This variety of hours, resources, and locations leads to an important expectation. Public libraries are, according to Linhartova (2017), charged “to meet the cultural, educational, and social demands and requests of local society by providing information services to residents” (p. 90). Such raised expectations lead to a variety of duties.

Depending on the size of the library, Ford (2014) states public librarians’ responsibilities could range from managing one task to holding a variety of duties. As an administrator, Ford (2014) categorizes these tasks as “cataloging,” “reference,” “circulation” and “collection management” (p. 1). Parker (2014) notes that “public libraries manage huge numbers of people from many socio-economic conditions” and that the libraries are managed in ways that, as Parker (2014) additionally states, “assure all are welcome” (p. 320). To provide awareness of patrons’ expectations for the library’s welcoming environment, “adopted rules of behavior for public libraries are usually posted on Web sites” (p. 323). According to Jordan (2014),

"the stereotypes of public libraries as quiet, pleasant, and uneventful workplaces are almost entirely incorrect for many librarians" (p. 291).

Despite patrons' enthusiasm for public libraries, public librarians have a variety of stressors. While though they may be spaces for reading and quiet contemplation, libraries have their share of issues with users' personalities and preferences. These work conditions, while in the purview of the public librarian's job, are stressors for the profession. Jordan (2014) conducted a study of 25 stressors affecting public librarians in an attempt to identify some of the most common sources of stress experienced in the library workplace. The three most common stressors per Jordan's 2014 survey were: many interruptions while working at the public service desk; difficulties with co-workers; and many deadline responsibilities. A suggested solution to these stressors as indicated by Jordan (2014) is "communication across the organization" (p. 304) which includes changing scheduling and streamlining workflows to ease tension. Scheduling and workflow issues lead to another set of stressors, which relate to management. Jordan (2014) states that "when working at the public service desk, interruptions to the tasks are actually the more important part of the job, but not all work can be done in this setting" (p. 304). This means maintaining patrons' good impressions of public libraries while maintaining the library's materials and physical facilities. Factors relating to building upkeep and / or library budget were additional prominent stressors per Jordan's study. Public library budgets are primarily dependent on municipality budgets. According to Coffman (2013), when book buying budgets are reduced, hard choices in collection management are made. The results of these choices include the retention of older editions (travel guides, medical information) and purchasing of what best circulates (bestsellers, popular titles, and DVDs). Parker (2014) states that "everything about a building's design and décor affects how people will behave in that building" (p. 325). She further states that unattractive, uninviting spaces lead to unfavorable patron behavior, while attractive, inviting spaces reduces the level of patron behavior issues.

In response to these expectations, duties and stressors, the Public Library Association (PLA) in 2018, (<http://www.ala.org/pla/initiatives>), inaugurated nine (now seven) initiatives that define and lead the profession: digital literacy; equity, diversity, inclusion and social justice; family engagement; fostering creative community connections; Global Libraries legacy partnership (Bill and Melinda Gates' Global Libraries Initiative); health literacy programming and community health information; and performance measurement. These initiatives speak to the broader concepts that librarians target in their programming and community education. With their broad language, the initiatives speak to the changing expectations of public libraries. These expectations present challenges for public libraries as the organizational communication adjusts to implement changes in staff duties and workflows. All nine initiatives speak to community engagement as a means to provide better services and resources. However,

implementation can vary according to each public library, making it a challenge to define standards and workflows to maintain patrons' expectations within their individual communities.

Public librarians work with all members of the community. Regarding children, public librarians can find cooperation with school librarians. Saia (2015) notes that both librarians possess "commonalities that unite us in our work. Among them are the love of books and kids, a strong service ethic, and a desire to help kids grow and achieve" (p. 28). Communication between the two allows for the librarians to, according to Saia (2015), share assignments and prepare for perceived student information needs. Rubin (2004) points out another added benefit is that this allows the "joint participation of public and school librarians in education related committees" (p. 390-91). Nelson and Dwyer (2015) respond that "collaboration involves commitment for engagement at all levels of school districts and the public libraries, from administrators to classroom staff and librarians" (p. 26).

School (Kindergarten-12)

School librarians, as indicated above, have closer interactions with public librarians than with academic librarians. Nevertheless, as Hamlin (2018), while contrasting with public libraries, explains that:

School libraries, on the other hand -- especially at the upper grade levels and universities, have an academic focus. While they may carry some fiction, and the occasional popular title, the vast majority of the collection is geared towards nonfiction, scholarly books that students can use for research and learning. The exception is elementary school libraries, which may have a wider variety of fiction titles to encourage children to read" (p. 2).

This encouragement is one reason school and public libraries work together. Their hours of operation are seen as the shortest among the three groups as stated by Hamlin (2018); "School libraries located inside of school buildings usually only open during school hours and closed on weekends" (p. 2). Unlike public librarians, school librarians' patrons are primarily children and adolescents. Parents play an indirect role because while they are less likely to view the materials in the library, they see them when the children bring them home. The chief influence would be the school system (especially the principal) as Saia (2015) notes, "Nothing happens without the approval of the building principal" (p. 28). Parental organizations and municipal governments play indirect roles. There are, in summary, two stressors school libraries currently face: budget limits and revised standards.

The first concern for school librarians is new expectations. Saia (2015) states that "school librarians are participants in the larger world of education reform," placing "[them] under the microscope to improve the quality of education"

(p. 29). School libraries grew in the twentieth century due to, as noted by Rubin (2004), the increase of “regional accrediting agencies which promoted the need for trained librarians” (p. 393). The revised standards are the *National School Library Standards*, an American Library Association (ALA) document (<https://standards.aasl.org/>) published in November 2017. “Focus on competency-based assessment and evaluation” (p. 55) is the main point of the new standards according to Burns (2018). Burns (2018) continues, “Ideally, school librarians are self-reflective” (p. 55) where “reflective practice begins with a curious disposition regarding one’s own practice and the success of learners” (p. 55). “The new AASL Standards were developed with the intent that school librarians at all stages of their careers will be guided by best practice and a strong research base” (p. 56). Burns felt this was important because “when acting as reflective practitioners, school librarians gain a sense of what is successful in their school libraries and build sharable evidence to support what does and does not work” (p. 56). To evaluate these best practices, Burns (2018) recommends that “school librarians must be aware of classroom pedagogy and possess a thoughtful disposition about their practice. Professional competence challenges school librarians to continuously monitor and self-assess while being receptive to professional growth” (p. 55). Burns (2018) continues to state that “the new AASL Standards challenge school librarians to refresh their practice” (p. 56) by means of “low-level assignments with robust, authentic tasks that ask students to think critically” (p. 56). The overall goal of the AASL Standards, according to Burns (2018), is that professional growth of school librarians occurs after objective reflection of the librarian’s skills and performance (p. 57).

The second concern is budget limits. When there is a school librarian, Saia (2015) observed that “many school libraries are one-person operations because schools have suffered from cutbacks just like public libraries. In schools, the library is one of the first places cuts are made because it is often viewed as ‘non-essential’ ” (p. 28). This is because, as Hamlin (2018) notes, school libraries are “funded through the annual school budget, determined by the state and local governments” (p. 2), and they “may have fundraisers to help add materials to the library” (p. 2). Given this unstable funding, there are limits on staff and collection. According to Seminelli (2016), “school librarians are a group whose expertise is increasingly lost as their positions are cut in school districts across the country. A 2011 report stated that only 60% of K-12 public schools employed a state certified librarian” (p. 68). Since they are the only person running the library, they have to do every library-related task, including facility maintenance, circulation management, cataloging, and, as quoted by Saia (2015), their “own collection development” (p. 29).

In addition to library-related tasks, the American Association of School Librarians (n.d.) describes school librarians’ duties as follows:

“Today’s school librarian works with both students and teachers to facilitate access to information in a

wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons” (p. 1).

Therefore, school librarians teach flexibility in using various formats, development of information-evaluation behaviors, and knowledge of different types of literature. These concepts need to match the curriculum assignments, making cooperation with teachers and awareness of students’ learning needs essential. The cooperation and awareness levels change over time. To find individuals that can adjust with change, Staino and Berkowicz (2011) conclude in their article that “school library professionals must be aware that potential employers are looking for curriculum leaders, innovators, and forward thinking people who are ready to take literacy forward” (p. 51).

As mentioned earlier, revised standards and budget limits form two major stressors for school librarians, but there are two other stressors. Staino and Berkowicz (2011)’s qualifications and duties exist in an environment where there is regular change. Saia (2015) asserts that school librarians’ work within the sphere of the school, with the school principal’s permission needed to promote programs and curriculum development. Working with teachers, sometimes on short notice of curriculum changes can create the dilemma of an immediate need for new resources. As a consequence of working with principals and teachers on short-notice items, patrons who want to make contact with school library staff may experience, as Saia (2015) states, “School librarians who appear to be non-responsive or hard to reach” (p. 28). Collaboration, on one hand, can be an additional stressor as school librarians rely on others who provide limited time and funds. On the other hand, collaboration for school librarians, especially with public librarians, can be beneficial. Examples of beneficial collaboration were presented at the “Stronger Together: Building Literacy-Rich Communities” summit held in Omaha, Nebraska in 2018 as noted by Peet (2018). At the summit, examples of creative collaborations confronted the challenges of budgets and standards. The summit’s theme, per Peet (2018), was that partnerships and collaboration among school, public, and academic librarians requires clear lines of communication and raising awareness of each system’s value (p. 20).

While school librarians and public librarians have greater opportunities for collaboration, the school librarian’s clients who are pupils may become the students who are clients of academic librarians.

Academic (beyond Grade 12)

When people go to a college or university, they will enter a different type of library, an academic library. Academic libraries can be viewed as an extension of school libraries with academic libraries covering the post-high school information and research experience. The organization system is different; most academic libraries use the Library

of Congress system, (an alpha-numeric pattern that begins with letters) whereas most school and public libraries tend to use the Dewey Decimal System (a pattern of long numbers). With the focus and mission of each academic institution in mind, Guion (2014) states, “academic libraries offer a wide variety of fiction, popular movies, and other entertainment, [however] the collection primarily exists to serve the educational objectives of the various departments on campus” (p. 1).

Guion (2014) indicates the chief expectation of academic libraries is to “serve the educational objectives of a college or university” (p. 1) and “therefore they exist to serve the needs of students and faculty” (p. 1). Guion (2014) also describes academic libraries as “research libraries, meaning that they must supply their faculty and doctoral students with the information to support research projects that advance human knowledge” (p. 2). Rubin (2004) states this is an outgrowth of the nineteenth century seminar method of teaching where “a library with current and deep collections” (p. 280) was necessary to support this type of classroom learning. The primary focus on research differentiates academic libraries from public and school libraries. Nevertheless, as Seal (2011) notes, academic librarians have some of the same duties as the other librarians, “innovative outreach...distance education, evolving user expectations, and changing technologies” (p. 256). In addition, there is an increasing expectation for that outreach in the form of information literacy, which Association of College and Research Librarians (2016) describes as “abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information is creating new knowledge and participating ethically in communities of learning” (p. 8).

According to Guion (2014), though no longer the physical “heart of the university” due to the growing abundance of electronic access to information, academic libraries are positioned to be available to the university community anytime and from anywhere. Unlike public and school libraries, operating hours for academic libraries may be seven days a week with some services offering 24 hour access. Extended hours are not always possible with every academic library due to budget issues which lead to Seal’s 2011 list of “forced cutbacks in resources, hours, and staffing” (p. 255). Managing the tools, the access, and the pace at which the information can be provided *falls* within the academic librarian’s purview. This access leads to three chief concerns of academic librarians: budget limits, technological challenges and outreach.

Academic library budgets have had difficulty keeping pace with the costs of providing information resources and materials. Aside from appropriating library purchases to support teaching and research, librarians discern the best formats for use and which best fits the budget. According to the American Library Collection Development Survey 2017, Enis (2018) noted that on average “more than one-third of materials budgets go to database subscriptions and electronic reference materials” (p. 16). The balance of

selecting the appropriate materials in the best format is determined by librarians with input from the academic community. According to the survey, Enis (2018) states that the decision to purchase materials in either format is driven by these factors in this order, “faculty preference, availability of content by format, student preference and pricing” (p. 18).

To support the additional core activity of collection management, Jensen (2017) suggests that budget cutbacks reduce hiring and staff replacement thereby leading to more patron-driven acquisition. Accomplishing this goal, according to Fu and Fitzgerald (2013), would require utilization of robust integrated library systems (ILS) that “should provide prospects for cooperative collection development, and should facilitate collaborative approaches to technical services and resource sharing” (p. 48). Jensen (2017) examines how a library can meet collection management expectations with a reduced budget and cutbacks in librarians’ roles as liaisons. Jensen (2017) illustrates that book selection can encompass an e-book patron driven acquisition (PDA) program that allows library users to participate in selecting materials, lightening the load for librarians (p. 8-9). Jensen (2017) also acknowledges that “some librarians might view the changes to monograph selection as job threats” (p. 9) -- however, librarian knowledge and intervention is still needed.

Technological advances have changed workflow patterns in academic libraries. One major workflow change is that the library reference desk, once the core of the academic library’s reference and research services, has been reexamined. Seal (2011) states that “today’s academic library reference desk, if it still exists, has fewer professional librarians and is less busy as users more often prefer to find information on their own” (p. 255). In addition, the librarian’s shifting role, as noted by Blalock and Ryan (2017), mentions “information storage and retrieval, scholarly publishing, open access, and information literacy” (p. 312) as having been elevated by technological advances. Keeping pace with our university users, who sometimes outdistance the library capabilities, is part excitement and part challenge. Librarians are finding new uses for technology which Seal (2011) describes as “reaching out to unserved populations, embedding themselves in academic departments,” (p. 256) and partnering with other entities to create different services. The challenge is met with professional development, long range budgets that anticipate change, cooperation within library networks / resource sharing, as well as professional discernment about what works for the library.

The chief method of outreach for academic libraries is information literacy by librarians designated as liaisons to various academic departments. In academic libraries, Jensen (2017) states that librarians with the defined role as liaison provide “...personal communication with faculty about library services, information literacy and instruction, and collections” (p. 6). According to Saunders (2012), information literacy is also “a way for college and university libraries to directly support the educational

mission of their institutions” (p. 226). The Association of College and Research Libraries (2016) notes that librarians are challenged with the tasks of “identifying core ideas within their own knowledge domain that can extend learning for students” (p. 2). Academic librarians traditionally have not had the same power positions as teaching faculty. They have stood at the edges of traditional teaching and have been pushed to fulfill what Wheeler & McKinney (2015) call the “teacher-librarian” concept. (p. 115). Recognizing this expectation to teach, the 2016 Association for College & Research Libraries Framework for Information Literacy for Higher Education (<http://www.ala.org/acrl/standards/ilframework>) provides key concepts and activities that academic librarians use to direct their teaching: authority, information creation, information value, research, scholarship, and searching.

The changes in services, budgets, collection management, and workflow patterns can be condensed into the three fore-mentioned concerns of academic librarians: budget limits, technological challenges and relevant outreach methods.

Conclusion

The expectations, duties, and stressors of public, school, and academic librarians are similar. They all deal with concerns related to budget, technology, and patron satisfaction. However, the information needs of the communities these librarians serve leads to their differences. The tasks and expectations vary with the library’s patron community from a small number of students and faculty to a whole municipality. The perceptions of the duties have changed, but librarians continue to be needed for the core duties and decision making. The expectations may be greater as the librarians continue to serve their communities with electronic resources and more defined learning, research, and reading needs. All three branches have revised sets of standards. As these standards are implemented, hopefully the tasks of all librarians become more manageable and less causative to burn-out or psychological stresses. Also, a continuing analysis of stressors for librarians and their solutions will also assist in the professional development and service of all types of librarians.

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SELA NEWS

Attention New Librarians: Call for Papers for New Voices 2020 - Sponsored by the University and College Library Section of the Southeastern Library Association (SELA)

Submissions must be:

1. From a new professional librarian with no more than five years of experience
2. Address an idea or perspective on a current library issue

The work will be published in *The Southeastern Librarian*, with some of the journal's relevant publication guidelines attached. The complete guidelines can be found at <http://www.selaonline.org/sela/publications/SELn/guidelines.html>

Important Date: Please submit papers for consideration by Friday, August 14, 2020 to Muriel Nero (mnero@southalabama.edu), Chair of the University and College Library Section of the Southeastern Library Association

The author of the selected article will be invited to present their paper at the 2020 SELA joint conference with the Georgia Library Association in Macon, GA. The convention is scheduled for October 7-9, 2020.

Also, a monetary award sponsored by EBSCO will be given at the conference.

LIBRARY NEWS:

North Carolina

North Carolina State University Libraries

North Carolina State University Libraries Makes Dryad Data Repository Available

The Libraries is excited to announce a new institutional membership in [Dryad](#)—a nonprofit, community-governed research data repository that allows NC State researchers to make their data discoverable, freely reusable, and citable—all for free. The membership continues the Libraries' efforts to support researchers in data management and data sharing.

With this service available through one's Unity ID, NC State researchers can deposit datasets into Dryad without paying data publishing charges. Datasets in Dryad are fully accessible by both the research community and the public,

fulfilling grant requirements for data sharing and discoverability. Integrated with [ORCID](#), Dryad is also fully searchable and shows useful metrics such as the number of views, downloads, and citations of each dataset.

Dryad originated from an initiative among a group of leading journals and scientific societies to adopt a joint data-archiving policy for their publications that prioritized open access and ease of use. Every submitted dataset goes through a curation process to ensure that data is organized and documented in a way that enhances discovery, citation, and re-use.

University of North Carolina at Chapel Hill

Library to Debut Open Access Pilot with SAGE Publishing

The University Libraries and SAGE Publishing will enter into a **pilot agreement** enabling researchers at the University of North Carolina at Chapel Hill to publish open access articles in SAGE journals at no cost to the researcher.

Under the agreement, part of the subscription fees that the Library will pay for SAGE content beginning in 2020 will cover the costs of open access publishing for a number of UNC-Chapel Hill authors in SAGE publications. This comes at no additional cost to the Library and will preserve access to all content that the Library currently licenses from SAGE.

"We want to make it as easy as possible for Carolina researchers to publish open access," said Elaine L. Westbrook, vice provost for University Libraries and University librarian. "This is also part of our strategy to forge new channels that will make published research as open and accessible as possible."

SPARC, a coalition that promotes open access publishing, **defines open access** as "the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment." Such uses include reading, downloading, linking, searching, printing and citing.

Articles covered by this agreement will be fully open and will also undergo the same peer review and editing process as other scholarly articles from SAGE.

"Researchers write to be read," said Westbrook. "At Carolina, we have scholars doing amazing work that can change the world and better the human condition. When they publish open access, they reach the broadest possible audience and have the greatest impact."

Westbrook said she is especially interested in supporting junior faculty members and graduate students — the emerging researchers for whom open access charges are often out of reach.

The pilot agreement will also allow Carolina-affiliated SAGE authors to deposit copies of their articles in

the [Carolina Digital Repository](#). The repository is an open access home that the Library operates to preserve and share work produced at the University.

“For a public university committed to advancing knowledge and bettering the human condition, promoting open access is core to our values” said Westbrook. “Making more work open is the right thing to do.”

South Carolina

South Carolina State Library

The South Carolina State Library is pleased to offer a Research Institute for Public Libraries (RIPL) Regional Conference March 31-April 1, 2020. This hands-on workshop is suitable for public library staff interested in library data, including strategic planning, collection statistics, program evaluation, and other outcome-based assessment of library services. RIPL also offers five \$750 travel stipends for participants from small or rural library systems. Details and registration here: <http://www.statelibrary.sc.gov/news/ripl-bootcamp-coming-columbia>.

Greenville County Library System

The Greenville County Library System has introduced eCards—an electronic temporary library account that gives Greenville County residents 18 years of age and older the chance to “try out” many of the Library’s online resources including nearly all of its downloadable and streaming services.

After registering online, eCard holders have 30 days to explore the Library System’s digital resources including audiobooks, eBooks, and music; research guides; historic photographs and documents; job searching and small business resources; and more.

Since the inception of this option in September 2019, 975 eCard holders have checked out over 620 eBooks, accessed online Library databases over 31,900 times, and explored many other online business resources offered by the Library System. Forty percent of eCard registrations have taken place during hours when the Library System is closed.

Just over 25% of eCard holders have upgraded their temporary online access to an adult borrowers card by visiting a Library System location—a third of those doing so within 24 hours of their online registration. Because the information provided online during an eCard registration is stored in the Library System’s patron database, eCard registrants only need to validate that information and show staff a qualifying photo ID and proof of residence.

PERSONNEL NEWS:

Alabama

Auburn University Researcher and Librarians Present on Model Library-Research Collaboration at National Meeting

Academic libraries are looking for ways to better support the research enterprise at their universities. Auburn University Libraries’ recent efforts were presented as a model for cooperative research endeavors at the Coalition for Networked Information’s fall membership meeting in Washington, D.C., on December 9-10, 2019.

Dr. Mallory Lucier-Greer, associate professor in the College of Human Sciences, **Denise Baker**, manager of Information Technologies at Auburn University Libraries, and **Aaron Trehub**, assistant dean of Technology and Special Collections and Archives at Auburn University Libraries, gave a project briefing entitled “The Academic Library as IT Partner: Supporting Sponsored Research at Auburn University”. The briefing described the collaboration between the AU Libraries and CHS on the [Military REACH Project](#), which is funded by the U.S. Department of Agriculture and the Department of Defense.

Dr. Lucier-Greer gave an overview of Military REACH, recounting how the project came to Auburn and emphasizing the importance of getting the results of academic research to the target community—in this case, military families—quickly and in an easily usable form, “Each year hundreds of studies across the country are conducted about the well-being of service members and their families. By collaborating with different departments across campus, like the Auburn Libraries, we have the opportunity to identify those studies and make them accessible to families, helping professionals, and policymakers.”

Ms. Baker and Mr. Trehub described the collaboration from the point of view of the libraries, saying that providing high-level IT support to the Military REACH Project has highlighted a new service model for the libraries. As Mr. Trehub put it, serving as a source of IT expertise for externally funded research projects at Auburn “directly supports the research priorities of the university and plays to the library’s comparative advantage in this area.” All three speakers pointed to the publicity value of these kinds of projects, showing a photo of the Military REACH team being saluted on the field at Jordan-Hare Stadium during the Military Recognition Day football game against Ole Miss on November 2, 2019.

The project briefing was well-attended and well-received, with a standing-room-only audience and positive feedback from attendees. “Auburn University Libraries’ unique partnership with Military REACH is a striking example of how libraries can accelerate access to leading research by our communities,” said Leonora Crema, Scholarly Communications and Copyright Services Librarian at the

University of British Columbia in Vancouver. “As librarians interested in fostering community engagement, we can learn much from their experience.” Ms. Crema singled out Military REACH and Auburn University as models for other universities during her presentation the following day at a Mellon Foundation-funded symposium on “Critical Roles for Libraries in Today’s Research Enterprise”.

More information about Military REACH can be found at: <https://militaryreach.auburn.edu/>

Florida

University of Central Florida Libraries

After 22 years as director of University of Central Florida Libraries (UCF), **Barry B. Baker** will be retiring in February 2020. Barry joined UCF in 1997 from University of Georgia Libraries, where he had served as Assistant Director for Technical Services for 16 years. Mr. Baker’s time with UCF and the Libraries was marked by rapid change. University enrollment increased from 28,000 to 68,500 during his tenure, and the Libraries reflected this growth. Baker was instrumental in developing the Libraries’ Regional Campus network of librarians, the opening of the Rosen College and Downtown libraries, and oversaw a marked increase in both print and digital information resources. He was particularly interested in building special collections and archives, and several important collections were obtained during his tenure – including the Georgine and Thomas Mickler Floridiana Collection, the Sol and Sadie Malkoff Book Arts Collection, the Carol Mundy African-American Legacy Collection, the Harrison Price Company Archives of travel and tourism, and numerous additions to the Libraries’ Caribbean and Latin American art collections.

Baker’s most notable accomplishment is the successful redevelopment of the John C. Hitt Library on UCF’s main campus. This multi-year project encompassed construction of a 1.25 million volume automated storage and retrieval system (ASRS) in 2018 and a 57,000 square foot addition and renovation completed in late 2019. The project, dubbed the *21st Century Library*, represents a major academic enhancement to the University of Central Florida. Over his 53-year (1967-2020) library career Baker was active professionally in the Association of College and Research Libraries, the Association of Library Collections and Technical Services, and the Association of Southeastern Research Libraries. He served on the Executive Council and in other leadership positions with the Association of Caribbean University, Research and Institutional Libraries (ACURIL), and was selected Caribbean Information Professional of the year in 2007. Baker edited the “Technical Services Report” in *Technical Services Quarterly* and is a noted expert in cataloging and acquisitions.

Georgia

Georgia Public Library

“We are pleased to present the 2019 Georgia Public Library Awards to those who daily champion libraries across the state,” said State Librarian **Julie Walker**. “Their efforts to show that libraries are the heart of their communities, where people can achieve their goals at any stage in life, have made a meaningful difference to many.”

The Lifetime Achievement Award has been given posthumously to **LeRoy Childs**, the state’s first black public library director; Library of the Year Award has been awarded to Okefenokee Regional Library System; Librarian of the Year is **Stephen Houser**, director of Twin Lakes Library System; and Library Champion of the Year is **Dr. Gordon Baker**, who most recently served as a library trustee and board chair at Henry County Public Library and whose career in libraries spans more than 40 years.

This year’s winners were recognized at a ceremony during the Georgia Council for Public Libraries’ annual Public Library Day at the Georgia Capitol on Feb. 13 at 12:30 p.m. and at individual ceremonies across the state.

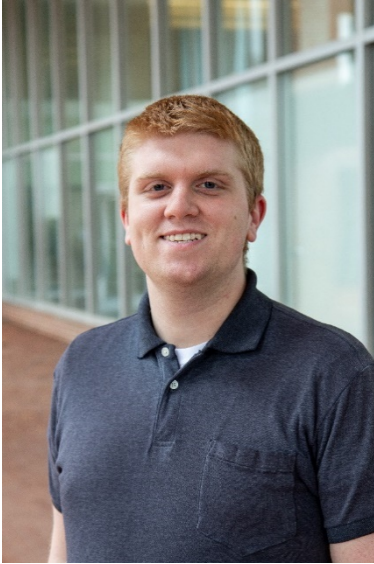
Nominations for the Georgia Public Library Service-sponsored awards were submitted by public library directors and staff, library supporters, trustees and the general public.

North Carolina

University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill University Libraries is pleased to announce the appointment of **Spencer Bevis** as project librarian for North Carolina Historic Newspapers.

In this position, Bevis will oversee day-to-day operations of the North Carolina Historic Newspapers project, a National Endowment for the Humanities-funded effort to provide scanned pages of significant North Carolina newspapers to [Chronicling America](#). He will ensure products meet required technical specifications, prepare metadata, and oversee the review of digital files. He will also coordinate with the North Carolina State Archives, the Library of Congress, and the project vendor. Additionally, he will support project outreach and reporting.



Prior to this appointment, Bevis was digitization specialist at Duke University Libraries.

Bevis holds an M.S.L.S. with a concentration in archives and records management from the University of North Carolina at Chapel Hill, and a B.A. in history from Gardner-Webb University, in Boiling Springs, North Carolina.

The University of North Carolina at Chapel Hill University Libraries is also pleased to announce the appointment of **Rustin Zarkar** as Middle East and Islamic studies librarian.



Zarkar will advance the study of the Middle East and Islam at UNC-Chapel Hill by leading and expanding the University Libraries' research partnerships with faculty and

scholars; supporting teaching and learning; and developing research collections and outreach programs. He will also collaborate with Duke University Libraries to cooperatively develop Middle East and Islamic studies collections.

Prior to this appointment, Zarkar was a course instructor at New York University. He is the co-founder and co-editor of Ajam Media Collective—an online space documenting cultural, social and political trends in Iran, Central Asia and the Caucasus. He is also the co-founder and co-producer for Mehelle—a multimedia resource that preserves the sights, sounds and memories of rapidly-changing neighborhoods in the Caucasus.

Zarkar is currently completing his Ph.D. in Middle Eastern and Islamic studies from New York University. He holds an M.A. in Middle Eastern studies from Harvard University, and a B.A. in Middle Eastern and Islamic studies from New York University.

University of North Carolina at Greensboro

Kathelene McCarty Smith has been appointed interim head of UNC Greensboro's Martha Blakeney Hodges Special Collections and University Archives following the departure of Keith Gorman in 2019. Smith is an assistant professor in University Libraries and until this appointment, served as instruction and outreach archivist.



She earned a BA in history and an MA in art history from Louisiana State University. She also holds a master's degree in library and information studies from UNCG. Smith's research has involved the role of academic libraries in fostering life-long learning, primary source outreach in the K-12 community, and the mobilization of North Carolina's women's colleges during World War I.

Stacey Krim has worked for UNC Greensboro's University Libraries since 2007. Most recently, she became

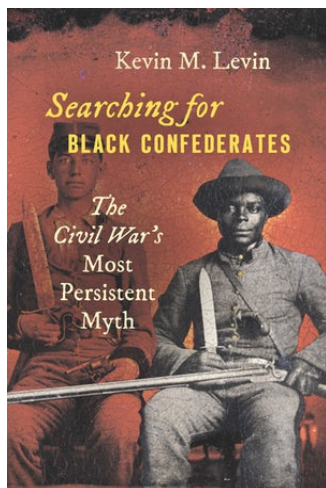
assistant professor and curator of manuscripts. In 2011, Krim was assigned to take over curatorial responsibilities for the Cello Music Collection in the Martha Blakeney Hodges Special Collections and University Archives, including archival processing, research support, donor relations, collection development, instruction, community outreach, and marketing.



Krim has experience working in both public and technical services in public and academic libraries. She received her MA in anthropology in 2006 from East Carolina University and her MLIS from UNCG in 2008.

BOOK REVIEWS

Searching for Black Confederates: The Civil War's Most Persistent Myth. Kevin M. Levin. Chapel Hill: The University of North Carolina Press, 2019. ISBN: 9781469653266 (cloth), ISBN: 9781469653273 (ebook). \$30 (cloth). 240 p. Price varies (ebook).



This is a fascinating and troubling book. As any serious student of history knows, history can be used and misused and interpreted in wildly different ways depending on one's ideology and the purpose for which history is being used. Sources used as evidence are subject to very selective interpretation and the ignorance of much of the American public can be taken advantage of by those seeking to promote a particular agenda. The myth of Black Confederate soldiers is a perfect example of the politicization of history too. Presidential counselor Kellyanne Conway famously used the phrase "alternative facts" very early in the Trump Administration to address a controversy over the presidential inauguration crowd size. *Searching for Black Confederates* provides a detailed investigation into what one might call the alternative facts used by those who have been promoting the supposed existence of Black Confederate soldiers in recent decades.

Marshalling a variety of primary sources, Kevin Levin documents the existence of camp slaves who served in the Confederate army. However, none of these camp slaves ever served as a soldier. Instead, they were present to serve as body servants for well-to-do Confederate officers and soldiers or put to work on constructing earthworks, repairing railroads damaged by Union forces, etc. It is true that in the final weeks of the war in 1865, the Confederate Congress, out of desperation, passed legislation to enlist Blacks as soldiers, but virtually none did enlist (2-3). How did the undisputed existence of camp slaves become evidence for the supposed existence of Black Confederate soldiers?

Levin brilliantly documents the ways in which advocates of the Lost Cause, in the decades following the Civil War, manipulated historical interpretation. First, starting at Confederate veteran reunions, selected former camp slaves were invited to participate (and were furnished with military uniforms and even medals). Supporters of the Confederacy placed an emphasis on supposed camp slave loyalty to the Confederacy and to their masters. This greatly served to bolster the Lost Cause argument that the Civil War was fought over "northern aggression" and states' rights rather than slavery itself (83-84). The theme was racial reconciliation and cooperation even during the era of Jim Crow. Providing such "evidence" and parading elderly former camp slaves in uniform at these reunions blurred the distinction between slave and soldier in the minds of many as those actually old enough to remember the Civil War died off.

The real turning point, according to Levin, was the late 1970's. Thanks to a growing concentration of scholarship on the history of slavery, the rise of the civil rights movement (and accompanying successes in dismantling Jim Crow), and the popularity of *Roots* on television, advocates of the Lost Cause such as the Sons of the Confederate Veterans and United Daughters of the Confederacy felt increasingly threatened as their interpretation of the Civil War came more into doubt if not disrepute. More recently, the election of Barack Obama as the country's first African American president proved to be an additional catalyst for Lost Cause activism. Not

surprisingly, the rise of the Internet has greatly assisted the propagation of the myth of the Black Confederate soldier.

As Levin explains, it is not so much the creation of fake information, as the propagation of misinterpreted evidence via thousands of web sites that has helped bring this about. One of the most popular pieces of supposed evidence for Black Confederates is a doctored photograph of black Union soldiers. Originally published in *Civil War Times Illustrated* in 1973, the photo has been mounted on the Internet in an altered form leaving out the white commanding (Union) officer (136). In recent years, a small contingent of African Americans has signed on to the myth with the most famous, H.K. Edgerton, who has been photographed in Confederate uniform taking place in a well-publicized march from North Carolina to Texas in support of “Southern heritage” in 2002 (152).

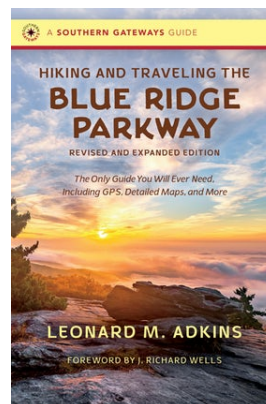
Even more recent developments ranging from the National Parks Service promoting a more accurate and nuanced story of the meaning of the Civil War and growing national support for the removal of Confederate War monuments as a result of a recent spate of hate crimes such as Dylann Roof’s murder of nine African Americans attending Bible Study in Charleston, South Carolina in 2015 or the violent demonstration involving white nationalists in Charlottesville, Virginia in 2017, has helped discredit the Lost Cause and the myth of the Black Confederate soldier in the eyes of many. However, Levin notes, “the mythical black Confederate narrative will continue to be embraced by those who believe it will serve their agenda” (183).

Aside from being riveting reading, Levin’s book is an excellent example of how history is truly relevant to modern American life and how it can be manipulated and twisted to promote inaccurate interpretations to further political and ideological goals. Following good historical practice, Levin’s book has numerous endnotes indicating exactly (and accurately) where he located information and quotes, and his book includes a lengthy bibliography including both primary sources and secondary sources used in the course of his research. He writes well so even the more casual, non-academic reader will find *Searching for Black Confederates* to be an accessible read.

Recommended for all academic libraries and most public libraries collecting in the areas of Civil War and African American history. This book is also an excellent example of how historical research works and the importance of how such research is interpreted.

Tim Dodge
Auburn University

Hiking and Traveling the Blue Ridge Parkway Revised and Expanded Edition: The Only Guide You Will Ever Need, Including GPS, Detailed Maps, and More (Southern Gateways Guides). Leonard M. Adkins. Foreword by J. Richard Wells. Chapel Hill: University of North Carolina Press, 2018. ISBN: 978-1-4696-4697-8 (Pbk: \$19.95): 408 p.



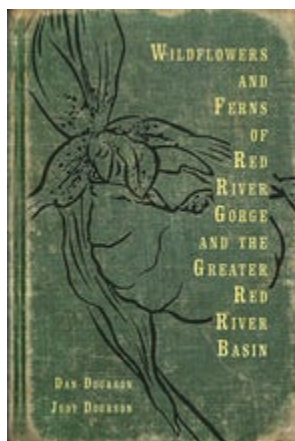
This work covers the Blue Ridge Parkway located predominantly Virginia and North Carolina. Leonard M. Adkins works for *Blue Ridge Country* as a walking columnist. Mr. Adkins trekked on five occurrences on the Appalachian Trail. The writing style is easy to understand, eloquent, and enchanting. The contents include Foreword by J. Richard Wells, Abbreviations, Trailhead Locations of Official Blue Ridge Parkway Trails, 1. Introduction, A Short History of the Blue Ridge Mountains and the Parkway, How to Use this Book, The Mountains-to-Sea Trail, Advice and Precautions, Blue Ridge Parkway Regulations, 2. Rockfish Gap to the Roanoke River: Blue Ridge Parkway Miles 0-114.8, 3. The Appalachian Trail, 4. The Roanoke River to Julian Price Memorial Park: Blue Ridge Parkway Miles 114.9-296.9, 5. The Tanawha Trail, 6. Julian Price Memorial Park to US Route 441: Blue Ridge Parkway Miles 297-469.1, Appendixes A. Blue Ridge Parkway Offices, B. Inns, Lodges, and Cabins on the Blue Ridge Parkway, C. Campgrounds on the Blue Ridge Parkway, D. Blue Ridge Parkway Roadside Bloom Calendar, E. Forest Service Maps, F. Bicycling the Blue Ridge Parkway, G. Become a Blue Ridge Trail Master, Acknowledgments, Suggested Readings and Field Guides, and Index. Thirty five black and white photographs enhance the discussion of the Blue Ridge Parkway. The manual includes seventy four detailed maps. The work shares locations of all mile markers along the approximately four hundred seventy miles of the Blue Ridge Parkway. For example Mile 0. Rockfish Gap. US RT 250 and 1-64 (1,909 feet), Trails of Mount Mitchell State Park, Blue Ridge Parkway Mile 355.3 the tallest mountain, and Mile 469.1 US RT 441 and the southern terminus of the Blue Ridge Parkway where the Great Smoky Mountains National Park Oconaluftee Visitor Center is located. The descriptions of the trails usefully consist of the distance of the trail, the exertion of the trail, and how to enter the trail. In addition, the author notes what trails are the best to walk. The Blue Ridge Parkway offers horse trails and mountain bicycling.

Some of the foliage seen are white oaks, trilliums, oak trees, rhododendron, rosehips, blueberries, raspberries, persimmons, blackberries, strawberries, lady slipper’s flowers, hickory, violets, bloodroot, hemlocks, green ferns, birch, and maple. Other plant life consists of jewelweed,

tulips, mountain laurel, firs, poplar trees, white violets, wild mustard, cherries, black locust, apples, Solomon's seal, wild geraniums, chickweeds, mayapples, and lilies. Animals to perhaps observe are catbirds, yellow-bellied sapsuckers, black-billed cuckoos, blue jays, hairy woodpeckers, warblers, hawks, vultures, eagles, otters, black bears, woodpeckers, falcons, cougars, and kingfishers. More animals noticed are barn swallows, seeing loons, geese, ducks, sandpiper, songbirds, deer, rabbits, bobcats, squirrels, raccoons, butterflies, bald eagles, trout, frogs, Acadian flycatchers, snapping turtles, gray foxes, opossums, hummingbirds, and dragon flies. A few of the locations to be aware of are Mabry Mill, Science Museum of Virginia, Mill Mountain Park, Roanoke, Groundhog Mountain, Grandfather Mountain, Mount Mitchell State Park, Pilot Mountain, Blue Ridge Music Center, Doughton Park, Old Fiddler's Convention, and Rex Theater. Other places are Stone Mountain, Blowing Rock, Mile High Swinging Bridge at Grandfather Mountain, Mount Pisgah, Brown Mountain Lights, Wiseman's View, Little Switzerland, Museum of North Carolina Minerals, Stoney Bald Overlook, George W. Vanderbilt's home Biltmore in Asheville, and Pinnacle Trail. Additional spots comprise Otter Lake, Dancing Creek, Maury River, Irish Creek, James River, White Rock Falls, Bluff Mountain, Wintergreen Ski Resort, Wintergreen, Virginia, George Washington Forest, Jefferson National Forest, Humpback Rocks and Mountain Trail, and Rivanna Trail. The author suggests visitors check out the Blue Ridge Parkway Destination Center near Asheville that teaches how to use the Blue Ridge Parkway. The recommendation for audience are individuals interested in the Blue Ridge Parkway. The Blue Ridge Parkway compendium should be added to public and academic libraries and is great as a gift.

Melinda F. Matthews
University of Louisiana at Monroe

Wildflowers and Ferns of Red River Gorge and the Greater Red River Basin. Lexington: University Press of Kentucky, 2019. ISBN: 978-1-94-966900-8 (pbk: alk.paper); 478 p. \$39.95.



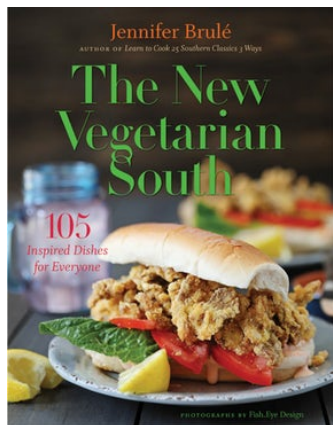
This work is about ferns, plant life, and wildflowers in the Kentucky Red River Gorge and the Red River Basin. Authors Dan Dourson and Judy Dourson helped organize and assist The Kentucky Annual Wildflower Weekend at Natural Bridge State Resort and wrote *Red River Gorge's Wild Yet Tasty*. Contents include Acknowledgements, Prologue, Chapter 1: Prehistoric History, Chapter 2: Cultural History, Chapter 3: Geology, Chapter 4: Ecoregions, Chapter 5: Habitats of the Red River Basin, How to Use the Book, Chapter 6: Non-Flowering Organisms, Terrestrial Green Algae, Fungi or Mushrooms, Slime Molds, Lichens, Bryophytes, Chapter 7: Plant Life of Red River Basin, Chapter 8: Ferns, Club Mosses, Spike Mosses & Quillworts, Chapter 9: Grasses, Sedges & Rushes, Chapter 10: Wildflowers Families of the Red River Basin, Color Key to the Wildflowers, Basic Vegetative Parts of Flowering Plants, Species Accounts, Chapter 11: Vines, Shrubs and Trees, Chapter 12: Expected or Uncertain Plants of RRB, Glossary, Bibliography, Species List, Index of Common Names, Index of Scientific Names, Safety Tips While in the Woods, and About the Authors. The Bibliography consists of twenty-five references. A glossary reveals thirty-two terms.

The history of the Red River Gorge is detailed with excellent pictures. The fine points of the creation of the Red River Gorge along with superb illustrations are included. Around one thousand seventy-four beautiful bright vivid color photographs of the plant life makes the work all the more intriguing. A description accompanies each photograph telling the family the plant life belongs to, where the plant life is located, what the leaves look like, and what the flowers or plants look like. Examples of the beautiful color pictures are gorgeous big leaf magnolias with giant leaves and lovely umbrella magnolias. Maps include "Level IV Ecoregions of Kentucky Showing County Lines and Towns", "Geologic map of Kentucky, with a cross section showing the regional upward arching of the bedrock.", "Paleogeographic reconstruction of Kentucky approximately 320mya when the Corbin sandstone was being formed." And "Ecoregions of Kentucky."

The Red River Gorge is one of the best sites for hiking rocky areas. Every year, the area makes four million dollars because of guests. The number of sightseers every year is half a million. Recommended for individuals and researchers interested in the Red River Gorge and Red River Basin history and plant life. People desiring to explore and spot plant life in the Red River Gorge area will be absolutely delighted with the splendid complete listing and sunny perky color pictures of the vegetation. This work is a masterpiece on Kentucky's Red River Gorge is definitely a must for public and academic libraries.

Melinda F. Matthews
University of Louisiana at Monroe Library

The New Vegetarian South: 105 Inspired Dishes for Everyone. Jennifer Brule. Photographs by Fish.Eye Design. Chapel Hill, North Carolina: University of North Carolina Press, 2018. ISBN: 978-1-4696-4516-2. (hardback: alk.paper); 178 p. \$30.00.



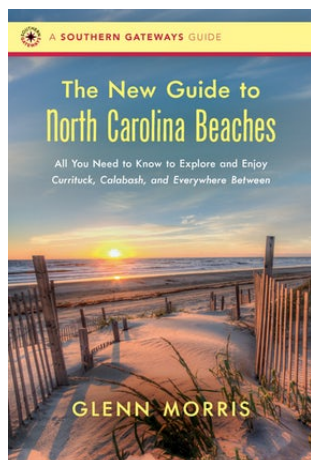
This work by Jennifer Brule is a cook for WCNC and ABC Charleston. Jennifer Brule runs her family restaurant the Davidson Ice House of Davidson, North Carolina. The work shares delicious veggie recipes of the South. *Cooking Light*, *Shape Magazine*, *Swiss News*, *The Augusta Chronicle*, *The Charlotte Observer*, and *Fitness Magazine* disclosed her dishes. The contents include Acknowledgments, Introduction Meat Substitutes Deliciously Demystified, Making it Meaty: A Short Guide to Ingredients to Amp Up Meatiness, Appetizers and Snacks: Boiled Peanuts, Slow Cooker Boiled Peanuts, Warm Corn Dip, Kentucky Beer Cheese, Southern “Sausage” and Cheese Balls, Crunchy Buttermilk Fried Pickle Chips, Easy-Peasy Cheese Straws, Warm Sweet Onion Dip, Garden-Stuffed Summer Tomatoes, Sassy Pimento Cheese, Okra Chips, Deviled Eggs with Pickled Okra, Edisto Island Crispy, Curried Deviled Eggs, Pimento Cheese Deviled Eggs, Kale Chips, Soups, Stews, Broths, and Gravies: Corncob and Leek Broth, Roasted Vegetable Broth, Chickpea Broth, Senate Bean Soup, Umami Mushroom Broth, Corn Bisque, Georgia Peanut Soup, Winter Tomato and Rice Soup, Tomato Essence Soup, Jambalaya, Gumbo, “Chicken” and Dumplings, Roasted Cauliflower Etouffee, Slow Cooker Green Tomato Chili, Brunswick Stew, Tomato Gravy, Sawmill Gravy, Herb Gravy, “Beef” Gravy for Rice, Chocolate Gravy, Hearty Main Dishes and Casseroles: Baked Nashville Hot Cauliflower, Nashville Hot Sauce, Southern Fried Tofu Nuggets, Charleston’s Country Captain, Vegetable Purloo, Pulled “Pork” Barbecue, BBQ Sauce, “Crab” Cakes, “Oyster” Po’ Boys, Carolina Veggie Burger, Slow Cooker BBQ Cabbage Rolls, Three-Cheese Broccoli Bake, Cheddar Corn Pudding, Tomato Pudding, Cheese Grits Casserole, Savory Pies: All-Purpose Pie Dough, Ribbon Pie, Vegetable Stuffed Pie, Vidalia Onion and Clemson Blue Pie with Pecan Pretzel Crust, Roasted Vegetable Potpie with Cream Cheese Peppercorn Crust, Crunchy Tomato Pie, Vegetables and Side Dishes: Creamy Stovetop Mac and Cheese, Cheesy Garlic Bread Stuffed Potatoes,

Salted Caramel Bourbon Pecan Sweet Potato Souffle, Beans and Greens, Company Succotash, Old-School Buttermilk Mashed Potatoes, Crisp Broccoli and Smoked Almond Salad, Winter Creamed Corn, Individual Crunchy Mac and Cheese, Dirty Rice, Savannah Red Rice, Brown Rice with Mushrooms, Cauliflower “Rice” with Fresh Herbs, Hoppin’ John, Baked Limpin’ Susan, Roasted Butter Beans with Garlic, Slow Cooker Black-Eyed Peas, Chow-Chow, Cornbread, Sage, and “Sausage” Dressing, One-Pot Pimento Mac and Cheese, Fake-on Bacon, Fried Okra, Mississippi Comeback Sauce, Sweet and Tangy Coleslaw, Twice-Baked Not-So-Sweet Potatoes, Memphis Mustard Slaw, Rutmus, Wilmer’s Potato Salad, Spicy Tomato Aspic, Potlikker Greens, Hushpuppies, Truffle and Mushroom Grits, Sweet Breakfast Grits, Overnight Apple Butter, Carolina Grits with Sweet Potato Swirl and Smoked Gouda, Fried Green Tomatoes, Pimento Aioli, Stuffed Yellow Summer Squash, Pickles: Pickled Okra, Dill Pickled Beets, Easy Artichoke Relish, Tickled Pink Onions, Salted Carrot Coins, Breads from the Oven, Skillet, and Slow Cooker: Cheddar and Herb Biscuits, Slow Cooker Pecan Cinnamon Rolls with Buttermilk-Cream Cheese Glaze, Easy Drop Biscuits, Hoecakes, Cornbread, and Double Jalapeno Havarti Cornbread.

Forty-three vividly colored photographs of the vegetarian creations enhance the text. The recipes are simple and uncomplicated. Before each recipe, the author shares attention-grabbing information such as ricers create silky mashed potatoes and Maryland utilizes Old Bay Seasoning consisting of paprika, mace, clove, dry mustard, and celery seed for crab recipes and other dishes. Intriguingly, spicy tomato aspic composed of green olives not crabmeat is yummy sounding. A few stand-ins for meat divulged are rice paper not bacon, green jackfruit not pulled pork, cauliflower not shrimp or crawfish, and eggplant not chicken in chicken parmesan recipes. Interestingly, a recipe of vegetable stuffed pie a vegetable pithivier possibly created in Pithivier, France is very enchanting. Another delectable unique dish mentioned is sweet breakfast grits including ground cinnamon, nutmeg, brown sugar, milk, and white or yellow grits. The author suggests eating her winter creamed corn during cool temperatures. More intriguing is Senate Bean Soup offered by the US Senate daily that consists of mashed potatoes, carrot, onions, celery, and beans. This recipe book reveals smoked paprika is a savory addition to veggie concoctions such as vegetable gumbo, tomato gravy, Charleston’s Country Captain, Crisp Broccoli and Smoked Almond Salad, Fake-on Bacon, and Carolina Veggie Burger. Recommended for people who are interested in trying new enjoyable vegan recipes as well as academic and public libraries.

Melinda F. Matthews
University of Louisiana at Monroe

The New Guide to North Carolina Beaches All You Need to Know to Explore and Enjoy Currituck, Calabash, and Everywhere Between (Southern Gateways Guide). Glenn Morris. Chapel Hill: University of North Carolina Press, 2019. ISBN 978-1-4696-5173-6 (pbk: alk.paper) 390 p. \$24.00.



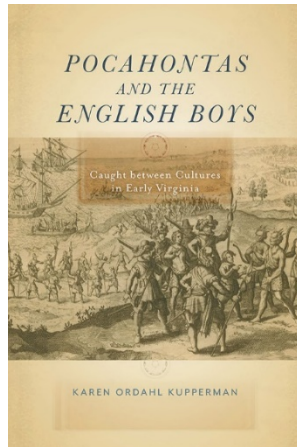
This work's author resides in Raleigh, North Carolina. Contents include Introduction, numerous lovely intriguing spots in the areas of North to South, Currituck County, Dare County, Cape Hatteras National Seashore, Hyde County, Cape Lookout National Seashore, Carteret County, Onslow County, Pender County, New Hanover County, Brunswick County, and as well Feature Articles. The index is accurate. The masterpiece on the North Carolina shoreline consists of twenty-nine helpful outstanding maps including Map 1 Coastal North Carolina, Map 1 Knotts Island, Map 2 Currituck Banks, Map 3 Corolla to Sanderling, Map 4 Sanderling to Kitty Hawk, Map 5 Kitty Hawk, Map 6 Kill Devil Hills, Map 7 Nags Head, Map 8 Roanoke Island, Map 9 Whalebone Junction to Oregon Inlet, Map 10 Oregon Inlet to Salvo, Map 11 Salvo to Buxton, Map 12 Buxton to Hatteras Inlet, Map 13 Ocracoke Island, Map 14 Portsmouth Island to New Drum Inlet, Map 15 New Drum Inlet to Cape Lookout, Map 16 Shackleford Banks, Map 17 Beaufort & Morehead City, Map 18 Bogue Banks: Fort Macon to Indian Beach, Map 19 Bogue Banks: Emerald Isle to Cape Carteret, Map 20 Swansboro & Bear Island, Map 21 North Topsail Island, Map 22 South Topsail Island, Map 23 Wrightsville Beach and Shell Island, Map 24 Pleasure Island, Map 25 Fort Fisher to Zeke's Island, Map 26 Smith Island Complex and Southport, Map 27 Oak Island, and Map 28 Holden Beach, Ocean Isle, and Sunset Beach. After each description of the beach areas is Access that explain how to arrive at the beach locations.

Numerous black and white photographs enhance the discussion of the beautiful North Carolina coastline. Examples encompass Wash Woods watchtower, Whalehead bridge and the lighthouse at Currituck Beach, the Currituck Sound boardwalk, Duck Waterfront shops, dune at Jockey's Ridge, the lighthouse at Ocracoke, Bodie Island lighthouse spiral stairs, Bodie Island Lighthouse

tourist building, Oregon Inlet United States Coast Guard station, an oak tree at Springer's Point where the pirate Blackbeard frequented, Shackleford Banks horses, Whalebone Junction Jennette's Pier, Pine Knoll Shores North Carolina Aquarium, Hammocks Beach State Park, salt marsh between Bear Island and Hammocks Beach State Park, Topsail Island, Kure Beach, Fort Fisher State Historic Site oaks, Cape Fear River boardwalk, and Sunset Beach dunes. One of the best things about the book is the way the author gets the reader to know North Carolina beaches. Some of the legendary sites told incorporate Kitty Hawk, Wright Brothers National Memorial, Duke University Marine Laboratories, Morehead City, Emerald Isle, Carolina Beach, Carolina Beach State Park, Oak Island Lighthouse, Theodore Roosevelt State Natural Area, Cape Lookout Light Station, Ocracoke Island, Ocracoke Pony Pen, Cape Hatteras Light Station and Hatteras Island Visitor Center, Ocracoke Light Station, Bodie Island Light Station and Visitor Center, Jockey's Ridge State Park, Kill Devil Hills, Currituck Beach Light Station and Museum, Diamond Shoals, U.S. Life-Saving Station Chicamacomico Historic Site, and Fort Raleigh National Historic site. Other localities revealed embrace Graveyard of the Atlantic Museum, British Sailors' Cemetery, Poplar Grove Plantation, Karen Beasley Sea Turtle Rescue and Rehabilitation Center, Surf City, Nags Head, Donal C. O'Brien Jr. Sanctuary and Audubon Center at Pine Island, Bird Island, Coquina Beach, Pea Island National Wildlife Refuge, Avon, Buxton Woods Trail, Cape Point Campground and Cape Point Beach, Silver Lake, Pleasure Island, Kure Beach, Fort Fisher State Historic Site, Zeke's Island National Estuarine Research Reserve, North Carolina Aquarium Fort Fisher, Portsmouth Island, Beaufort, North Carolina Maritime Museum, North Carolina Aquarium, Pine Knoll Shores, and Sunset Beach. Additional spectacular places comprise Ocean Isle Beach, Carolina Beach State Park, Carolina Beach, Snows Cut Park, Masonboro Island National Estuarine Research Reserve, Radio Island, Atlantic Beach, Salter Path, Iron Steamer Pier Access Area, Roanoke Island, and Calabash. The recommendation for audience is anyone interested in the beaches of North Carolina. The fully researched masterpiece, supported by outstanding photographs of the North Carolina coast, assists beach bound visitors with choosing where to go. It is essential for academic and public libraries and fantastic as a gift.

Melinda F. Matthews
University of Louisiana at Monroe Library

Pocahontas and the English boys: caught between cultures in early Virginia. Karen Ordahl Kupperman. New York: New York University Press, 2019. ISBN: 9781479825820 (hdb.) 233 p. \$24.95.



The 1607 founding of Jamestown ultimately resulted in the tragic near genocide of the Powhatans in Virginia. The establishment of the English fort and the subsequent clash of cultures is a story replete with apocryphal tales and mythologies. Most well-known of these involve two principal players: explorer John Smith and the Powhatan princess, Pocahontas. More unfamiliar, but just as intriguing, are the stories of three English boys sent to live with the Powhatans to learn their language and serve as interpreters and cultural mediators. The story of Pocahontas, like those of the boys - Thomas Savage, Henry Spelman and Robert Poole - reflects a passage from innocence to experience as she initially served as an intermediary between the two cultures, but eventually was acknowledged as a powerful agent in her own right.

In *Pocahontas and the English boys: caught between cultures in early Virginia*, Karen Ordahl Kupperman, a respected historian and author, draws on a wealth of primary source material to illuminate the lives of the English boys, pointing out similarities and differences in their experiences and giving context to Pocahontas's life story. Of the three youths, only Henry Spelman left behind a written record of his ordeals and observations of the Powhatans and Patawomecks, providing a first-hand description and some understanding of American Indian rituals and practices. Religion, marriage, healing and warfare are but some of the topics covered in his memoir.

The three teenage boys, who arrived at the settlement at different dates, were sent by their superiors to live with the Powhatans. Ostensibly traded to learn the language and customs of the indigenous Americans, by virtue of their assimilation in the tribe's daily life they naturally came to experience divided loyalties between their own people and the Chesapeake tribe who fed them and treated them warmly. Kupperman, based on extensive research, notes the great differences in child rearing between the

Powhatans and the English, and describes how the Native people provided a nurturing environment for their young.

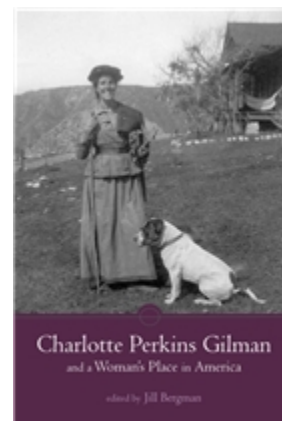
Though they gained power through their interpretive and mediating proficiency, the boys later came to be viewed with suspicion for these same skills. Their allegiance was questioned and they were accused of playing both sides to their advantage. Occasionally used to send false messages between leaders for both sides, the boys were forced to question their own loyalties and protect themselves from betrayals and potential attacks.

Pocahontas, Powhatan royalty, served first as an emissary and interpreter for her father, Powhatan, and her tribe. Later, after capture by the English, conversion to Christianity and marriage to a prominent planter, she was recognized as a powerful cultural ambassador in her own right. Though selflessly intervening to save both John Smith and Henry Spelman, she also had to deal with tragedy, and eventually came to see the potential harmony between her people and the English dissipate through betrayal and violence.

Pocahontas and the three boys all exerted influence as interpreters, both in language and culture, helping to forge alliances between the colonizers and the Native Americans. In time, however, the clash of cultures proved transformative for both sides, primarily to the detriment of the Powhatans. Through meticulous research, Karen Kupperman brings to life the stories of these three boys and how they fared, providing additional context to Pocahontas's experience. With copious notes, a detailed index, and a helpful section on appropriate terminology for indigenous Americans, this title is recommended for academic libraries.

Melanie Dunn
University of Tennessee at Chattanooga

Charlotte Perkins Gilman and a Woman's Place in America. Edited by Jill Bergman. Tuscaloosa: The University of Alabama Press, 2017. 978-0-8173-1936-6 (Cloth: \$59.95); 978-0-8173-9070-9 (E-book: \$59.95); 978-0-8173-5953-9 (Paper: \$29.95). 240 p.



Opening this book, I asked myself, “What will I learn about Charlotte Perkins Gilman (1860-1935)?”

In my personal life, education and career journey, I heard or read about Charlotte Perkins Gilman’s advocacy for women. Learning about her life, I was encouraged to ask many questions of myself.

“What is a woman’s place? What is a woman’s right to voice personal opinions? What right does a woman have to choose a non-traditional career? Must a woman marry, bear children and be a house/home keeper for her life’s work?”

Little did I know of Gilman’s long and dedicated life of challenging women to seek meaning for their lives beyond traditional marriage, children, and house-keeping. I was to learn from the selections in Bergman’s book, Gilman raised awareness of differing perceptions of women’s roles in the late 19th and early 20th centuries, by her writings, speaking and travels in the United States and abroad.

Jill Bergmann presents a collection of essays that explain Gilman’s work and her struggles toward a life of meaning for herself, “A Woman’s Place is Not in the Home” (p.1), “Geography and Biography: Places in and of Gilman’s Life” (p. 13), “Know Your Place: Limits on Women’s Freedom and Power”(p.97) and “Reclaiming and Defining A Women’s Place” (p. 131).

The text is enhanced with photographs, paintings, street scenes, busts of Gilman, and places of Gilman’s travels. Though Charlotte Perkins Gilman committed suicide in 1935, her work can live on in the pages of Bergman’s book. I recommend it for any women’s studies faculty, students, and women’s college libraries. Bergman’s book contains 220 pages, a list of the credentials of the contributors, and an Index on page 223.

An interesting article may be found online: “The utopian ‘feminist apartment hotels’ of Charlotte Perkins Gilman. Her idea was regarded as “the most dangerous enemy American domesticity has yet had to encounter.”
<https://www.curbed.com/2019/7/24/20697836/charlotte-perkins-gilman-feminist-theorist-utopian-architecture>

Carol Walker Jordan, Ph.D. MLIS

Thomas Jefferson’s Lives: Biographers and the Battle for History. Edited by Robert M.S. McDonald. Charlottesville: The University of Virginia Press, 2019. ISBN 978-0-8139-4291-9 (Cloth); 978-0-8139-4292-6 (Ebook). 344 p. \$35.00



As with other authors of our times, it is optional to attend a major academic conference and come away with the presentations in hand to form a book such as *Thomas Jefferson’s Lives: Biographers and the Battle for History*. In this selection for review, Robert M.S. McDonald says he attended a conference, “Jefferson’s Lives”. This conference “featured papers on major nineteenth-and twentieth-century biographers of Jefferson, by major twentieth-and twenty-first-century scholars of Jefferson” (p. Foreword 1).

In the Section, “Contributors”, we can see the names and credentials of 12+ presenters. Of great interest to me is the Contribution by Annette Gordon-Reed’s “Section 12 That Woman Fawn Brodie and Thomas Jefferson’s Intimate History”. Gordon-Reed is “Charles Warren Professor of American Legal History at Harvard Law School and Professor of History in Harvard’s Faculty of Arts and Sciences. Gordon-Reed gained distinction by having won the 2009 Pulitzer Prize in History and the 2008 National Book Award for Non-Fiction, plus 12 other awards including “The Hemingses of Monticello: An American Family (2008)”. Noted also is that in the Index, credits are shown that link the writings of the contributors to the topic “Hemings, Sally and the TJ relationships”.

While many topics surrounding the life and times of Jefferson grab our attention and warrant inclusion in biographical writings, the “Hemingses” and Thomas Jefferson present a fascination to which we are drawn and from which we emerge to hold personal opinions. This may be a crucial insight into the writing of biography.

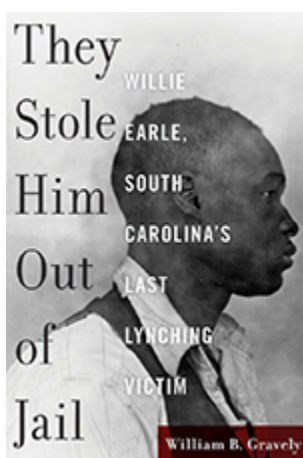
It is said in the leaf of the cover: “The contributors to this book explore how individual biographers have shaped history—as well as how the interests and preoccupations of the times in which they wrote helped to shape their portrayals of Jefferson.” After reading Gordon-Reed’s

contribution, we may ask ourselves if this is true of her writing?

Recommend this book for academic libraries and historical societies. There are no illustrations. There are 3 parts to the collection of submissions: Part I Memory, Part II Rivalry, Part III History, pages, 25-280, An afterword: a Tribute to Peter Onuf p. 281, Notes on Contributors p. 289 to 294, and Index 294 to 311.

Carol Walker Jordan, Ph.D., MLIS

They Stole Him Out of Jail: Willie Earle, South Carolina's Last Lynching Victim. William B. Gravely, Columbia: The University of South Carolina Press, 2019. ISBN 978-1-61117-937-8. 336 p. \$29.99.



As I read the cover of the book, I was fascinated by the story of how on February 27, 1947, 24 year old Willie Earle an African American man was arrested for the murder of a Greenville, SC, taxi driver named T. W. Brown.

The story goes that Earle was abducted from his jail cell by a mob, and then beaten, stabbed and shot to death. The author says “this lynching of Willie Earle led to the most outrageous trial of 31 suspects, most of them cabbies, and twenty-one confessions--a nine day trial in May that attracted national press attention that ended in acquittal by an all-white jury” (cover leaf).

[The Lynching Of Willie Earle Historical Marker](https://www.hmdb.org/m.asp?m=40503)
<https://www.hmdb.org/m.asp?m=40503>

William B. Gravely provides a comprehensive account of all the happenings in this major trial that included

- 1) the arrest of Willie,
- 2) the background of the trial proceedings,
- 3) the trial,
- 4) the complex political and legal issues that emerged over the trial,
- 5) its impact on white and black relations in South Carolina and the nation.

Gravely also provides in depth information on the topic of “lynching” (see Index, p. 302).

Lynching in the United States

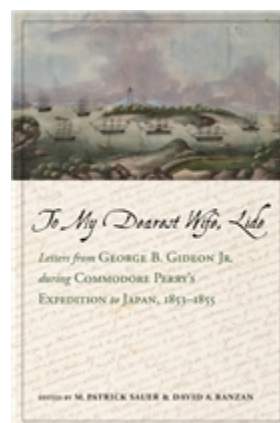


Lynching is the practice of murder by a group of people by extrajudicial action. Lynching in the United States rose in number after the American Civil War in the late 19th century, following the emancipation of slaves; they declined in the 1930s. Most lynchings were of African-American men in the Southern United States,

Recommended for public and academic libraries. A comprehensive research document that brings into the criminal justice system a model for others to follow. Illustrations random pages 2-207. List of defendants pg. 231, Notes page 235, Bibliography p. 182, Index 293.

Carol Walker Jordan, PhD. MLIS

To My Dearest Wife, Lide: Letters from George B. Gideon, Jr., during Commodore Perry's Expedition to Japan, 1853-1855. Edited by M. Patrick Sauer and David A. Ranzan. Tuscaloosa: The University of Alabama Press, 2019. ISBN 978-0-8173-2023-2 (Cloth); 978-0-8173-9237-6 (E Book). 272 p. \$49.95.



George Gideon's “letters had been in the possession of Gideon's great grandniece. Discovered after her death, the collection of 51 letters resided in her attic wrapped in manila paper like a badly wrapped paper”.

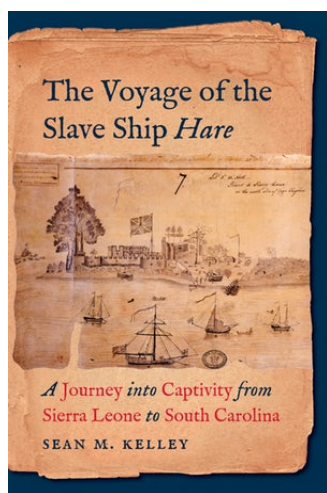
Each letter was clearly written, and easily understood. Gideon served as a Second Assistant Engineer on the USS Powhatan. Beginning his military service in Norfolk, in 1853, traveling around the seas to Japan to return in 1856 to Cape Town, Gideon wrote letters to his dear wife, Lide. Many letters were hundreds of words, copious topics that included all his adventures and the adventures of his shipmates. Each letter was dated and covered a particular span of days and months. Topics of great interest were explored, such as “An Island of St. Helena”, “At Hong Kong”, “ Goes ashore to see rebel chief Chen Alin but is denied”, “Captain Abbott sent ashore with 14 boats full of presents for Emperor of Japan”, “Return to Shanghai”, and “Cape Town”.

One particularly interesting entry, “You ask me how I look, and How much I weigh. Well, I think when I’m shaved clean and my head cropped short I’m pretty good looking...” (p.183)

Recommended for public and academic libraries, 253 pages. Notes & Bibliography, page 198-247, Online resources 247 and 248.

Carol Walker Jordan, Ph.D. MLIS

The Voyage of the Slave Ship Hare: A Journey into Captivity from Sierra Leone to South Carolina. Sean M. Kelley. Chapel Hill: The University of North Carolina Press, 2016. ISBN 978-1-4696-5476-8 (Pbk.: \$27.95); 978-1-4696-2768-7 (Hardcover: \$30); 978-1-4696-2769-4 (Ebook: \$19.99). 304 p.



Sean M. Kelley tells us “this book reconstructs the voyage of a single Rhode Island sloop that carried captives from Sierra Leone to South Carolina in 1754-55. It seeks to answer a seemingly straightforward question: who were the Hare captives?” He goes on to share that although the purchased and sold captives consisted of twenty-eight men, twenty-five women, twelve girls, and seven boys, no names were ever recorded. This question, “who were they”, drove his research to build this book.

Kelley provides a look at the slave trade which is painful to read and horrific to recall: see chapters , “ The Port”, “The Crew”, “Long Knives, “ Traders and Captives”, “Passages”, “The Sale”, “Town and Country”, “Shipmates and Countrymen”, and finally “Remittances”. These sections contain Kelley’s vast research collected from documents, archival materials and various interviews on the topic of slave trade in the United States.

One excerpt to share:

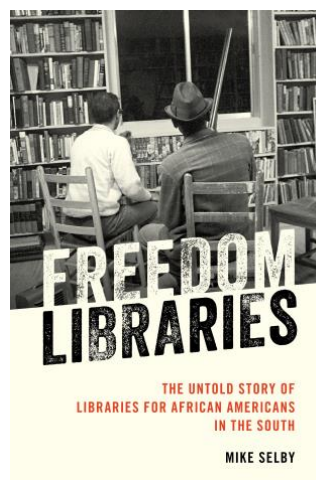
“...many of the details of the Hare’s crossing are unrecoverable, we can fill in some of the blanks by examining other voyages. Illness was common to all slave ships, with “fluxes”, or gastrointestinal diseases, the most prolific killers, one observer described a lower deck so covered with the blood and mucus...it resembled a slaughter house, small pox ravaged a number of ships...rape by crew members was a common occurrence, other forms of non-sexual violence on voyages occurred ...advisable to bring an attack dog on the voyage” (p109).

Kelley proves very helpful through the Illustrations, the maps, the charts and tables giving a deeper understanding of the experiences and lives of the captives of the Hare.

Recommended for academic, public, and archival libraries. There are 290 pages, with Appendices I, 2 and 3. Notes on page 217, Bibliography on page 249 and Index on page 281 to 290.

Carol Walker Jordan, Ph.D., MLIS

Freedom Libraries: The Untold Story of Libraries for African Americans in the South. Mike Selby. Lanham, MD: Rowman & Littlefield, 2019. ISBN 978-1-5381-1553-4. 193 p. \$36.00.



In this monograph of library history, public librarian and author Mike Selby provides a comprehensive account of the “freedom libraries” that were established for African Americans in the United States during the civil rights movement. As with other aspects of social life during the Jim Crow era, African Americans throughout the South and in other parts of the country were systematically denied the

right to equitable library services. Originally an initiative of the Mississippi Freedom Summer Project, freedom libraries were established in multiple states as a means of combatting this injustice. Regrettably, this aspect of the civil rights era was largely forgotten with the passing of time. The purpose of this book is to tell the story of these freedom libraries and to raise awareness about their significance in the struggle for racial equality.

As much as possible, this study recounts the origins and locations of each library and describes the people involved with operating them, the types of books and materials that were provided, the policies that governed them, the public programs/outreach initiatives offered to patrons, and how individuals associated with these libraries responded to hostility. Nearly half of the book is devoted to examining the development and history of the freedom libraries in the State of Mississippi, no doubt due to the number of libraries that were established there and the availability of sources. The second half of the book discusses the freedom libraries that were planted in Alabama, Philadelphia, New Orleans, and Arkansas.

Arguably the greatest attribute of *Freedom Libraries* is the quality of research that informs the book. In addition to an extensive list of secondary works that provides broader context, this history was reconstructed from an exhaustive corpus of primary sources. This diverse array of primary source materials includes newspaper and magazine articles, various ALA publications, state and federal government reports, diaries and autobiographical accounts, oral history interviews, unpublished manuscripts, archival materials, and correspondence. Selby is to be commended for the impressive breadth and depth of research invested in this work.

As a practicing librarian, the author offers more than a masterfully researched study. He frequently analyzes the history of these freedom libraries and the agency of those involved through the lens of library science theory and practice. In describing patrons' initial reluctance to use the newly established freedom library in Laurel, Mississippi, for instance, Selby astutely interprets their hesitation as "the severest and most acute library anxiety" (p. 31). These professional insights allow general readers the opportunity to examine developments from the perspective of a librarian, providing them with a more nuanced understanding of this chapter of library history.

There are two main criticisms of this book. While the author's enthusiasm for this neglected chapter of civil rights history is laudable, his propensity for exaggeration is not. This study contains multiple hyperbolic assertions that arguably undermine the significance of the freedom libraries of the 1960s and public libraries in general. The freedom libraries are described as "the spine that the whole [civil rights] movement rested on" (p. xii). In another place the book states that, "Many milestones in young people's lives help initiate them into the adult world, none more important than a library card all one's own" (p. 1). Since unsubstantiated claims such as these do not properly

convey the vital function that libraries and other information centers serve in society, practitioners should refrain from making them.

The last chapter of the book lists a series of conclusions for practicing librarians to contemplate. The first conclusion argues that the history of these unique libraries discredits the conventional wisdom that public libraries can only survive and thrive in environments that offer political stability and a secure tax base (p. 149). The ephemeral nature of the freedom libraries, however, suggests otherwise. Some of the libraries described in this book (namely, the libraries in Alabama and New Orleans) did not endure past a few months. In making this argument, the author does not attempt to reconcile this particular theory with the reality, leaving the reader confused by this inconsistency.

Though worth noting, these criticisms do not discredit the overall quality of this book. In producing this exhaustively researched study, Selby's aim was to rescue the history of America's freedom libraries from obscurity and raise awareness about their unique role in combatting racial inequality during the civil rights movement. He may rest assured that he has accomplished both of those goals. Scholars and general readers of both civil rights history and library history will find *Freedom Libraries: The Untold Story of Libraries for African Americans in the South* an informative read and a worthy addition to the literature.

A. Blake Denton

The University of Arkansas at Monticello

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.

1. Articles need not be of a scholarly nature but should address professional concerns of the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.
3. Submissions should be directed to: Perry Bratcher, Editor SELn, 263 Steely Library, Northern Kentucky University, Highland Heights, KY 41099. Phone 859-572-6309. 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.
5. The Notes should appear at the end of the manuscript in a section titled "References." The editor will refer to the latest edition of APA for capitalization, punctuation, quotations, tables, captions, and elements of bibliographic style.
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.
7. Digital images should be sent as separate email attachments rather than in the body of the text.
8. No other publisher should be simultaneously considering a manuscript submitted to SELn until that manuscript is returned or the editor provides written permission.
9. If the manuscript includes analyses of survey results, please acknowledge approval by the appropriate Institutional Review Board either through direct reference in the manuscript or acknowledgement as part of the manuscript submission.
10. Upon receipt, a manuscript will be acknowledged by the editor. Incoming manuscripts are added to a manuscript bank from which articles are selected for each issue. The editor assigns manuscripts to at least two reviewers who receive the manuscript with no direct information on the author or the author's affiliation. Following the review, a decision will be communicated to the writer. A definite publication date is given prior to publication. Publication can be expected within twelve months.
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