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GEORGIA LIBRARY QUARTERLY



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GLA SPOTLIGHT

Emory University DEI Little Free Library

The Emory Libraries' Diversity, Equity, & Inclusion (DEI) Committee recently launched a pilot DEI Little Free Library, as a complement to the library's "Confronting Racism" initiatives. The DEI Education sub-committee's initial idea was to claim a bookshelf in the Robert W. Woodruff Library's staff room for a space to donate and exchange books on the topic of anti-racism and social justice. Assistant Conservator and DEI committee member Julie Newton reached out to the library's exhibition team for simple signage, reading: "Donate a book. Borrow a book. Share and discuss with family and friends, and keep the circle of learning about social justice going. All genres—including children's books—are welcome."

Exhibitions Designer and Fabricator John Klingler rose to the occasion, not only agreeing to design and produce the signage, but suggesting that the committee build a structure

inspired by the many creative and free outdoor libraries found in the community. Newton was delighted by this generous offer and countered, "in that case, can you make it an exact, small-scale model of Dr. Martin Luther King Jr.'s birth home (a national historic site located at 501 Auburn Avenue, Atlanta)?" Klingler designed and fabricated the amazing, tiny library and donated some of the materials as well.

Despite limited staffing in the library due to the pandemic, there has been an active exchange of books so far. Unlike the rare books that Newton treats as a conservator, she can wipe down the covers of these donated books with disinfectant before staff members take them home to share. The committee hopes that this DEI free library will inspire others to build and curate their own libraries and keep the circle of learning about social justice going. Klingler has already envisioned an outdoor version of this library with a working porch light and other details faithful to Dr. King's birth home.



GLA SPOTLIGHT

Greene County Library

When the COVID Pandemic began, libraries across Georgia found themselves faced with the conundrum of how to continue community engagement, host programs, and provide service during a time when limiting exposure to others was paramount to public health and safety. The Greene County Library, located in Greensboro, Georgia and a unit of the Azalea Regional Library System, found a solution to this problem by reimagining and retooling programs and the ways in which staff interacted with the community in a secure, creative, and unique way.



Beginning in August 2020, the Greene County Library began its “drive-in” style story time program, headlined by energetic staff member Tara Coile. This unorthodox story time allows families to gather in the library parking lot safely inside their vehicles and listen to lively, seasonal tales. With fresh air and sunlight as the backdrop, these story times provide an ideal setting for families to spend time together, encourage reading, and enjoy the benefits of their local library, all while prioritizing safety protocols.

Another creative way the Greene County Library has engaged families is through an interactive story walk program. This activity

takes readers through an educational guided nature walk, combining literacy with the great outdoors. Along the story walk path, participants may pause and read pages of a juvenile non-fiction book that has been mounted on wooden stands at various points

along the trail. The story walk concludes with a short quiz and prizes for completion, the purpose of which is not only to encourage children to read but also to retain and understand the story’s message.

The Greene County Library has also involved the

community through a bookmark design competition, inspired by a similar program at the Juneau Public Library System in Juneau, Alaska. The competition allows students of all ages to draw and design their own bookmark, and winners can see their design printed as an official bookmark for the library. In collaboration with local schools, the Greene County Library bookmark competition has garnered much interest, and student artists have greatly enjoyed designing their own page-marking masterpieces. This popular program has helped the library remain connected to the community and reach youth that may not be familiar with the library and the free resources available to them.

By incorporating creative and innovative ideas and strategies, the Greene County Library has strengthened its ties to the community through

library programs that continue to promote literacy and enrich the lives of all patrons. These connections are of the utmost importance during such polarizing times.

For more information about the Greene County Library, feel free to visit: www.azalealibraries.org/member-libraries/greene-county-library/

GLA SPOTLIGHT

Middle Georgia Regional Library System

The mission of the Middle Georgia Regional Library System (MGRLS) is to connect all people to the information necessary to improve their lives through excellent services and materials. The strength of the system rests on the commitment to meet the needs of Middle Georgians. This responsibility has grown since COVID-19 and has allowed staff to recommit themselves to the mission. In a time of uncertainty, the MGRLS has become more community-based by offering patrons access to high-quality modern libraries in innovative and creative ways during the pandemic.

On November 15, 2020, Middle Georgia Regional revealed a new book bike to expand the Library Without Walls (Library WoW). Library WoW serves a wide variety of Macon-Bibb County residents through outreach and collaboration with a heavy focus on populations who may have difficulty accessing traditional library services. These patrons mostly include senior citizens, the homeless, those who have been incarcerated, and those who might not be comfortable accessing physical library spaces. The tricycle was custom-made by Pedal Positive to support the efforts to become closer to the community by bringing the branch to patrons. The bike is eye-catching, fresh, the only one in



Bibb County, and a statement piece for the system. It also joins the Library WoW bookmobile that was made possible by the Griffith Foundation and revealed in July 2020.

To keep public interest and remain a progressive place to learn, the Middle Georgia Regional Library System programs have been designed to enrich the lives of residents from young to old. The regional headquarters at Washington Memorial Library (WML) partnered with local astronomer Philip Groce to host a planetary exploration event, Month of Mars. Patrons observed the Moon, Jupiter, Saturn, and Mars through astronomical telescopes. This was the brightest Mars would be and the closest to Earth for viewing until the year 2035. Because the program was such a success, WML and

Groce collaborated again on December 21, 2020 to present Winter Solstice: The Great Conjunction, an event to observe Saturn and Jupiter and prove that the library can take you anywhere.

The Middle Georgia Regional Library System is always moving across its 13 branches in 6 counties: Bibb, Crawford, Jones, Macon, Twiggs, and Wilkinson. Programs range from Shurling Library's Adulthood 101 Series, in which patrons discuss the reality of growing up, to showing patrons the importance of media literacy at the Charles A. Lanford, M.D. Library. MGRLS has

opened a new branch, the Bloomfield Library, which is the first recreation center in Bibb County to host a STEM lab, computer coding classes, and an internet bar. MGRLS is setting the bar as one of the larger systems in Georgia,

and they believe their role is to set the standard for excellent library service in the state.

Photo credit: Mike Young



From the PRESIDENT

Keeping people engaged and connected can be especially challenging when we can't be together in the same room. Georgia Library Association (GLA) leaders are working hard to make it easy for members to connect and share ideas.

I'm continually impressed by the efforts and length that the chairs of GLA's interest groups, committees, divisions, and round tables go to in order to build connections. Recently, two of GLA's interest groups (PACE and RAIG) hosted online meetings that showcased the resilience and creativity of librarians switching library programs and events to virtual environments. The New Members Round Table hosted an informal Brunch 'n Chat to give new members a chance to network with each other.

The Membership Committee also made it easy to celebrate National Library Week with our second annual Membership Campaign! During the week of April 4–10, 2021, the top three recruiters earned a chance to win gift cards or have their own annual membership dues covered. If you have any new colleagues, or colleagues who have not yet joined GLA, be sure to recruit them to join!

Get your presentation proposals ready! The Georgia Libraries Conference Committee, led by Kara Rumble, is making great strides in the planning for the 2021 conference, perhaps our best example of connection each year. This will be a virtual event again this year and is scheduled for October 6–8, 2021, on the familiar Wednesday–Friday timeframe. The theme for this conference is something we all have many months of practice doing: *Evolving & Enduring*. I'm thrilled that Tracie Hall, executive

director of the American Library Association, will join us as the keynote speaker.

The Georgia General Assembly meets in the first few months of every year, which means advocacy is on the calendar. In collaboration with the Georgia Council of Public Libraries and the Georgia Public Library Service, GLA once again celebrated libraries at the state capitol building this year. A small team of us, including State Librarian Julie Walker, Advocacy Chair Angela Glowcheski and Past President Laura Burtle, helped spread the word about the good work happening in Georgia's libraries. Thanks to Gale for their continued annual support of this event.

The Advocacy Committee has already had a very busy 2021. I'm so grateful for the leadership of [Angela Glowcheski](#), who keeps us all updated on the happenings at the Gold Dome. Between budget requests and censorship battles, this legislative session has been very engaging. Thanks to everyone who has been in touch with your elected officials already this year. Between state and federal funding efforts, there will be more opportunities! Be on the lookout for information on the Build America's Libraries Act and the annual Dear Appropriator letters for federal LSTA funding.

One of the most important ways GLA stays connected to our members is through the GLA website. Our long-time webmaster, Sofia Slutskaya, has decided to give another GLA member a chance to fill this important role. Sofia is leaving giant shoes to fill and leaves with the gratitude of many GLA presidents, including me. Jon Bodnar from Georgia State

University has agreed to be the new GLA webmaster.

I also want to connect with you and am hosting an informal, virtual get-together. The second Cardigan Chat will be Friday, June 4, 2021 at

10:30 a.m. I hope we can all be together again in person someday soon!

Wendy Cornelisen
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My Own PRIVATE LIBRARY

Like many of my fellow library workers, I've been a voracious reader and consistent library patron since childhood. Lack of disposable income for much of my life meant that personal ownership of a book has always been a small luxury, a gratification sometimes deferred for years, particularly in cases of patiently searching for affordable used copies of artistic coffee table books. Eugene Richards's *The Blue Room*, for example, sat on my wish list for nearly a decade. Thus, have I curated my collection: only the very best, most favorite, most profound-to-me works of art and writing, pieces that are (or once were) so important to me that I felt compelled at some point to own a reference copy.

I've had to be brutal in culling the collection at times, making snap decisions as I skipped from one cheap rental to another, often due to circumstances beyond my control. Once, in a furious burst of confidence, I left an abusive partner, taking only what I could fit in the back of a friend's compact car. Once, on the verge of eviction, I transported my things via wheelbarrow to my new last-minute home down the road (the reality of this chore was not as quaintly charming as it sounds). My books have lived in rickety shelves in closets and storage units, while I lived on couches, in punk houses with too many roommates, in borrowed guest rooms, and in tumbledown shacks. It wasn't until my mid-30s that I finally grasped a

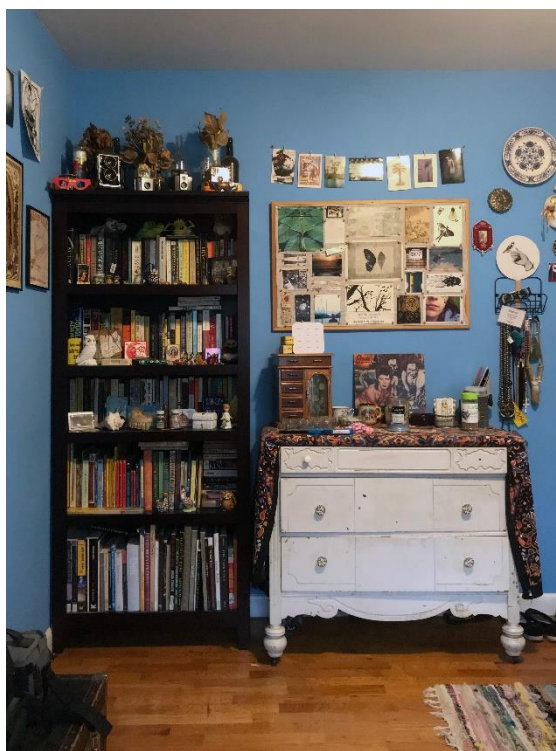
foothold of financial stability and could actually maintain some semblance of settling down. To mark the achievement, I purchased a brand-new bookcase and relegated the old, secondhand shelves to the basement.

On one shelf, titles are filed according to a deeply personal timeline of experience, starting with *The Day on Fire*, a fictionalized biography

of Arthur Rimbaud I'd snagged from a book sale at my local branch library when I still lived in Pittsburgh, an angsty teen desperate to burst into the world in a Rimbaudian derangement of the senses. The copy of *Rimbaud Complete* I carried while hitchhiking the eastern United States at age 21. Codrescu's essays about New Orleans, where I was determined to move after falling in love with the city on a spontaneous road trip, which has since come to represent the zenith of my adolescent experience. Some travel memoirs of a sort: *Off the Map, Into the*

Wild, A Field Guide to Getting Lost. The books that carried me through my late 20s and into my early 30s: Judith Herman's *Trauma and Recovery* helped me heal from abuse, and Ann Fessler's *The Girls Who Went Away* sparked the realization that the root of my PTSD ran deeper than the dysfunctional relationship I had escaped.

The next shelf holds my favorite, most eye-opening experiences with literary fiction. Most



of the titles I own, I probably couldn't recall many details about the plot, but I could describe in depth who I was and what I felt when I read *Bastard Out of Carolina* (September 2008, age 24, living with an alcoholic, naïve but gaining awareness), or *Catch-22* (2001, in high school, protesting the war and feeling very intellectual about it), or *A Tree Grows in Brooklyn* (summer 2006, age 22, having recently relinquished my daughter to adoption, unsure of what to do with myself; and read again in winter 2012, age 27, on the verge of finally completing my thrice-deferred BFA, again unsure of what to do with myself). I remember reading, no, consuming Thomas Wolfe in my mid-20s when I worked in the tiniest shack of a coffee shop, sweltering in a barely air-conditioned box for \$5/hour plus tips—but I don't remember if that was the year of *Look Homeward, Angel* or *You Can't Go Home Again*. I remember reading *Carter Beats the Devil* in 2012, almost a decade after receiving the book from a longtime internet pen pal.

The most treasured aspect of my library is not housed in this bookcase but nearby in a set of three 16-inch storage baskets: a couple hundred zines collected over the past 20-odd years. I first discovered zines in high school, when my best writer friend and I began publishing (in photocopy) prank flyers proclaiming absurdist accusations against faculty. We quickly advanced to newsletter format, and it wasn't long before the internet led me to the discovery of a highly active community of independent authors and artists making, selling, trading, and giving away an



endless variety of zines. I haven't kept every zine that's passed through my hands; those that didn't hold my interest typically found their way to libraries, donation bins, and punk houses. But what remains is a record of sorts, a bit awkward, sometimes illegible, postage-stamped and stained with the rubber band residue resulting from poor storage—a personal archive of past lives.

I've now lived in my current home for nearly five years, by far the longest I've stayed put in any one place during my adult life thus far, and it's taken me about that long to feel comfortably secure enough to stop hoarding all of my books in my room, ready to pack up at a moment's notice, just in case. My library has tentatively branched out to include a small selection of cookbooks in the kitchen, a couple shelves of thrifted to-reads in the living room, even sharing shelf space in

the bedroom with some of my partner's books, the commingling of such personal items itself a novel experience of intimacy. It feels strange to express these sentiments of safety and security in the midst of a pandemic that has forced so many, not excluding myself, to contend with an increasingly unstable reality. But although past experience has taught me that nothing is certain and nothing is guaranteed, the books I've lugged around for years from place to place, now finally settled into a permanent address, symbolize both a reflection and an assertion of survival.

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PEER REVIEWED



Measuring Use of the Academic Print Reference Collection

By Jennifer Putnam Davis

Academic libraries consider level of use a primary factor when determining which titles comprise the print reference collection. After all, this collection designates materials in high demand with non-circulating status, which are then placed in a prominent location within the library for convenient access. Within the last two decades, however, this place of prominence has rapidly diminished as academic libraries claim that use of the print reference collection is declining. Many libraries are now transitioning their reference collection to a largely electronic format and are replacing the physical shelving with collaborative learning spaces. This extensive depletion of the print reference collection is met with incongruent attitudes among academic librarians. Several, like Terrell (2016) and Alvin (2016) are blunt in their declarations that the print reference collection is dead, while others argue in defense for the place of the print collection in today's academic libraries (Lederer, 2016; Prosser, 2020; Verdesca, 2015).

While articles of opinion abound, less so do evidence-based articles that evaluate actual use of the print reference collection. In fact, this literature review found only 10 use studies. This gap in the literature implies that academic libraries manage this collection with anecdotal opinions rather than with empirical measures, which, as the use studies show, can have negative consequences in meeting user needs. Academic libraries therefore should use more measurable methods to correctly identify what is used and what is not used before transitioning the print reference collection.

Each article reviewed here provides valuable findings on assessing use of the print reference collection for academic libraries to consider as they address the future development of this collection.

Inclusion Criteria for Review

The scope of the literature reviewed here consists of academic libraries, both public and private, in the United States, and includes those of research universities, liberal arts colleges, and community colleges. Special collections and archives, medical, law, and corporate libraries are excluded because the focus here is on undergraduate students, who are a primary target for academic library resources and services. The roles of reference librarians apart from collection development, while are periodically mentioned below, are largely omitted from this discussion. The academic print reference collection is explored because this collection has historically endured the most changes from the print format: in the early 1970s two online search databases emerged, Medline and Dialog, both used by reference librarians to search indexes and abstracts at the request of patrons for those who could afford it (Singer, 2009); CD-ROMs materialized in the 1980s, which allowed for library users to perform searches autonomously; the 1990s saw the surge of the World Wide Web and with it, internet versions of reference resources; and today, the availability of online resources has only increased.

For the purposes of this review, the term “print reference collection” refers to those specifically in academic library settings and includes ready reference collections; other collections deemed as reference, such as those found in information or learning commons, are not considered. The term “electronic reference collection” is used here to describe those collections that require internet access and consist of standard reference sources, such as bibliographies, indexes, and encyclopedias, rather than general internet sources like Wikipedia. Additionally, the reader should consider the words digital, e-reference, and online reference as synonymous terms. Literature searches included the following information science databases: EBSCO’s *Library, Information Science & Technology Abstracts* (LISTA) and *Library Literature & Information Science Full Text*, as well as ProQuest’s *Library Science Database*. Key terms used include use, reference collections, print reference collections, e-reference, electronic reference collections, and academic libraries.

Use as a Criterion for Managing the Reference Collection

Discussions of managing the reference collection based on level of use surprisingly do not appear in the literature until the late-1980s, during which early survey studies revealed that while a majority of reference librarians considered the level of use items receive when deselecting resources in the reference collection, most librarians did not measure this use in any empirical way. Engeldinger (1986), for example, found that 54.4% of survey respondents (out of 377) considered low use a reason for weeding resources but only 6.1% of respondents indicated that they performed use studies. Biggs and Biggs (1987) also found that less than 10% of their survey respondents (471 in total) had conducted use studies, though the majority considered use level important for managing the collection. When asked to estimate how much of their reference collection receives use, respondents guessed that over

30% probably received no use in the past five years (Biggs & Biggs, 1987). If true, these collections would be greatly improved if the unused items could be identified.

Use studies determine which portions of a collection receive use and, more importantly, which do not. In a follow up article to his 1986 survey study, Engeldinger (1990) argued that to avoid false implications of use, academic libraries should examine use of the full reference collection as opposed to reviewing only certain areas of the collection when space is needed, referred to as “crisis weeding.” The author explained that in such cases, the areas of the collection weeded are most likely those sections that receive the greatest use, and as a result, volumes receiving use are removed while sections that receive little to no use remain intact because space is not needed in those areas.

This early literature identifies practical applications for conducting use studies, including evaluating the collection holistically to avoid crisis weeding and identifying items used and those not used in order to make informed decisions regarding the deselection of collection materials. These applications are further explored below in reviewing the use studies.

Measuring Reference Collection Use

Within the scope of this review, 10 use studies were found in the literature, all appearing from 1989 to 2020. Most studies apply the re-shelving method, in which items are marked with use in some way before employees re-shelve. This method requires little skill and no direct contact with library users, which makes it easy to incorporate (Arrigona & Mathews, 1989; Biggs, 1990; Kessler, 2013). Furthermore, the definition of a “use” is clear—an item is used if it needs to be re-shelved (Arrigona & Mathews, 1989; Colson, 2007; Engeldinger, 1990). Disadvantages of this method include underrepresentation (Biggs, 1990; Bradford, 2005; Kessler, 2013); if patrons re-shelve items

themselves, for example, the use is not counted. Similarly, items that are used in-between re-shelving are also not captured. Another disadvantage to the re-shelving method is that no qualitative data is collected, such as whether the information a user seeks is actually found and whether it meets their needs; however, Campbell (1974) argued that the less users are required to participate, the more successful the use study will be. Users will not, for instance, subconsciously alter their behaviors because they know they are being studied. It is more likely, therefore, that studying the use rather than the user generates more accurate representations of user interactions with the reference collection.

Arrigona and Mathews (1989), arguably the first use study of an academic reference collection to appear in the literature, presented usage data organized by Library of Congress (LC) classifications. Over a four-week period, reference librarians marked tallies on paper to indicate sources used from the reference collection. Additionally, library staff marked tallies for volumes they re-shelved. Arrigona and Mathews (1989) evaluated this data by comparing the total number of uses to the number of volumes held for each LC classification. This "index of use," as Arrigona and Mathews (1989) called it, reveals the relationship between a collection's use and its size. For example, a 1.00 index of use specifies that the LC classification was used as many times as the number of volumes it holds. What it does not determine, however, is which volumes are actually used; theoretically, a classification could hold 100 volumes but only one of those volumes could receive 100 uses, giving the (false) implication that the classification is well developed and well used.

Arrigona and Mathews (1989) further compared the librarians' indexes of use to the patrons' indexes of use to evaluate for any differences, which is a much more valuable measurement because it reveals what patrons ask and, more importantly, what they do not. Findings

revealed that patrons used the education and biology indexes far more than librarians: 863 versus 274 for education indexes and 205 versus 96 for biology indexes, which implies that patrons knew where to find these materials, and that they knew how to use them, without the help of a librarian. Why this occurred is purely conjecture without qualitative data; it could be that abstracts and indexes were sufficiently covered in library instruction sessions or it could mean that patrons once found these materials beneficial and continued to re-visit them.

Engeldinger (1990) presented usage data from a five-year study, during which library staff placed dot stickers, up to five total, on reference resources materials before re-shelving them. The author then calculated how much of the collection received use on a scale from zero to five and determined that the majority of the collection received no use (34.8 percent) while 24.9% received the most use at five on the scale. Engeldinger (1990) explained that an acceptable use rate is situational, dependent upon curriculum needs, collection size, shelf space, and budget. For Engeldinger (1990), this was at least two, which accounts for 48.6 percent of the collection. Reviewing use in such simplified terms, as opposed to a more detailed examination like Arrigona and Mathews (1989) conducted, unfortunately leads only to generalizations. To illustrate, Engeldinger's (1990) findings only revealed that over the course of the study, almost half of the reference collection received adequate use and the other half did not.

The methodology Engeldinger (1990) applied does in fact allow for collecting the frequency of use for each reference volume, data which grants a more descriptive analysis, but the author concerned himself primarily with determining the collection's frequency of use overall. To measure the overall proportions of use, Engeldinger (1990) did however list frequency of use by LC classifications in table form (p. 125) but offered no commentary on

these statistics. Nevertheless, this data is valuable for the current discussion to draw comparisons across studies. For example, Engeldinger (1990) found similar results to Arrigona and Mathews (1989) in that both studies listed LC classifications L and HG–HJ among the top-five most used classifications, but each study listed different classifications for receiving the least amount of use.

Sendi (1996) employed counting methods used by both Arrigona and Mathews (1989) and by Engeldinger (1990) in her one-year use study. Unlike the two previous studies, however, Sendi (1996) designed hers with very specific parameters, including what they counted, how they counted, and when they counted. These parameters most likely were implemented as a way to combat the chances of patrons re-shelving items themselves or using items in between shelving. Additionally, Sendi (1996) is the only use study that incorporated qualitative measures. The author distributed surveys to patrons using the reference collection to obtain more information on the demographics of reference collection users and to gather insight on how well users perceived their use of the collection, such as whether they found needed information. Sendi (1996) also distributed questionnaires to faculty in order to collect information about the subjects and types of reference information they use for their teaching and research needs.

Despite the intricate efforts of the study design, Sendi (1996) listed only one statistic: 43% of the ready reference titles did not receive any use during the one-year study period. While the lack of reported data is severely limiting to the current discussion, Sendi (1996) discussed use of indexes in slightly more detail. The *Wilson* indexes received the most use, while indexes covering the medical and health fields, and those covering the humanities, received the least amount of use. Although the author did not identify which *Wilson* indexes received use, this finding still indicates that the need for indexes varies by discipline. Sendi (1996)

offered no insight for this difference in use, but one possibility is that students were required to use the *Wilson* indexes for an assignment. This inference further illustrates the importance of developing the reference collection to support current curriculum needs.

The qualitative data of Sendi's (1996) study is certainly more valuable than the limited use statistics. The results of the surveys, for instance, revealed that most patrons who used the reference collection do so more frequently than what the librarians had estimated, and most respondents indicated that they successfully found the information they needed; however, this data was collected through a user study rather than a use study (Broadus, 1980), which has its own disadvantages. Biggs (1990) explained that methodology which involves questioning study participants directly can be challenging because of low response rates (reliance is on user participation). Even more challenging is ensuring that the selection of a user sample and the time frame of use is representative of true behaviors. If either the sample or time frame (or both) does not capture accurate user activity, the study results are more likely to be unreliable. Sendi (1996) experienced both of these challenges during the faculty questionnaire portion of her study.

Welch, Cauble, and Little (1997) presented findings from a two-year use study and are the first investigators to have used automation as the methodology for collecting data. Librarians scanned reference titles into the integrated library system (ILS) before re-shelving. This methodology imitates Engeldinger's (1990) technique of marking resources with dot stickers, but automation allows for faster data collection and for potentially capturing more accurate and comprehensive data since item records should be included in the online catalog. Contrarily, the ILS Welch, Cauble, and Little (1997) used could not provide the level of detail needed, so they created an in-house database to capture more information.

Nevertheless, by using automation, Welch, Cauble, and Little (1997) were able to determine which reference titles received use and how frequently. The authors reported the five most heavily used LC classifications (Table 3) and the five most heavily used indexes, as well as titles which received over 100 uses during the study period (seven in total). Collecting data by titles can reveal patterns of use, which allows academic libraries to anticipate the needs of their users and ensure that they provide adequate access to needed resources. This can include updating resources to the most recent edition or acquiring additional copies if the demand warrants it.

Bradford, Costello, and Lenholt (2005) conducted their use study over a two-month period in both fall 2002 (October and November) and spring 2003 (March and April) semesters. Similar to Arrigona and Mathews's (1989) methodology, librarians manually recorded sources they used while staffing the reference desk, but they also indicated the type of resource used among twenty-three categories, which included traditional reference resources as well as digital reference resources, open websites, and even the librarians themselves. Organizing the data in this way allowed Bradford, Costello, and Lenholt (2005) to identify not only which traditional resources received use, but also which sources beyond the print collection the librarians consulted. Librarians manually entered reference titles into Excel spreadsheets; however, the authors found inconsistencies in the categorizing of sources due to unclear category definitions, particularly for that of the "librarian" category. Along with the reference titles used, librarians also recorded the questions received, which allowed the authors to further evaluate the number of sources used to answer each reference question.

The authors reported that librarians used 1.8% of the print reference titles (173 out of 9587) to answer patron questions. Though an irrefutable low statistic, measuring use by titles rather than

by volumes may not represent accurate use because titles do not take into account individual volumes; for example, encyclopedias consist of multiple volumes but are counted as only one title. Bradford, Costello, and Lenholt (2005) also determined that librarians referred to electronic resources more frequently than print (23.92% versus 9.38%), and that librarians referred to only one source to answer 75% of the questions received. This finding led the authors to question whether the reference librarians found electronic resources easier to use and more authoritative or were they simply unfamiliar with the print reference collection and need more in-house training. This is an important differentiation for libraries to consider to ensure that their librarians are well versed with the reference collection to effectively assist users.

Following this first study, Bradford (2005) conducted a second use study to evaluate print reference sources used by both librarians and by library users. Bradford (2005) used the same time frame and the same months (October, November, March, April) as in her first study, but this time, librarians scanned item barcodes into the library's ILS instead of manually recording titles. Like Welch, Cauble, and Little (1997), Bradford (2005) found that automation saves time in collecting data, but the author also discovered that allowing multiple people to scan without having a clear communication plan caused discrepancies in data collection, such as duplicate entries or missing entries altogether.

Bradford (2005) reported that librarians and patrons used 8.5% of the total reference volumes during the four-month study period and noted that the use of each LC classification was proportional; that is, the classes which hold the most volumes generally received the most use. Bradford (2005) counted use of LC classifications by both frequency of use received, as Arrigona and Mathews (1989), and by unique uses, that is, the number of volumes receiving at least one use versus those volumes which did not receive use. The author

compared this result to the 1.8% use rate found in her previous study (Bradford, Costello, & Lenholt, 2005) and concluded that library users consulted the reference collection more often than librarians. This finding is similar to the results of Arrigona and Mathews' (1989) study, which further corroborated that users will seek the reference collection without being directed towards it by librarians. It is important to note here that Bradford (2005) compared 8.5% of reference volumes to 1.8% of reference titles, the difference of which is not actually possible to calculate because volumes and titles are two different units of measure; however, Bradford (2005) included the use by titles in figure seven of her second article, which can be used here to determine the difference in use between the two user groups. Use by titles for the second study is 9.7% (Bradford, 2005, p. 552), which means that patrons used the print reference collection 7.9% more than the librarians. As demonstrated, comparing the same units of measure can support conclusions more effectively because the data is more informative.

Drawing implications on why users sought the materials in this case is difficult without qualitative data such as that which Sendi (1996) collected, but Bradford (2005) was able to identify frequently used titles which provides some insight; for example, *Readers' Guide to Periodical Literature* was used 28 times in spite of the library subscribing to the online version. Bradford (2005) concluded that this high use rate of the print version is most likely because the online version only indexed back to 1983, which demonstrates that there is an obvious need, at least among Bradford's (2005) library users, for older print volumes.

Colson (2007) replicated Engeldinger's (1990) study. Library staff marked reference volumes using dot stickers before re-shelving them. Unlike Engeldinger (1990), however, Colson (2007) used different colored stickers to represent each year of the five-year study. Moreover, Colson (2007) initially did not limit

the number of stickers for each item as Engeldinger (1990) did, but Colson (2007) explained that this became too time-consuming, and so she limited each item to a maximum of ten stickers per year. Still, Colson (2007) was able to utilize a much larger scale than Engeldinger (1990), from zero to 50 uses compared to Engeldinger's zero to five uses, which captures frequency of use in more detail. Nevertheless, Colson (2007) found similar frequencies of use as Engeldinger (1990); both authors determined, for example, that 35% of their respective reference collections received zero use over five years. Additionally, both authors also found that throughout their individual studies, more than 50% of the collection received less than two uses. Therefore, it seems that while Colson (2007) attempted to capture more detailed data than Engeldinger (1990), the difference in technique shows to have had little impact on the results.

Colson's (2007) study essentially evaluated use by titles, which, as discussed with earlier studies (Arrigona & Mathews, 1989; Bradford, 2005; Engeldinger, 1990; Welch, Cauble, & Little, 1997), can reveal patterns of use. The author's incorporation of different colored stickers may help to identify patterns more visually; for example, reference volumes found to have colored stickers from every other year could indicate that while these volumes do not receive consistent use each year, they still meet the needs of elective courses that are offered on a rotating course schedule. Colson (2007) found that LC classifications BR, BS, PA, and PN received the most use, a finding which correctly reflected curriculum offerings according to the author. Colson (2007) agreed with Arrigona and Mathews' (1989) argument that libraries should measure classes by intensive use, but rather than using their methodology for measuring frequency of use by volumes, Colson (2007) used Bradford's (2005) method of measuring number of unique uses for each LC class. This method of measuring use reveals more accurate proportions. Unfortunately, Colson (2007) offered only minimal data from these

measures, but those that are presented show overall a large intensive use rate.

Kessler (2013) evaluated use over the 2010 fall semester following the same methodology as Welch, Cauble, and Little (1997) as well as Bradford (2005), in which library staff scanned items before re-shelving them. Kessler (2013) reported a 7.1% use rate of the total reference volumes, which is slightly less than Bradford's (2005) finding of 8.5%. Kessler (2013) attributed this minimal finding to the short length of study and to an increased reliance on web-based reference resources. Alternatively, however, the author found that while the library subscribed to *Literature Resource Center (LRC)*, the third most frequently used print title during the study was *Contemporary Authors*, which LRC includes in its content. This finding could suggest that library users are unaware of the online version or could indicate that they prefer the print format of this resource.

Unlike Bradford (2005), Kessler (2013) stated that the use rates for all LC classifications during the study was disproportionate to their number of holdings. Kessler (2013) applied a different methodology from earlier studies to determine this; the author first calculated a classification's percentage of use and then compared it to the proportion of which the classification comprises the reference collection as a whole, rather than comparing percent used to the size of the classification itself. For example, Kessler (2013) reported that LC class A received 3.4% use and A comprised 9.4% of the collection. According to Kessler's (2013) logic, use of LC Class A is not proportional because it is not equal to its

proportion within the reference collection (i.e., 3.4% does not equal 9.4%). If Kessler (2013) had used Bradford's (2005) method, however, and compared strictly by numbers and not by percentages, the use of each LC classification is contrarily slightly more proportionate to the size of their class holdings. In other words, based on the data Kessler (2013) listed in her article, it is determined that the LC classifications which hold the most volumes received the most use; however, as Engeldinger (1990) explained, the acceptable use level depends on local needs, and therefore it can only be hypothesized whether Kessler would find the use proportional when measured using Bradford's (2005) methodology.

Rose-Wiles and Irwin (2016) presented data from a one-year study of collecting in-house use statistics, including the print reference collection. Library staff scanned barcodes into the ILS before re-shelving them. The authors reported an overall use rate of 2.3%, with an average of 2.3 uses per unique title for the print reference collection. Like previous studies, this study also organized use by LC classifications in percentages, which shows what proportion of each classification received use. Unlike earlier studies, however, Rose-Wiles and Irwin (2016) performed a Pearson correlation (r) test to investigate correlations between number of holdings and number of recorded uses. The authors found no significant correlation between the size of an LC classification and the number of uses the classification received during the study period ($r = 0.246$). This result does not support assertions from previous studies that a large classification size will likely

| | |
|--|------------|
| Total Average % of Collection Used | 2.3 |
| Medicine (LC Class R) % of Collection Used | 32 |
| Science (LC Class Q) % of Collection Used | 9.3 |
| Philosophy, Psychology, and Religion (LC Class B) % of Collection Used | 4.2 |

Table 1: LC Classification outliers from Rose-Wiles and Irwin (2016) data

receive a large number of use (Arrigona & Mathews, 1989; Bradford, 2005; Kessler, 2013). In other words, the size of a classification has no effect on the number of uses it will receive.

Determining proportional use of classifications is nevertheless important for comparing the results to each other to identify outliers. Rose-Wiles and Irwin (2016) found four outliers in their data (p. 210) [see table 1]. The authors further investigated the medicine and science outliers and found that nursing books especially experienced high use. This finding is not surprising given that the authors already knew that nursing students preferred print versions of their textbooks rather than the electronic package, because the library previously negotiated purchasing the print texts for the reference collection. Why the nursing students preferred print over electronic textbooks is not explained by the authors, but this finding does demonstrate that format preferences can vary by discipline, which suggests that academic libraries should approach managing the reference collection from various discipline perspectives. Another explanation for such high use in the medicine and science classifications is the collections' currency. Rose-Wiles and Irwin (2016) stated that these sections in particular are curriculum-focused and so the resources are often the most recent editions. This finding implies, and corroborates earlier studies, that developing reference collections based on curriculum needs increases the collection's likelihood of receiving use.

In a follow-up study, Rose-Wiles, Shea, and Kehnemuyi (2020) presented use data collected from 2015–2018. Library staff scanned item barcodes before re-shelving, following the same methodology implemented in the previous study. The authors determined that 5.3% of the reference collection received use over the four years (Table 2).

| Year | Percent of Collection Use |
|--------------|---------------------------|
| 2015 | 2.5 |
| 2016 | 1.5 |
| 2017 | 1.1 |
| 2018 | 0.7 |
| <i>Total</i> | <i>5.3</i> |

Table 2: Percentage of use by year in Rose-Wiles, Shea, and Kehnemuyi (2020)

Additionally, the authors calculated the rate of change for use from the first year of the study to the last and find a decrease of 79%. When examining the use rates for each ascending year, however, the data shows a less dramatic decline. As Table 2 shows, use in the second year decreased by only 1% from the first year and use in the third and fourth years decreased each by a mere 0.4%. Therefore, the decline in use is not as severe as the rate of change implies, but instead is rather steady and consistent. This becomes even clearer when comparing this data to Rose-Wiles and Irwin's (2016) first study, which found a use rate of 2.3% over one year (2013–2014).

Rose-Wiles, Shea, and Kehnemuyi (2020) further investigated the change in use from 2015 to 2018 for broad subject areas, including the humanities, social sciences, and STEM. The authors calculated the rate of change for use from 2015 to 2018 as 78%, but in both years the usage rate of these resources exceeded the use rate of the total reference collection (2.8% versus 2.5% in 2015 and 0.9% versus 0.7% in 2018), which means that library users consulted these resources more frequently than other materials in the collection. The authors did not report subject use for each year of the study, so comparisons cannot be made like those discussed above in regards to the total reference collection. Notwithstanding, this study shows that evaluating use based on polarized data (i.e., first year versus last year of a study) can lead to exaggerated conclusions, but comparing use among shorter time periods allows academic libraries to identify trends that

can help predict future collection use and needs.

Discussion

Measuring use involves two components: the methodology used and the period of time during which use is measured (Broadus, 1980). All of the above studies employed the re-shelving method. The tally technique that both Arrigona and Mathews (1988) and Sendi (1996) applied, and the scanning barcodes technique incorporated by several studies (Bradford, 2005; Kessler, 2013; Rose-Wiles & Irwin, 2016; Welch, Cauble, & Little, 1997) seem to be the fastest methods for collecting use data but are not the most efficient methods, since some the use studies reported that vital information like titles and volume numbers were not always captured. In contrast, the sticker method that Engeldinger (1990), Sendi (1996), and Colson (2007) applied and the method of manually entering data that Bradford, Costello, and Lenholt (2005) implemented, seem to be the most labor-intensive techniques, but, if performed correctly, are arguably the most effective methods for capturing use data. Notwithstanding, all of these methods allow for measuring the overall use of the reference collection, measuring collection use by LC class, and allows for measuring use title-by-title or volume-by-volume.

Additionally, these studies demonstrate that presumably, the longer the study, the more use the collection will receive. A primary illustration of this is Rose-Wiles and Irwin (2016), which determined 2.3% use rate over one year, compared to Rose-Wiles, Shea, and Kehnemuyi (2020), which calculated a 5.3% use rate over four years. Furthermore, both Engeldinger's (1990) and Colson's (2007) studies support this assumption as both conducted five-year studies and both determined an overall large percentage of use in contrast to those studies that covered shorter periods of time (Table 3). Moreover, the findings of Colson (2007) could logically imply that the longer a source is available without any electronic alternative, the more use it will receive. In fact, Colson (2007) made specific mention of how electronic reference resources caused minimal impact on the study's data (p. 171). This is an important finding for academic libraries when faced with inevitable budget restraints.

Time notwithstanding, the overall use of the collection only satisfies curious assumptions, as no valuable conclusions about the collection can be drawn from it. One statistic does not reveal, for instance, which portions of the collection are being used; however, comparing the overall use statistic between different user groups like some of the studies presented (Arrigona & Mathews, 1989; Bradford, 2005;

| Study, in Order of Publication Date | Percent Used | Length of Study |
|--|---------------------------------------|-----------------|
| Arrigona and Mathews (1989) | 21.3 percent of reference volumes | 4 weeks |
| Engeldinger (1990) | 65.2 percent of reference volumes | 5 years |
| Bradford, Costello, and Lenholt (2005) | 1.8 percent of reference titles | 4 months |
| Bradford (2005) | 8.5 percent of the reference volumes | 4 months |
| Colson (2007) | 64.7 percent of the reference volumes | 5 years |
| Kessler (2013) | 7.1 percent of reference volumes | 4 months |
| Rose-Wiles and Irwin (2016) | 2.3 percent of reference volumes | 1 year |
| Rose-Wiles, Shea, and Kehnemuyi (2020) | 2.3 percent of reference volumes | 4 years |

Table 3: Findings of Overall Reference Collection Use. Not all studies report overall use of the print reference collection. Those who do are listed.

Bradford, Costello, & Lenholt, 2005) can lead to significant findings, such as how much library users are consulting the collection without the help of a librarian.

As opposed to the overall use statistic, measuring use by LC classification can reveal use patterns and help libraries determine how proportionate the class holdings are to their perceived use. Some similarities are found across the use studies; many, for example, list the same LC classes for receiving the most use (Table 4). There is also a noticeable difference in the overall decline of use with some classifications, particularly with classes A, L, and K.

It is important to reiterate here that counting use of unique titles and omitting frequency of use counts can eliminate the possibility of generating false levels of use. To illustrate, a classification range could be used proportionally at 100% but theoretically, one title could be used the same number of times as the number of titles being held within that class. The studies which take into account unique use are Engeldinger (1990) and Bradford (2005), both of which can therefore serve as prime examples for future use studies.

Finally, these studies show that measuring use by frequency collects the most insightful information regarding use, but this is dependent upon in what ways frequency is calculated. Listing frequency by titles, like Bradford (2005) and Kessler (2013), provides the most in-depth data as opposed to generalizing through scales (Colson, 2007; Engeldinger, 1990;) and averages (Rose-Wiles & Irwin, 2016; Rose-Wiles, Shea, & Kehnemuyi, 2020). Knowing exactly what of the collection receives intensive use can ensure a useful collection overall. Frequently used titles can also provide information on format preferences and user needs; for example, Rose-Wiles and Irwin (2016) discovered that nursing students preferred resources in print, and Bradford (2005) found that users frequently consulted the print *Readers' Guide to Periodical Literature* because it dated back further than the online version. Additionally, frequency of use could indicate a need for more instruction, such as Kessler's (2013) finding that users may be unaware that the online *Literature Resource Center* contains all print issues of *Contemporary Authors*.

As academic libraries continue to repurpose spaces, these studies model how best to conduct use studies of the print reference

| Study | Top Ten Most Frequently Used LC Classification Ranges | | | | | | | | | | | | |
|----------------------------------|---|---|---|---|------------|---|---|---|---|----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| Arrigona and Mathews (1989) | A | T | L | Q | Phonebooks | P | H | Z | K | C | | | |
| Engeldinger (1990) | Z | P | H | K | D | Q | G | L | M | T | | | |
| Welch, Cauble, and Little (1997) | A | H | L | P | K | | | | | | | | |
| Bradford (2005) | P | H | G | B | L | A | D | Q | J | K | | | |
| Kessler (2013) | H | P | D | E | G | A | B | Z | L | J | | | |
| Rose-Wiles and Irwin (2016) | R | P | Q | B | D | H | K | G | N | Z | C | M | A |

Table 4: Most frequently used LC classification ranges. Not all studies report use by LC classification range. Those who do are listed below. Additionally, for comparison purposes, LC classification ranges were examined among the studies by broad LC class.

collection and why it is important to do so. Use studies reveal format preferences as well as the information needs of users and identify gaps in knowledge of reference resources of both users and library staff. Regardless of which technique used to measure use, the acceptance levels of use should be determined by answering the following three questions: How much of an LC classification has to be used in order to be considered proportionately used (over a given time period)? How many LC classification ranges have to receive proportionate use in order for the full collection to be considered proportionally used? And, finally, how many times does a title have to be used in order to be considered adequately used?

Conclusion

A limited number of use studies on the print reference collection are found in the literature, even though every one of these studies argue for academic libraries to continuously assess use in order to ensure user needs are sufficiently met. This gap in the literature suggests that academic libraries are still likely using anecdotal observation rather than empirical measurements of use that Engeldinger (1986; 1990) so fervently advocated. Engeldinger's (1986) question still remains today: why are there so few reports on use? Libraries may assume that use studies take an extensive amount of time and effort. The studies here, however, demonstrate that collecting use data can easily be incorporated into current re-shelving activities. Proactive

planning of the study methodology can prevent the inconsistencies experienced by some of these studies, such as ensuring that the desired metadata is accurately captured and clearly defining the data collection responsibilities for library personnel involved. In fact, in spite of the drawbacks experienced, all of the use studies reported that the time and effort expended was advantageous to their reference collection development and management.

Apart from the general need for more use studies on the reference collection, further research is needed from academic libraries who have already transitioned their reference collection on how this transition is impacting library users. Are users finding the reference information they need, for instance? How much use are online reference resources receiving? Can comparisons of use be drawn between reference electronic resources and reference print resources? Are electronic reference resources supporting curriculum needs? Whether managing a digital reference collection or planning for the transition to one, assessing user needs with more measurable methods allows for accurately identifying which reference materials are used and which are not. This in turn allows academic libraries to make decisions regarding the reference collection based on empirical data rather than anecdotal observations.

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*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Advocacy Committee

Representing all Georgia libraries, the Georgia Library Association (GLA) Advocacy Committee's primary charge is to maintain and grow the relationship between libraries and legislators. Activities include working to answer the questions of legislators and legislative groups as well as discovering ways to effectively communicate the goals and needs of libraries.

Ensuring that various voices across the state and the profession are heard, GLA organizes several advocacy efforts allowing libraries to share with legislators the outcomes and impacts of both local and statewide decisions affecting libraries and the communities they serve. These efforts give libraries the platform to foster important relationships with government agencies. For example, through the Advocacy Committee GLA coordinates a Library Day at the capitol where representatives from various types of libraries work together to distribute an art print by Debi Davis to every state legislator. There is always much excitement around distributing these

gifts. Prints from previous years are on display and framed in many of the offices at the capitol. With prints in hand, these advocates greet legislators and office staff with smiles as they discuss library needs.

This year, a small group was able to safely



Pictured from left to right: Laura Burtle, past president of Georgia Library Association (GLA); Angela Glowcheski, GLA advocacy chair; Julie Walker, state librarian; Gina Martin, Georgia Libraries for Accessible Statewide Services (GLASS) outreach manager; and Wendy Cornelisen, assistant state librarian and GLA president.

Photo credit: Brandon Hembree.

continue this work at the capitol. On March 8, 2021, they delivered an art print by Debi Davis to the office of every state legislator. The 2021 Library Day print depicts a scene from Jack Hill State Park (formerly Gordonia-Alatamaha State Park). Senator Jack Hill was a long-time supporter of Georgia's public libraries and led the way in providing matching state funds for libraries. The creation of the prints is a collaborative effort between the GLA, Georgia Council, Georgia Public Library Service, and Gale. The committee and GLA

especially wants to thank Gale for continued support of the program over the years.

The Advocacy Committee is dedicated to promoting the needs of all libraries in Georgia. As libraries continue to evolve in the services offered and groups served, and in meeting changing demands, government relations must

be a primary function of library leadership and the GLA. As advocates, the committee must shift the conversation from pleading for what libraries want to demonstrating community outcomes and taking advantage of political intersections. Yes, the committee focuses on continued funding support from the state, but the committee must also create relationships allowing it to fully inform legislators, so they are able to make appropriate decisions that help libraries and communities grow. The fostering

of legislative relationships is neither easy nor quick. Advocacy require consistency and dedication, a stern will, and belief in what libraries offer. The GLA Advocacy Committee looks forward to continuing its good work with all GLA divisions, interest groups, and committees to sustain these long-term efforts.

Stay up to date with GLA Advocacy Alerts by clicking “ADVOCACY” at the top of the GLA Website at <https://gla.georgialibraries.org/>.

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Reference & Instructional Services Interest Group

The Reference & Instructional Services Interest Group (RISIG) of the Georgia Library Association has had a busy year, pandemic notwithstanding. RISIG has formalized their relationship with the Atlanta Area Bibliographic Instruction Group (AABIG), and the two groups have expanded to create GLITR, the Georgia Library Instruction, Teaching, and Reference Conference. GLITR, a grassroots group tasked with professional development for instruction librarians, has expanded to outside the perimeter and the state.

GLITR has been folded into RISIG as a committee and will continue its mission of providing an attendee-directed conference where librarians can discuss best practices in teaching information literacy. The next conference will take place virtually on June 11, 2021. The theme is Defining Our Moment, as we look back at past work and share how librarians are guiding changes for the future.



For more information, go to <https://glitr.weebly.com/>.

RISIG also started a writing group, where members can get feedback for their work, find collaborators, plan meetups, share professional development opportunities, and share their successes. Contact RISIG for more information at risig@georgialibraryassociation.org.

RISIG has also started virtual meetups for all librarians who are interested. The first meetup in March saw librarians from throughout the state come together to discuss drastic changes made during the last year, and to make plans for a more typical year in the fall. The next meetup is scheduled for May 21, 2021, from 12:00–1:00 p.m. RISIG will send an invitation to all RISIG members.

The group is seeking self-nominations from members of the Reference and Instructional Services Interest Group for vice chair/chair elect and secretary for the 2022 year. If anyone is interested in becoming more active in RISIG, consider running for one of these offices. The official call for nominations will be announced later in the year.

*People, Libraries
and Agencies* **IN THE NEWS**

Augusta University Reese Library

Two years ago, Reese Library shared their story via a [Georgia Library Spotlight](#) on how a small Black History Month (BHM) team of four collaborated with university and community partners to host a popular live event, including an exhibition, on its book displays. After a successful event series last year, the library implemented this year's programming in a somewhat normal world.



Augusta University Libraries reopened in the fall of 2020. Due to the ongoing COVID-19 Pandemic, the BHM 2021 team, now grown to a size of 10, created a hybrid mix of activities for students, faculty, and staff to enjoy safely. First and foremost, Reese Library continued its favorite tradition of highlighting books on various black history topics in displays on the first floor. One display was on past and present African American authors from Georgia, including Evelyn Coleman, Pearl Cleage, Benjamin Mays, and Augusta's own Frank Yerby, to name a few. The other display collected a spectrum of books related to the



fight for freedom, equality, and justice, from slave rebellions and the abolition movement to Black Lives Matter.

Reese Library expanded this tradition by holding a poster exhibit in the lobby. The BHM team and others created informative posters on a wide variety of notable African American persons, movements, and events. Some of these explored the rich local Black history of Augusta, Georgia, such as a feature on Amanda America Dickson and Ware High School. Meanwhile, other posters highlighted the greater African American community, such as the Deacons for Defense and Justice. Students, faculty, and staff could browse the exhibit in the Reese Library lobby. The library created a virtual exhibit of these posters on a [BHM Research Guide](#).

The BHM team created two videos: one of an interview and one on a panel discussion on different Black history topics. These were shared on the Libraries' social media channels, including YouTube, and on the BHM Research Guide. Reference and

Instruction Librarian Thomas Weeks enjoyed a conversation with Augusta University's Dr. Seretha Williams, interim chair of the English &

World Languages Department, on Afrofuturism. Topics discussed included its concept, origins, key players in the movement, its relationship with Black history, and a potentially “controversial question” on Dr. Williams’ favorite author(s). Reference Assistant and Adjunct History Professor Marshall Abuwi facilitated a panel titled “HBCUs: History of Higher Education in the African American Community.” The panelists included Augusta University’s Dr. John Hayes, assistant professor of history, and Jeffrey Jones, adjunct professor in the Department of Humanities at Paine College. Topics discussed included the origins of HBCUs, their challenges over time with an emphasis on the South, and the place they have today. Reese Library partnered with Student

Life and Engagement to host a screening event of the Afrofuturism interview in the ballroom. Students that attended enjoyed a complimentary boxed lunch. So far, there are over 100 combined views for the videos.

Reactions to the hybrid programming for BHM 2021 at Reese Library were positive and encouraging. A successful effort, BHM 2021 at Reese Library could not have succeeded without its dedicated BHM team, a diverse team of Reese Library faculty and staff. Led by Jillian Oliver and David Kearns, the team included Marshall Abuwi, Tonya Dority, Aspasia Luster, Josette Kubicki, Katlyn Tuten, and Thomas Weeks.

Digital Library of Georgia

Digital Library of Georgia Awards Eight Georgia Cultural Heritage Institutions Across the State Competitive Digitization Service Grants.

Eight institutions (and nine projects) are recipients of the eighth set of service grants awarded in a program intended to broaden partner participation in the Digital Library of Georgia (DLG). The DLG solicited proposals for historic digitization projects in a statewide call, and applicants submitted proposals for projects with a cost of up to \$7,500.00. DLG staff will provide free digitization, metadata, and hosting services so that more of Georgia's diverse history can be found online for free. The Georgia Historical Records Advisory Council (GHRAC) presented this subgranting program with the 2018 Award for Excellence in Archival Program Development by a State Institution.

Preference in the selection process was given to proposals from institutions that had not yet collaborated with the DLG. The Archives of the Society of Mary, Province of the USA, the 6th Cavalry Museum, the Georgia B. Williams Nursing Home, and the Midway Museum are all new partners for the DLG.

The selected collections document all corners of the state and life from the 1700s to the 1996 Olympics. There's something for everyone: family researchers will find plantation, funeral home, county government, and nursing home records; arts enthusiasts will learn of the Atlanta Symphony Orchestra's growth from its founding in 1945 to the mid-1980s; those interested in protest and politics can study community resistance to the 1996 Olympics, view the effects of segregation policies in urban planning, and encounter the changing face of Atlanta and Savannah's public spaces in the

1950s. The materials document the state's African American, Roman Catholic, and military communities.

The recipients and their projects include:

Georgia State University Special Collections and Archives (Music and Broadcasting Collections)

Digitization of 24 scrapbooks from the Atlanta Symphony Orchestra (ASO) Collection dating from 1945 to 1985 that include newspaper clippings of concert previews, reviews, and highlights of guest performers, composers, and conductors, as well as photographs, advertising materials, and organizational records such as memos and correspondence. The bulk of the ASO scrapbooks are from the 1950s–1960s and document the arrival of Music Director Robert Shaw in the late 1960s and the effects of the Civil Rights Movement on the orchestra.

Georgia State University Special Collections and Archives (Women's Collections)

Digitization of audiovisual items from the Carol Brown Papers, 1993–2012 (bulk 1993–1994) focusing on pro- and anti- LGBTQ+ activities in traditionally conservative Cobb County and the campaign to move 1996 Olympic events out of the county. Further, in a time of daily protest, the collection illustrates the power of creative, peaceful protest.

City of Savannah Municipal Archives

Digitization of the selections from Park and Tree Commission minutes from 1896 to 1920 that reflect the intersections of urban planning and civil rights, trends in landscape design, development of Savannah's cemeteries (both African American and White, since Savannah had segregated cemeteries), and details such as

the use of convict labor in city infrastructure projects. These records offer insider perspectives into the decision-making process related to these Jim Crow-era policies that are not often found in government records.

Greater Clarks Hill Regional Library System

Digitization of the Rees Funeral Home Funeral Records and the Lincoln County Courthouse Records. The Rees Funeral Home Funeral Records document funeral arrangements and obituaries for Lincoln County residents from 1940 until 1960. The Courthouse records consist of Lincoln County legal records dating back to the 1700s.

Archives of the Society of Mary, Province of the United States

Digitization of films and slides dating from 1938 to 1979 and drawn from Marist College educator Reverend Michael Kerwick's films and from the papers of Marist educator Reverend Vincent Brennan. The materials document the Marist School community in Atlanta and, more broadly, Roman Catholics in Georgia.

6th Cavalry Museum

Digitization of a collection of holiday menus created for the 6th Cavalry troops at Fort Oglethorpe from 1925 to 1940. The holiday dinner menus offer a glimpse of food and culinary traditions, military life through troop rosters, and highlights of each year's troop activities.

Georgia B. Williams Nursing Home

Digitization of the Georgia B. Williams Nursing Home Archives documents the first maternity shelter where "only" African American women were allowed, by local Mitchell County doctors, to receive midwife delivery for their newborns. Materials in the collection include registers of the mothers and babies born between 1949 and 1971.

Midway Museum

Digitization of the Julia King Collection, composed of original land grants/deeds, plantation documents, indentures, estate documents, photos, and letters connected with the Roswell King family's Liberty County plantation and the county itself from the late 1700s through the middle of the 20th century. The collection will be of particular interest to those doing family research on the enslaved in Liberty County.

Georgia Historical Society

Description of architectural drawings from the Savannah-based woman landscape architect Clermont Lee. Lee is best known for her work designing gardens and parks for historical landmarks throughout Georgia. The drawings are from 1940 through the mid-1980s and include projects in and around Savannah, as well as several throughout Georgia and the larger Southeast.

Materials Belonging to Historic Saint Paul's Church, Augusta, Georgia's Oldest Congregation Freely Available Online

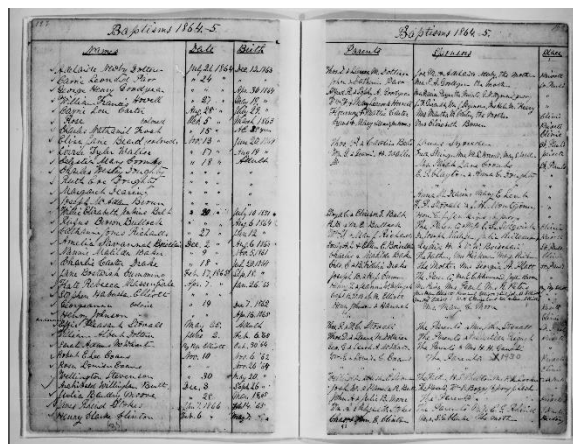
The Digital Library of Georgia has just released a collection of archival documents belonging to Saint Paul's Church, the oldest church and institution in the city of Augusta and one of the oldest in Georgia. The St. Paul's Church of Augusta Collection is available at https://dlg.usg.edu/collection/spcag_spcagc.

Susan Yarborough, chair of the St. Paul's Church history committee, outlined the church's presence in Augusta: "Founded in 1750, St. Paul's has a triple life as an active congregation, as a physical space encompassing buildings and a graveyard, and as a historic parish of the Episcopal Church. The oldest identified grave in its graveyard dates to 1783. Past parishioners of

Saint Paul’s church include a signer of the US Constitution, five governors of Georgia, six Confederate generals, the namesakes of several Georgia counties, two founding faculty of the Medical College of Georgia, several Augusta mayors, and an owner and an editor of *The Augusta Chronicle* newspaper.”

Significant among the church’s materials are:

- The church’s vestry minutes for the years 1855–1923 encompass the period including the Civil War and Reconstruction, World War I, and the church’s destruction by fire in March 1916. The minutes record names of ministers and vestry members; costs for the building and upkeep of the church and its furnishings; salaries of ministers, organists, and sextons; pew rents; donations to charitable institutions; insurance policies; arrangements for special church services; eulogies to people important to the parish; and the efforts to rebuild the church after the fire.
- With alphabetical indexes, three parish registers span the years 1820–1937, including records of marriages, baptisms, confirmations, communications, and burials, with a churchyard map, texts of grave markers, and statistics concerning the rites performed. The parish register from 1820–1868 records marriages, baptisms, confirmations, and burials for roughly 220 enslaved persons, beginning in 1823 and ending in 1865. The enslaved persons denoted in these records were largely house servants, often mixed race, who lived on close terms with their owners. In some cases, the actual houses in which these enslaved persons served their owners still exist, and the addresses are listed in extant city directories of the time.



Yarborough added that “the marriage records of these enslaved persons indicate names of the groom, bride, slave owners, minister, and date and location of the ceremony. These enslaved persons’ baptismal records indicate names of infant, mother, father (occasional), slave owner, minister, and baptismal sponsors (mother, slave owner or proxy, or other enslaved persons). Of particular note are multiple births recorded to enslaved mothers.”

Yarborough concluded that “information from such entries combined with Richmond County and surrounding counties’ slave inventories, appraisement, and sale records 1785–1865, probate records, and newspaper accounts of slave sales and freedom seekers can assist in tracing pre-Emancipation lines of kinship.”

There are many more materials, including marriage registers, historical extracts, print histories, articles, clippings, booklets, calling cards, and correspondence that account for the church’s early history, church conventions, centennial celebrations, and burials.

Erick D. Montgomery, the executive director of Historic Augusta, Incorporated, who has regularly touched upon these materials in his work, noted that “having these historical materials available through digitization online will make valuable records available to anyone interested in the history of Georgia, Augusta, religion, societal trends, enslaved and free African Americans, genealogical connections, and countless other topics unforeseen.”

Essential Local History Materials for Lee County, Georgia Available Freely Online

The [Lee County Library Local History Collection](#) contains essential historic print items belonging to the Lee County Library in Leesburg, Georgia, dating from 1784–2000. Among the materials are local and regional Baptist and Methodist church histories, histories of the historic towns of Smithville and Starkville, Lee County oral histories, and documentation of the Great Flood of 1994 caused by Tropical Storm Alberto that caused significant damage in Southwest Georgia.

Bobbie Yandell, director of archives at the Thronateeska Heritage Center in Albany, Georgia, noted that “the church histories, as well as the histories of Smithville and Starkville, provide important information to early life in Lee County. These resources describe the roots of the county as well as the citizens that resided in it. The materials concerning the Flood of 1994 display how our communities came together in a time of disaster. They show what our community is capable of when a collective effort to come together is made. It is important that future generations are able to revisit these histories in order to both honor and remember what has been achieved by those who came before us.”

Yandell continued: “Lee County has a rich local history which mostly resides in physical materials. The fear of degradation is a threatening reality for the collection. With assistance from the Digital Library of Georgia,

digital preservation allows these materials to be used for generations to come. In my efforts, I have found that small towns frequently suffer from their histories disappearing or being forgotten. It gives me hope that methods such as digitization exist so that rural histories may persist and be remembered.”

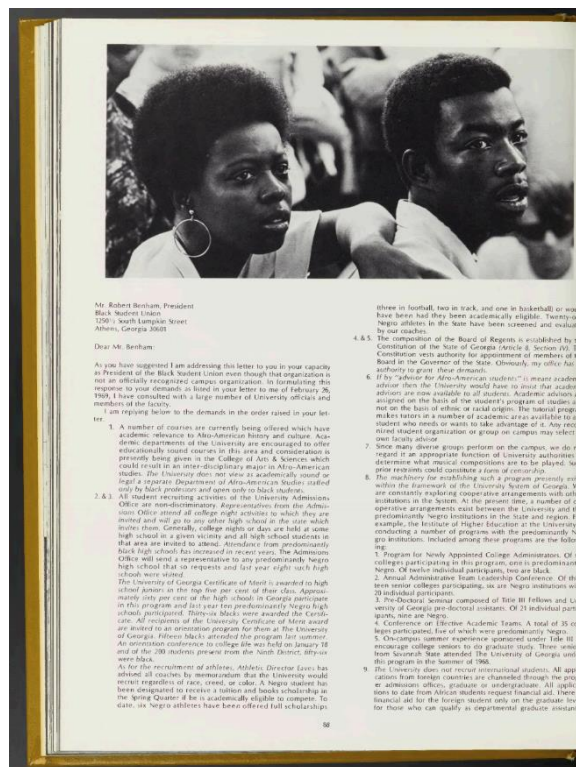
Pandora Yearbooks Documenting Pivotal Years in the University of Georgia’s History Available Freely Online

The *Pandora*, the University of Georgia’s (UGA) yearbook, has been published nearly every year since 1886, serving as a rich source of

institutional and social history that has traced the growth and development of the country’s first state-chartered university. Through a partnership between the Hargrett Library, University Archives, and the Digital Library of Georgia, yearbooks that document campus life, students and faculty, clubs, and other events from 1965 to 1974 have been digitized, allowing free online access to *Pandoras* that document the years following desegregation and the first social movements for black students, women’s

liberation, gay liberation, and campus free speech as they manifested themselves on the UGA campus. These editions are now available at https://dlg.usg.edu/collection/dlg_pandora.

“The *Pandora* is a record created by and for students, and it naturally presents their perspective first and foremost. Not all of their views reflect our institutional values today. Still, a number of students depicted in the *Pandora*



Mr. Robert Benham, President Black Student Union, 1200 North Lumpkin Street, Athens, Georgia 30602

Dear Mr. Benham:

As you have suggested I am addressing this letter to you in your capacity as President of the Black Student Union more through that organization is not an officially recognized campus organization. In formulating this response to your demands to hold in your letter to me of February 26, 1969, I have consulted with a large number of University officials and members of the faculty.

As you have suggested I am addressing this letter to you in your capacity as President of the Black Student Union more through that organization is not an officially recognized campus organization. In formulating this response to your demands to hold in your letter to me of February 26, 1969, I have consulted with a large number of University officials and members of the faculty.

shown in football, two in track, and one in basketball or would have been had they been academically eligible. Twenty-one Negro athletes in the past have been screened and evaluated by our coaches.

4. & 5. The composition of the Board of Regents is established by the Constitution of the State of Georgia (Article 3, Section IV). The Constitution vests authority for appointment of members of the Board in the Governor of the State. Obviously, my office has no authority to grant these demands.
6. If by "admission for Afro-American students" it means academic admission then the University would have to issue that admission admission on the basis of the student's program of studies and not on the basis of race or color.
7. Since many diverse groups perform on the campus, we do not regard it an appropriate function of University authorities to determine what musical compositions are to be played. Such one person could constitute a form of censorship.
8. The machinery for establishing such a program presently exists within the framework of the University System of Georgia. We are constantly making cooperative arrangements with other institutions in the System. At the present time, a number of cooperative arrangements exist between the University and the predominantly Negro institutions in the State and region. For example, the Institute of Higher Education in the University is conducting a number of programs with the predominantly Negro institutions. Included among these programs are the following:
 1. Program for Newly Appointed College Administrators. Of six colleges participating in this program, one is predominantly Negro. Of twelve individual participants, two are black.
 2. Annual Administrative Team Conference. Of eleven senior colleges participating, six are Negro institutions with 20 individual participants.
 3. Pre-doctoral seminar composed of five in the fields of Law and University of Georgia pre-doctoral students. Of 21 individual participants, five are Negro.
 4. Conference on Ethnic Academic Teams. A total of 35 colleges participated, five of which were predominantly Negro.
 5. One-campus summer experience sponsored under Title III to provide college seniors in its program study. These seniors from fourteen State attended the University of Georgia under this program in the Summer of 1968.
 6. This University does not recruit international students. All applications from foreign countries are forwarded through the proper admissions office, graduate or undergraduate. All applications are given from African students except financial aid. There is financial aid for foreign student only on the graduate level for those who can qualify as dependent graduate students.

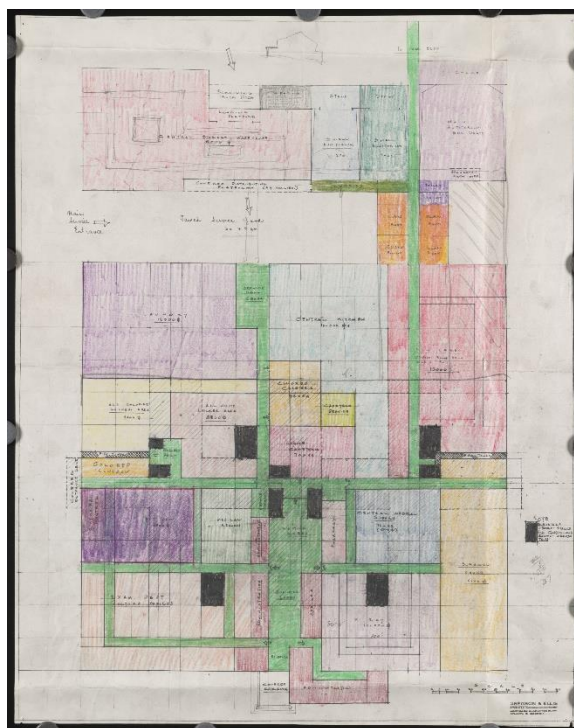
at this time were striving to create a more inclusive and conscientious campus, as evidenced by their writings, photos, artwork, and images of protests. The yearbooks are a crucial document for capturing the early days of student dissent and activism that continues on campus to this day," said Steve Armour, university archivist at the Hargrett Rare Book & Manuscript Library, one of three special collections units of the UGA Libraries.

College yearbooks can help people interested in genealogy research or sports history. They also play a role in documenting the history of UGA and, by extension, the state of Georgia and higher education in a broader sense. The project to digitize the 1965–1975 *Pandoras* expands the virtual collection of materials, including the first 50 years of publication, allowing alumni, other UGA community members, or anyone with interest to explore more than decades of UGA's history online.

Larry Dendy, a UGA alumnus who worked in UGA's Office of Public Affairs for 37 years (1972–2009) and wrote the book *Through the Arch: An Illustrated Guide to the University of Georgia*, published by UGA Press in 2013, noted that the time period was marked by university milestones as well as national trends. "The decade of 1965–1975 was a critical period as the university dealt not only with national social and political upheavals but also with many major campus issues including enrollment increases, advances in research and academic quality, physical plant expansion, newfound athletic successes, and changing student attitudes and more," he said. "These

and many more challenges and changes of this decade are documented by students themselves through their photos and narratives in *Pandoras*. Their perspective—whimsical, irreverent, ironic but often incisive—opens a revealing lens into the mood and mentality of college campuses in this time."

Architectural Records Documenting Segregated Health Care Facilities in Baldwin, Richmond, Treutlen, Ware, and Wayne Counties in Georgia Available Online.



In partnership with Kennesaw State University's Department of Museums, Archives & Rare Books, the Digital Library of Georgia has just added a collection of oversized technical drawings from the Gregson and Ellis Architectural Drawings Collection that document the experiences of "living and receiving medical and mental health care in the mid-20th century segregated South," according to Helen Thomas, the outreach archivist at Kennesaw State University Archives.

The collection, available at https://dlg.usg.edu/collection/gki_gead, features facilities located across Baldwin, Richmond, Treutlen, Ware, and Wayne counties in Georgia.

Thomas, who works regularly with these materials, added that "architectural records demonstrate not only trends in construction and design, but also reflect the society in which the buildings exist...The materials we proposed to digitize depict public facilities, from small rural hospitals to large medical complexes,

representing the medical services available to all Georgians regardless of their level of income.

She concluded: "Since each set of drawings shows public facilities built in Georgia before the passage of the Civil Rights Act of 1964, these drawings demonstrate how buildings were constructed to segregate not only by the facility but also within facilities. While some of the drawings in this collection reveal separate buildings constructed for the same purpose, but each restricted to White or African American citizens (such as separate psychiatric buildings in the Milledgeville complex for White and African American patients), some show how individual buildings were segregated. An example of the latter is the Augusta State Hospital, which shows separate entrances, waiting areas, restrooms, cafeterias, pharmacies, pediatric wings, and locker rooms for White and African American patients and employees."

Barbara Berney, Ph.D., MPH, used the Gregson and Ellis materials in her documentary *Power to Heal: Medicare and the Civil Rights Revolution*, and said: "This documentary examines the history of inequality in Americans' access to health care, and specifically how Medicare was used to desegregate thousands of hospitals across the country. As a scholar of public health and the US health care system, I was inspired to produce the film by hearing eyewitness accounts from physicians, nurses, and government staffers involved in the integration effort and those who struggled to provide health services in rural areas lacking the most basic medical care. The Gregson and Ellis collection provided context for these firsthand accounts by illustrating the physical space in which these health care professionals were working...In addition to providing multiple examples of public hospitals of this era, these drawings show that the public medical facilities available to African Americans were not only separate but could also be limited in size and capabilities."

"We Endure" Oral History Collection Documents Stories, Struggles of Cairo, Georgia's African American Community

Georgia Public Library Service has digitized over 80 oral history interviews held by the Roddenbery Memorial Library in Cairo, Georgia, and recorded during the early 1980s with African American residents of that area. The collection, *They Endure: A Chronicle of Courage*, also includes 50 digitized slides depicting local African American churches and cemeteries in Grady County. Digitized collection materials are available online through the Digital Library of Georgia and Soundcloud.

The interviews were originally recorded on cassette tapes and cover a wide breadth of topics including rural agriculture, the local economy, education, midwifery, traditional medicine, and church life in Cairo. In one interview, Mrs. Susie Scott discussed her role as a church historian and shared information on the historical beginnings of her congregation, located near Whigham, Georgia: "During the latter days of slavery, [enslaved worshippers] would just meet out there, somewhere where they thought they could be safe, you know ... our church first began as a brush arbor in Piney Grove community. ...This land was purchased December 20, 1878, and the first church was a log church ... And I have a letter from that day from a lady I got that information from, and her grandmother named the church Ebenezer."

The interviews were recorded between 1981–1982 by Dr. Robert Hall and Frank Roebuck as a part of a grant from the Georgia Humanities. The project emphasized community participation and interviewees were encouraged to submit copies of family photographs, documents, and collectables to Roddenbery Memorial Library.

Each of the interviewees brought forth their personal memories and recollections about life in Grady County during the early 20th century. In another interview, Ms. Pinkie Norwood

Simmons reflected on her career as a midwife: “So, I delivered one baby after another, sometimes five babies in 24 hours ... that was the most I delivered in one day.” Roebuck asked how many babies she delivered in her career, to which Ms. Simmons replied, “500 was the last count, but I’ve delivered a few since then.”

Interviewees include prominent community figures, educators, domestic workers, church officials, and farmers. While each of these stories is different, together they portray the

community’s resilience and endurance through social support networks.

“I am so excited to have these voices heard again,” said Janet Boudet, director of the Roddenbery Memorial Library. “Most of the interviewees have been deceased for 15 to 35 years now. The release of these recordings is a wonderful opportunity to hear how a specific generation and group of community members endured hardships of their own.”

Off the SHELF

Christian Citizens: Reading the Bible in Black and White in the Postemancipation South by

Elizabeth L. Jemison (University of North Carolina Press, 2020: ISBN 9781469659695, paperback, \$29.95; 9781469659688, hardcover, \$95.00)

Christian Citizens examines the tumultuous and uncertain period of American history from emancipation to the turn of the 20th century.

Elizabeth L. Jemison focuses on events in the Mississippi Valley to chronicle the diverging paths of White and Black Southerners as each group used widely different interpretations of the Bible and Christian life in their attempts to define the future for freed slaves entering mainstream society.

Black Southerners sought to become equal intellectual, moral, and political members of American society with a certainty that the US Constitution and the Bible clearly articulated their rights to self-determination and citizenry. They were able to attain many elected offices in the early 1870s with a majority of eligible voters in Mississippi, becoming a locus of Black political power. This was unacceptable to White Southerners who sought to return to an antebellum-era patriarchal social order. They, too, used the Bible to justify their beliefs, conceiving of a theological interpretation of Southern history, which depicted an idyllic and peaceful plantation life in which White men were divined by God as the benevolent keepers of social order. This false theology conveniently

avoided recognition of slavery's physical and psychological violence and its lasting effects.

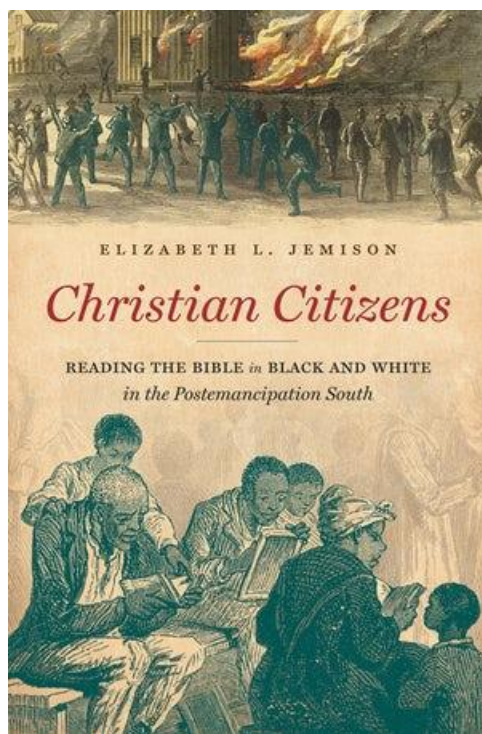
Without federal oversight or the continuing support of Northerners after Reconstruction, White supremacy was formed and flourished throughout the Southeast. It was encouraged by Protestant ministers speaking and writing in support of this antebellum theology, which they saw as necessary to stop the perceived heretical viewpoints of Northern Christians. Newspapers

followed suit when excusing racial violence as a necessary part of preserving families and social order.

White Southerners engaged in mob violence and intimidation to prevent Black Southerners from voting and achieving equality, resulting in the vicious decades-long plague of lynching that occurred across the American Southeast. Eventually, Jim Crow laws were enacted as a final step towards creating legal segregation. To merely say that the effects of these laws, prevailing attitudes, and horrendous behaviors from this period of Southern history are still apparent in

present-day American life is a gross understatement.

Jemison's research is deep and thorough, using a wide variety of primary sources to explain the stages of development through which White supremacy and systemic racism arose. She masterfully weaves together complex narratives of Black and White Southern experiences into a complete picture of racial oppression and lays



the groundwork for readers to understand its ongoing effects on American society.

This fascinating book is highly recommended for college and university collections, particularly those supporting academic programs in

American history, sociology, and religious studies.

Judy MacLeod Reardon is Reference Coordinator/Librarian Assistant Professor at Kennesaw State University

Off the SHELF

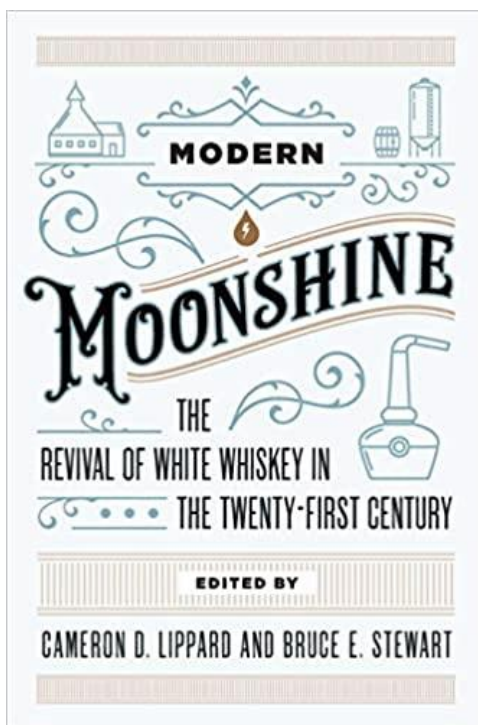
Modern Moonshine: The Revival of White Whiskey in the Twenty-First Century edited by Cameron D. Lippard and Bruce E. Stewart (West Virginia University Press, 2019: ISBN 9781946684820, \$29.99)

The resurgence in the popularity of moonshine in recent years has set the stage for an academic examination of the reasons behind this renaissance of white whiskey. *Modern Moonshine: The Revival of White Whiskey in the Twenty-First Century* is edited by Appalachian State University professors Cameron Lippert and Bruce Stewart, who also author the introduction, which serves as a useful unification of the book's sometimes disparate themes. The book brings together a collection of essays that provide the context in which modern moonshine has flourished and bridge the history of moonshining to modern day commercial distilling.

Limited in scope to Southern Appalachia, the essays in the book are divided into three sections. Part I takes the reader through the early history of moonshine up through the postmodern era. Stewart's brief history of moonshine debunks the popular idea that the often "othered" culture of Appalachia was a result of geographic isolation and ethnicity. He posits instead that it was external economic and social forces that drove the first people there to make their own liquor. History professor Daniel S. Pierce follows up by describing how modern moonshiners have taken the stereotype of the hillbilly outlaw

and used it to market their liquor. In one of the book's more provocative chapters, media studies professor Emily D. Edwards examines the popularity of the moonshiner's trickster persona as a hero figure for the downtrodden working-class White man who sees the government as a corrupt institution favoring greedy politicians, the wealthy elite, women, LGBTQ people, and other minorities.

Part II shifts into a more academic gear to scrutinize the economic conditions that led to



the rise of the modern moonshine industry with Kenneth J. Sanchagrin's description of the wave of deregulation enacted by many states after the Great Recession of 2008. His contribution stands out as a laborious yet necessary piece amidst the tales of intrigue and adventure. The following chapter on the concept of authenticity in the marketing of moonshine, by sociologists Byrd, Lellock, and Chapman, serves as the core of the collection and ties several of the other essays together. Their understanding of authenticity as constructed instead of innate underlies all other discussions of the

marketing of modern moonshine and helps the reader understand why this is a topic worth investigating. Another standout essay, written by Jason Ezell, introduces two distilleries—one gay-owned and one woman-owned—and writes of the challenges they encounter working within neoliberal systems that frown upon any divergence from the heteronormative, patriarchal, and ableist traditions tied to the

very history of moonshine upon which distillers depend to market their products.

The final section wanes as the authors tell of the ways in which legal moonshiners have hitched their businesses to existing tourism markets, historic buildings, and cultural artifacts. *Modern Moonshine* shines brightest when recalling the history of the practice to the uninitiated and when it uses sociological methods to explore the modern American

fascination with moonshine—and the ways in which distillers tap into that fascination to market a product that would otherwise fade into history.

This title is recommended for libraries with collections on Southern Appalachian history and sociology.

*Stephen Michaels is Reference Services Librarian
at University of North Georgia*

Off the SHELF

Tracking the Golden Isles: The Natural and Human Histories of the Georgia Coast by Anthony J. Martin (University of Georgia Press, 2020: ISBN 9780820356969, \$32.95)

In his eighth published book, Dr. Anthony J. Martin, professor of practice in the Department of Environmental Sciences at Emory University, focuses his research on Georgia's coastline, specifically its Golden Isles. St. Simons Island, Little St. Simons Island, Sea Island, and Jekyll Island comprise these Isles, Georgia's four barrier islands located halfway between Savannah and Jacksonville. He also makes research stops on Tybee Island, Sapelo Island, Cumberland Island, and a few other coastal locales in Georgia. In *Tracking the Golden Isles*, Martin uses his knowledge as an ichnologist, one who studies trace fossils both in modern and past history, to explore traces of life on Georgia's barrier islands.

Trained at university as a geologist and paleontologist, Martin primarily focuses his research endeavors on ichnology, a field defined by the *American Heritage Dictionary of the English Language* as "the branch of paleontology dealing with the study of fossilized footprints, tracks, burrows, or other traces as evidence of the activities of the organisms that produced them."

On the south end of Jekyll Island, Martin—assisted by his wife, Ruth—draws conclusions about the diet of sanderlings based on traces left in beach sand at low tide. This flat stretch of beach lends itself to the human discovery of

traces left behind by shorebirds, molluscs, and amphipods. Martin theorizes that a frenzy of sanderling foot tracks amidst a bed of empty dwarf surf clam shells points to a recent predatory scene: an avian feast of shallow buried bivalves.

Martin also reminisces about previous research trips in *Tracking*. He discusses finding racoon tracks on St. Catherines Island intertwined with those of a loggerhead turtle, indicating that the hungry racoon followed the mother turtle to her nest in order to feast. Racoons—as well as wild island hogs—ruthlessly consume turtle eggs, thus threatening the future of the loggerhead and diamondback terrapin species. Nearby, Wassaw Island has borne no evidence of hog traces and thrives as a nature reserve for nesting sea turtles and shorebirds. Once owned by freed slave Anthony Odingsell in the 19th century, Wassaw is now owned by the Nature Conservancy and managed by the US Fish and Wildlife Service.

This book is suitable for academic libraries whose institutions offer biology, marine biology, and life sciences programs or environmental science and fish and wildlife management courses. Coastal Georgia bookstores and public libraries would also benefit from this title's addition.

Kristi Smith is Resource Description Librarian at Georgia Southern University

