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North Carolina Libraries is the official publication of the North Carolina Library Association.

Net Neutrality

Librarians must lead in the fight for net neutrality. Just as they were an important force in the growth of public libraries for all citizens, librarians must do everything they can to ensure that citizens regardless of where they live have access to the Internet. Currently there is a push to roll back the rules that allow equal access to the Internet. Some large bandwidth users such as Netflix who supported net neutrality in the past, are now pulling away from the concept. Large users of the Internet, just like the railroads of the nineteenth century, seem to feel that they have the clout to set the rules to favor themselves and not the average user. There is already a significant disparity between large research centers with gigabit access and rural locations that only have dial up access. The real challenge is how to convert the existing legacy copper systems into more modern data pipelines, while allowing at the same time the development of new technologies to further expand the gigabit universe. Current Internet providers come largely from the outgrowth of early copper telephone systems with Sprint being one of the prime examples. Internet providers are saying that the net neutrality rules are just too expensive and burdensome for their high speed environment. They feel that it's just not "fair" to be forced to provide equal access to "free or low cost" sites such as public libraries. Originally the net neutrality concept was an outgrowth of the idea of publicly regulated utilities providing standardized service to all customers with rates set by a "public utilities commission." Some groups want to change this public utility concept of net neutrality by modernizing the rules similar to what was done with airline and telephone company deregulation. Librarians need to get together to lobby for the inclusion of all libraries as equal access points for the general population. Librarians have long championed equality of access to print materials from publicly supported budgets. Doing the same for net access will carry the concept of low cost or free public access into the digital world of the twenty-first century. Let's all do our part to keep both print and electronic information flowing to our citizens.

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Denelle Eads

Changing the Climate: Staff Development Activities that Address the Real Issue, Communication in the Workplace

When large libraries are fortunate enough to have multiple departments where staff are assigned to carry out specific tasks within their unit, broader communication lines within the entire organization are often disconnected. This, in turn, creates a one-dimensional level of communication that often hampers the ability to have a collaborative and engaged work environment within the organization. These environments often result in work relationships that are compartmentalized, providing very little interaction across organizational departments. Transforming the workplace environment to a healthier climate that involves employee engagement and cross-departmental communication can be accomplished through the efforts of a staff development committee. This article examines the effect that an organized staff development committee has on changing the climate in a workplace where the lack of communication among employees is a barrier to creativity and productivity and is often the source of low morale. In addition, this article will provide sample activities and programs that can be used to address communication issues that occur due to compartmentalized environments within workplace organizations.

Literature Review

Library literature on staff development examines the effectiveness of utilizing programs and activities that enhance the organizational climate as well as communication among employees. Although the definition of staff development is broad, it can be interpreted as a way of advancing work-related skills or as a means of providing programs and activities used to repair work relationships for better communication; because of this, staff development initiatives are viewed as essential to any organization.

Although the purpose of a staff development committee may vary from organization to organization, the main function of such a committee is to build a foundation in which employees feel connected and in which their contribution to the work that they do is validated through upgrades of meaningful skills and personal relationships that create a healthy work environment and climate. Davis and Lundstrom suggest the following:

> *Most staff development committee (SDC) programs have multiple goals, however, two components of these goals remain constant. The first is a focus on skills training that keeps staff technology relevant and adept at the technologies and duties that relate to their role in the library. The second component is an emphasis on improving and building inter-library relationships. Both goals require planning, resources, and most importantly, the support of staff at all levels of the library.*[1]

"Success in any academic library is attributed to the staff," state Davis and Lundstrom. They define staff training as implementing programs to improve overall performance in order to be more innovative as an organization and to bridge a gap between present and desired performance. In addition, Davis and Lundstrom state that staff development committees help to improve individual skills and build interpersonal relationships throughout the library and promote a culture of fun and innovation. Finally, staff development committees foster interdepartmental communication and enhance productivity.[2]

Gordon and Hartman believe that workplace friendships help with getting the work done and enhance the productivity of employees. They say that social relationships build trust; aiding in information sharing, organizational flexibility and increased problem solving. Furthermore, they say that workplace friendships develop co-worker support, create a positive environment, and help to provide better communication among coworkers to complete assigned tasks.[3]

Employees use the "follow the leader concept." If a manager supports fun activities, staff will do the same. Karl et al. argue that levels of trust that individuals have in their managers and co-workers are also likely to influence their attitudes toward workplace perceptions and what they view as fun or acceptable environments. They say that trust is often connected with management in the workplace and it can only occur if it is encouraged and respected from the top. Organizations can only expect a certain level of trust when management takes control and sets the tone, supporting it when necessary.[4]

Dennis and Reina suggest that relationships develop through leaders demonstrating a strong sense of trust in people. In addition, they state that the practice of communicating trust helps a leader understand people better.[5]

Staff development committees provide a way for employees to connect to the organization on a personal level, which takes the concept of work to another level. It means more than just showing up for work, according to Donovan and Figueroa.[6] They state that library managers can use staff development to involve employees in departmental projects that benefit employees by helping them to feel more involved and invested in the library as an institution unto itself. In return, staff involvement becomes deeply rooted in the tasks that keep the organization functioning.[7]

Group work, such as what occurs with staff development committees, builds communication skills which result in a more effective and meaningful organization, according to Jennerich. She states that committee work involves communication skills of all types, including skills such as managing meetings, working on task forces and gaining experience with facilitation tools that help groups reach consensus and decisions.[8]

Rockman argues that staff development activities that are considered fun make the work environment one which provides relaxation, laughter and a positive atmosphere to the organization. She explores how the following activities can enhance the work environment: sports tournaments, dress-up days, award ceremonies, contests, learn-at-lunch sessions and food-related events. These are all activities that promote workplace communication and engagement. Providing fun staff development activities can contribute to high workplace morale and a productive library. In addition, she suggests that when organizations recognize the importance of humor, fun, teamwork, and camaraderie, a powerful message is sent to employees and patrons. She argues that personal attitude and motivation has a great deal to do with work performance.[9] Karl and others agree, supporting the notion that fun plays a big role at work and is essential for enhancing employee motivation and productivity, reducing stress, and increasing customer satisfaction.[10]

> *"When organizations lack cross-departmental communication, workflows tend to lead to specific departments working independently of each other, which segregates relationships across the organization."*

Working as a Team

As technology advances, it strengthens the case for moving toward less personal contact among employees. The use of email, smart phones and other electronic devices reduces the lines of personal or face-to face communication. In large organizations (like Atkins Library) that are able to hire specific staff to handle more defined tasks, communication across departments is often absent. When organizations lack cross-departmental communication, workflows tend to lead to specific departments working independently of each other, which segregates relationships across the organization.

Building a healthy work environment takes collaborative work relationships within the organization and results in higher productivity. Those relationships can be built from staff development programs or committees that are made up of various departments and professional levels of the entire library staff.

J. Murrey Atkins Library

Atkins Library (University of North Carolina at Charlotte) created a Staff Development & Activities Committee to help solve communication problems between departments as well as to increase communication among library staff. In essence, the committee was charged to provide programs and activities to get staff to start talking to one another and to begin working together and functioning as a team. Like Davis and Lundstrom suggested, Atkins Library's goal fell under the category of relationships. The committee identified a quality in the organizational structure that needed to be repaired, and that was communication. While focusing on the organizational climate of the library, the Staff Development & Activities Committee created programs and activities that would encourage interaction between staff members by facilitating both professional development and team building activities.

Staff Development Activities and Programs

Coffee Conversations–This staff interaction event encourages communication among the entire library staff. It is a time to chat with colleagues and get to know each other over a cup of coffee or tea in a relaxed environment.

Out of the Box–This social event is designed to get staff to take a break from their everyday routine of eating lunch alone. The event encourages employees to get away from their desks and have lunch with fellow library employees. Staff participating in this event have gathered together to have lunch at various campus venues such as the campus gardens, staff and faculty dining halls and the Student Union.

Let's Talk Tech–This event encourages staff to meet with the Technology and Digital Strategies department to discuss technology related to the library and technology in our everyday lives.

Getting To Know You–This meet and greet event matches up library faculty and staff who want to get to know their co-workers. Participants of this activity meet in pairs for lunch, over coffee or at a neutral meeting place to chat about whatever subject they choose.

Self-Selected Group Development–This activity is designed to connect staff members who may share similar interests. The idea is to have staff identify any skill or interest they would like to pursue and see if other staff are interested in the same thing. They may have different purposes or goals for the skill but would like to learn and practice it together. With this activity, the Staff Development and Activities Committee offers a framework for meeting up with staff to complete a common goal. Some of the common interests include music, health and exercise, writing, knitting, learning a different language and home brewing.

The Welcome Wagon–This onboarding activity pairs new employees with existing employees as a way to help new hires become acclimated to their new workplace. Members of the Welcome Wagon have one primary role - to help new staff members feel welcome and comfortable at Atkins Library. Welcome Wagon members are asked to invite new employees to have lunch and/or coffee with them within their first month on the job. The Welcome Wagon activity serves as a relationship builder among library staff.

Conclusion

When libraries have large staffs with multiple departments and units, it is difficult to keep the organizational climate one that operates in an inclusive manner which promotes interdepartmental communication and interaction among the entire library staff. With the implementation of a staff development committee, communication issues among departments and staff working across various areas can be alleviated, making the work environment a place that encourages trust among employees and resulting in a more productive staff.

Based on the library literature on staff development initiatives, having such programs and activities in an organization has a positive impact on the entire library. As staff begin to interact through casual social settings, relationship building occurs and transforms the once segregated organizational units and departments into unified ones that blend departments in a way that employees are working, interacting and communicating as one. Implementing staff development programs and activities in organizations adds a unique component to the organizational foundation–one that reflects personal overtones in the work environment that soften the work climate. This allows employees to feel cared for, appreciated and motivated to perform in a positive manner, resulting in a healthy and productive work environment. Staff development initiatives do exactly what the title states, they develop staff to be the best that they can possibly be by emphasizing the positive impact that various forms of communication have on the workplace. With any organization, small gestures such as socializing, talking and mingling go a long way in terms of building a solid foundation to a positive organizational climate. Staff development committees and programs can provide the key to productivity, happiness and a healthy work environment.

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Tammy Elizabeth Ivins

15 Years Later: Considering the ALA/CIPA Dispute Through Uncertainty Reduction Theory

Uncertainty reduction theory describes how individuals and organizations react when faced with a new relationship, including information seeking about the new entity. In 2002, the American Library Association entered into conflict with the new Children's Internet Protection Act, and this paper will demonstrate how the resulting lawsuit, and defense against the Department of Justice's appeal, illustrate information seeking behavior in order to reduce uncertainty. This paper offers uncertainty reduction theory as a theoretical framework for conceptualizing this series of events, describes the American Library Association's uncertainty, considers possible factors behind their uncertainty level, and describes the uncertainty-reduction information seeking behavior demonstrated.

Background

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000 as part of H.R. 4577.[1] The act required all schools and libraries to deploy Internet filters to protect children from obscenity, pornography, and other content harmful to minors. Prior to this act, the American Library Association (ALA) had advised libraries to protect children with methods such as optional filters, Internet education courses, Internet use policies based on local needs, and strategically visible placement of computer terminals.

The passing of this act put libraries and the ALA in a philosophical quandary. Federal funds received by libraries provided significant benefits, but historically libraries have supported freedom of speech and open access to information. Just a little over three weeks after the Act was passed, the ALA voted to challenge the CIPA, and on May 31, 2002, the eastern district of Pennsylvania court ruled unanimously in favor of the ALA.[2] Shortly after the ruling by the eastern district of Pennsylvania, the United States Department of Justice (DOJ) notified the Supreme Court that it would appeal the ruling. On June 23, 2003 the Supreme Court made a plurality decision in favor of the CIPA.[3] In the ruling the Supreme Court clarified elements of the Act, including the fact that Internet filters should not be applied to adults.

In hindsight, this may seem like a useless conflict. It stretched over two years and involved two courts, only to result in a ruling that supported the original law all along. However the conflict is only nonconstructive if the total elimination of the CIPA was the entire goal. While that may have been the stated goal of the ALA, it is possible that the philosophical core of the ALA original suit (and defense against the DOJ's appeal) was based in uncertainty reduction.

When reviewing statements by the ALA and literature written by librarians during and after the legal wrangling, it is clear that the CIPA asked libraries and librarians to perform acts that ran contrary to their core identity. When faced with these requirements, self-doubt and

> *"Librarians were forced to consider how they could follow the letter of the law while still maintaining their core principles..."*

confusion kicked in. Librarians were forced to consider how they could follow the letter of the law while still maintaining their core principles, or whether they should even have to do so. Through the ALA's original lawsuit and the following appeal by the DOJ, the specifics of the CIPA were clarified. Uncertainty in face of the new filtering restrictions was reduced as libraries were able to understand the unshakable reality of the Act, exactly what the restrictions would be, and how the Act would affect users.

Information seeking, the behavior demonstrated by the American Library Association by their initial lawsuit, is one of the seven core axioms of Uncertainty Reduction Theory.[4] Broadly, "[u]ncertainty reduction theory… seeks to explain how people think and behave during the initial stages of relationship development,"[5] but it also has been applied at the organizational level. This article proposes that the conflict between the American Library Association and the Department of Justice was caused by information seeking behavior meant to reduce the organization's environmental uncertainty when faced with a "relationship" with their new legal decree, and that when seen through that lens, the conflict can be seen to have been a productive one.

The following four questions will serve as a guide when considering the ALA-CIPA dispute through Uncertainty Reduction Theory:

1. Does Uncertainty Reduction Theory research offer any frameworks for understanding the ALA's uncertainty level?
2. What are some factors that may have contributed to the level of uncertainty when CIPA was passed?
3. How does information seeking behavior fit into uncertainty management, and what methods of information seeking behavior did ALA display?
4. What was the motivation for ALA to deploy information seeking behavior in their uncertainty management (aka: in the lawsuit)?

Frameworks & Models of Understanding

Risk and uncertainty have been defined in numerous ways, but an excellent summary of some scholarly definitions is offered by Lipshitz and Strauss: "a sense of doubt that blocks or delays action."[6] This definition is an apt tool for understanding the uncertainty faced by ALA, as their doubt in the legitimacy of the law literally caused them to delay upholding the law while they assuaged their uncertainty. The Association experienced "(i)nadequate understanding owing to equivocal information" (this information could be interpreted multiple ways). According Lipshitz and Strauss's study, this is one of the most common uncertainty types.[7] Meanwhile, Lipshitz and Strauss found that "reduction" is the most common response to inadequate understanding.[8] One form of uncertainty reduction is information gathering, the behavior that ALA demonstrated with their law-suit and appeal.

Milliken (1987) is another scholar who studied types of uncertainty. He notes that the previous "perceived uncertainty" measurement scales (which largely rely on measuring the rate of environmental change) were unreliable and suggests instead using measures that study the level of unpredicted environmental change.[9] Considering the uncertainty types outlined by Milliken, the ALA was certainly experiencing "environmental uncertainty," wherein the source of their uncertainty was from the external environment.[10] The Association was likely also dealing with "response uncertainty," defined as "a lack of knowledge of response options and/or an inability to predict the likely consequences of a response choice."[11] This illustrates the usefulness of the detailed ruling by the Supreme Court, which laid down some more specific guidelines as to the implementation of CIPA.

Finally, Bordia, Hobman, Jones, Gallois, & Callan studied the influence of uncertainty on the members of an organization. The authors describe the state of "strategic uncertainty," defined as "the (in)ability of the organization to meet the future needs of its customers, the direction in which the organization is heading, the business environment in which the organization will have to exist, and the overall objective/mission of the organization."[12] Certainly, ALA experienced strategic uncertainty as it considered its overall objective and mission as an organization in service to its customers (the libraries and librarians who were members).

Contributing Factors

Was ALA's uncertainty level influenced by its organizational type (a large, national non-profit)? Duncan's research indicates not. He found that environmental factors play a larger role in uncertainty than organizational type.[13] The most influential factor that Duncan identified was the static-dynamic dimension, the degree to which environment elements change or remain static.[14]

Meanwhile, in 1979 Berger identified three factors that might increase an individual or organization's uncertainty level: future interaction, deviance, and incentive. When CIPA passed, ALA certainly experienced all three factors. As a new law, it would be affecting libraries in perpetuity, so the ALA would be "interacting" with it in the future. It required librarians to act contrary to core values, and thus was deviating from expected norms (similar to the level of environmental change described by Duncan in the preceding paragraph). Finally, because CIPA concerned funding for thousands of public and school libraries in America, there was a huge incentive for ALA to resolve its uncertainty.

Finally, Kellermann and Reynolds' research suggests that a strong contributing factor to an individual or organization's level of uncertainty is their own "tolerance for uncertainty."[15] In their model, Kellerman and Reynolds measure "concern for uncertainty reduction" or "need for certainty" as opposed to the state of uncertainty itself.[16] While further research (probably in the form of interviews) would have to be conducted in order to determine the ALA's internal tolerance for uncertainty at the time of its lawsuit, that is a valid possible contributing factor to ALA's uncertainty level.

Information Seeking Behavior to Reduce Uncertainty

As previously mentioned, "information seeking" is one of the seven key axioms in Berger and Calabrese's 1975 article about interpersonal communication, which serves as a foundational piece of literature for uncertainty theory. In the axiom, Berger and Calabrese describe information seeking behavior as being driven by uncertainty: "high levels of uncertainty cause increases in information seeking behavior. As uncertainty levels decline, information seeking behavior decreases."[17] While this axiom is intuitive to comprehend and therefore easily believable, later researchers have found little evidence that uncertainty is consistently reduced along with the decrease in information seeking. For example, sometimes information seeking actually increases as uncertainty decreases.[18] There is also evidence that information seeking may not be an effect of uncertainty reduction, but rather the opposite: information seeking reduces uncertainty.[19] However, whether or not there is as literal as a cause and effect as described by Berger and Calabrese, researchers have continued to assume a relationship (albeit possibly an unpredictable one) between uncertainty and information seeking. The widely-accepted "standard procedure for coping with uncertainty" begins with reducing uncertainty through an information search.[20]

Another axiom of Berger and Calabrese describes the changing intimacy level in communication and information seeking during uncertainty: "high levels of uncertainty in a relationship cause decreases in the intimacy level of communication content. Low levels of uncertainty produce high levels of intimacy."[21] A lawsuit, such as the one exchanged between the ALA and the DOJ, is undeniably a cold and unintimate form of communication. Following this axiom, this information seeking communication style (the lawsuit) implies there was a very high level of uncertainty involved for ALA and the DOJ.

In one of his later studies, Berger analyzes information behavior and provides three different categories: passive (observing the opposite party), active (querying un-associated parties), and interactive (asking the opposite party direct questions).[22] Brashers, who wrote about uncertainty reduction for health care patients, similarly describes information seeking methods. However rather than a list of categories, he suggests a scale of more direct to more passive methods.[23] In this situation, the ALA demonstrated what Berger would describe as "active" information seeking behavior by turning to a court of law, while Brashers would likely categorize that as being on the "more direct" end of the scale.[24] The court provided information about the opposite party (DOJ) in the form of both the ultimate rulings and the clarifications/restrictions that it recorded in regards to CIPA.

The ALA's choice to turn to an external information source can be explained by the literal nature of the conflict and the fact that it could only be resolved through the external party of the court, but it can still also be considered through the lens of communication in uncertainty management. For example, Elenkov found that "the higher the perceived strategic uncertainty scores, the higher would be the use of external sources of information over internal sources of information."[25] Considering the high stakes of this conflict, by Elenkov's model, indicates that ALA would turn to an external source.

As mentioned previously, Berger and Calabrese laid down an axiom that uncertainty provokes information seeking, but research further has questioned the causality in that statement. While information seeking usually accompanies uncertainty, Kellermann and Reynolds argued that it is not an always the case and/or that the information seeking may be of varying intensity levels. They explain that sometimes people or organizations do not want to seek information in order to reduce uncertainty; sometimes the individuals simply don't care enough.[26] As mentioned earlier in this paper, Kellermann and Reynolds found that individuals' (and organizations') varying levels of "tolerance for uncertainty" were a powerful determinant in whether they sought information, and to what extent they sought information.[27]

With this model in mind, we can consider the possibility that ALA was not just motivated by its uncertainty, but also possibly a high desire to reduce that uncertainty. Considering that thousands of librarians were looking to the Association for guidance as they balanced professional ethics, it is highly possible that a need for certainty was an even greater motivation for ALA's information seeking than the abstract uncertainty itself.

Kramer also studied the motivation to reduce uncertainty model, agreeing with Kellermann and Reynolds that information seeking behavior does not automatically follow uncertainty. Rather, he found that the desire to avoid costs "while maximizing benefits" competes with the desire to reduce uncertainty.[28] A lawsuit such as the one ALA went through is a costly endeavor, so by this model the Association must have seen some strong benefits to outweigh the costs. Those benefits could include continuing to be the authoritative source of information and dictator of procedural/ethical norms in the profession.

Kramer also found that the rarer the uncertainty is, the more likely someone is to seek information.[29] This certainly holds up in this situation, as the ALA does not often experience a mass-level of uncertainty across the profession like CIPA caused. Finally, ALA's lawsuit was an overt form of information seeking, which also matches another part of Kramer's model: "high motivation to reduce uncertainty" results in more direct inquiries.[30]

> "...*it is certainly possible that ALA was motivated to sue by more than just abstract uncertainty, but rather a desire to reduce the uncertainty related to this rare incident.*"

Conclusion

At the start of this paper, four questions were posed as guides to considering the ALA-CIPA dispute through Uncertainty Reduction Theory. The first was whether the research offers any frameworks for understanding the ALA's uncertainty level. According to the Lipshitz and Strauss model, ALA experienced inadequate understanding of the situation and coped via uncertainty reduction. In the Milliken model, the Association experienced environmental and response uncertainty. Finally, the research of Bordia et al. raises the possibility that ALA's uncertainty was tied to its strategic goals as an organization.

The second question concerned possible factors contributing to the level of uncertainty when CIPA was passed. Based on Uncertainty Reduction Theory literature, ALA's organizational type was probably not a factor in the level of uncertainty, but other likely factors include the amount of environmental change/deviance from norms, the future impact, incentive to resolve uncertainty and possibly an internal lack of uncertainty tolerance.

How does information seeking behavior fit into uncertainty management, and what methods of information seeking behavior did ALA display? While some details have been questioned, Berger and Calabrese's axioms are a valuable tool for beginning to understand how information seeking and uncertainty are related. With its suit, ALA demonstrated the direct, active information seeking behavior with an external source that Berger and Calabrese outlined in their axioms.

This article's final question related to ALA's motivation to deploy information seeking behavior in its uncertainty management (aka: in the lawsuit). While further research is needed, it is certainly possible that ALA was motivated to sue by more than just abstract uncertainty, but rather a desire to reduce the uncertainty related to this rare incident. The organization may have believed that the benefits to reduced uncertainty outweighed the costs of the information seeking process.

There is sufficient correlation between uncertainty theory and the ALA/CIPA incident for conflict theory to be used as a valid model. Furthermore, by considering the conflict in the light of uncertainty reduction and information seeking, we can see the rationale behind ALA's lawsuit, outside of a mere disinterest in complying with CIPA. Though the conflict was not successful for the ALA, by viewing it as an exercise in uncertainty reduction, the conflict can at least be seen as productive.

Further Research

Bordia et al. found that high-level uncertainty influenced other levels of uncertainty in an organization, including at the sub-group and individual level.[31] So while the state of "strategic uncertainty" is a useful model for understanding ALA's behavior, more research needs to be done into the uncertainty experience of the subgroups (libraries) and individuals (librarians) during this time.

Additionally, interviews with individuals serving as ALA leaders at the time would help illuminate the organizations' internal tolerance for uncertainty and any possible role that tolerance (or lack thereof) played into the organization's motivation for information seeking in the courts.

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Erin Lawrimore

Shoestring Social Media: Building a Social Media Presence for UNCG's Special Collections and University Archives

In his 1990 article "'Preoccupied with our own gardens': Outreach and Archivists," Timothy L. Ericson identifies a number of issues impeding the adoption of critically important outreach programming in archives, many of which ring true regardless of the method or mode of outreach. Ericson argues that outreach "should be ongoing, not simply a series of haphazard short-term projects." The work "should be tied to our mission statement" and "have short-term and long-term goals, just like acquisitions development."[1] Outreach should be considered a vital component of all archival practice.

Ericson wraps up his article with a call for action, stating that "it is time for us to do something rather than simply continue to talk about it."[2] Carefully planned outreach, regardless of the methods employed, is critical to the development of archives. Ericson further argues that "if people do not know what archivists are, or what they do, it is simply because archivists have not touched their lives in any meaningful way – in much the same way as many do not know what a podiatrist is until they have problems with their feet."[3]

In today's world, social media is a part of everyday life for the majority of adults across the United States. A 2015 survey by the Pew Research Center showed that 65% of all adults in the United States use at least one social networking site.[4] Adoption rates have either remained steady or grown across gender, income, education, regional, and race/ethnicity demographics over the last ten years. While many of the individual social network platforms have shifted in popularity over the last decade, the general interest in social media and social sharing remains high.

With such high adoption rates, archives and special collections cannot afford to ignore this important venue for outreach and awareness building. But building a social media presence, particularly one that crosses multiple platforms, can seem intimidating. Not only must one be familiar with the platforms themselves, but one also must be clear on the amount of time that can be devoted to social media as well as on the targeted audience for the communications. An active social media presence requires more than just creating a page. "If you build it, they will come" is not an effective strategy for developing social media presence. New content must be frequently posted, and accounts must be monitored to fulfill the goal of social media as a platform for education and engagement.

Developing a social media presence, however, need not be intimidating or all-consuming. With careful planning, collaboration, and reflection, any archives or special collections can establish and develop an active social media platform. Engagement through social media can readily align with the outreach objectives outlined by Ericson and become sustained communications methods that are aligned with institutional goals. In this case study, we will explore how staff of the Martha Blakeney Hodges Special Collections and University Archives (SCUA) at the University of North Carolina at Greensboro (UNCG) established and built a social media presence that stretches across multiple platforms and audiences to spread the word about their collections and their work. We will also examine the issue of sustainability planning and assessment for continued growth and development of a social media presence.

Starting Small: The Spartan Stories Blog

On October 1, 2012, Spartan Stories, a blog designed to share tales from the long history of the university, was launched.[5] This platform aimed to promote University Archives and University history through the public dissemination of short (500-700 words plus photographs) blog posts about specific people, events, places, etc. in UNCG history. Each Monday morning, a story would be posted.

Spartan Stories drew contributions from numerous staff members in Special Collections and University Archives (SCUA). In its first year, eight of the ten full-time employees in SCUA contributed at least one post. Contributions included blog posts from the Manuscripts Curator and the Curator of the Women Veterans Historical Project, both of whom drew from their collections to tell stories of individuals with strong ties to UNCG's past. Additionally, two undergraduate student interns from the History Department–one in Fall semester and one in Spring semester–added blog posts related to their primary research topics.

With multiple contributors, a shared spreadsheet was created to track who would be responsible for posts on given days and what the primary topic of the post would be. Staff members were allowed to sign up for as many or as few posts as they felt comfortable contributing, and they were encouraged to write on topics of personal interest or on topics in which they had already conducted research (for exhibits, classroom presentations, reference queries, etc.). By encouraging the reuse of existing research, the individual blog post creation process was less time consuming, and blog post writers felt more comfortable signing up to contribute multiple posts.

At the conclusion of the 2012-2013 academic year, we assessed the success of Spartan Stories in meeting its key goals of broadly communicating University history across campus and to the broader community of UNCG supporters through the use of Google Analytics. The analytics showed that, during its initial eight months, Spartan Stories received 1,714 visits (3,061 page views) from 1,171 unique visitors. Nine-hundred sixty-six visits came from readers using UNCG's internet service (56.4%). While this indicated a high readership from faculty, staff, and students, it also meant that 43.6% (748) of the total visits came from outside of the UNCG campus.

Additionally, the analytics demonstrated that readership steadily increased from October through April (with a slight - but expected - drop off in May and June due to summer break). Large spikes in readership occurred when specific stories were shared through the University's primary social media outlets (the official UNCG Facebook and Twitter feeds).

Building from Spartan Stories

With the success of Spartan Stories, we sought additional venues for promoting University history, specifically social media venues. While Spartan Stories was created with the hope of building a broad audience on campus and off, we wanted to focus our initial foray into social media on a platform that would allow us to reach the student population. We also wanted a platform that could be integrated easily within the University's existing social media framework.

Twitter

Twitter was identified as the ideal platform to grow our social media presence. According to the Pew Research Center survey on social media usage, in 2015, approximately 23% of all online adults reported using Twitter. But, in the 18-29-year-old age range that we specifically hoped to reach, the use jumped to 32%.[6] Additionally, UNCG had an active institutional Twitter presence, as did many of the departments on campus that worked primarily with students (Student Affairs, Undergraduate Admissions, etc.). Sharing our content on Twitter allowed us to be integrated into this broader web of communications with students across campus.

We did not settle on Twitter without investigating other options. Instagram and Facebook were also considered as initial launch points. Instagram, while extremely popular among our targeted audience, proved problematic at the time. The University did not yet have an official presence on Instagram, so the pre-built audience would not be in place to share our content. Additionally, Instagram did not offer a desktop application, meaning that any photographs posted would need to be posted to the site through a mobile device. As we were working with a large cache of digitized images already stored on a local drive, at the time, this would have required staff to email the images to themselves, access the email on a mobile device, and then post from that mobile device to Instagram. Between this labor-intensive workflow and the lack of an existing UNCG network, Instagram was ruled out as a possibility for our initial platform.

Initially, we chose not to join Facebook because a dormant Facebook Group dedicated to SCUA existed. We knew that we would need to convert the group to a fan page in order to meet Facebook's terms of service for an account of a non-person. Additionally, while the University had an active presence on Facebook, many of the student-oriented offices and departments did not. Or, if they had a presence, it was not as active as their Twitter account.

We claimed the Twitter username "UNCGArchives" in January 2014, but consistent use of the account did not begin until March. March was specifically chosen as the launch date because of its designation as Women's History Month. As a school that was founded as a woman's college (and remained a woman's college until the first male undergraduates arrived in Fall 1964), UNCG's University Archives as well as the other collections within SCUA stand as rich resources related to women's history. Launching our Twitter presence during this month allowed us to draw on our existing content bank and participate in a well-known and well-used social media theme.

Tumblr

Shortly after launching our Twitter account, in July 2014, we established a presence on Tumblr. Again, Tumblr was purposefully selected because of its younger demographic. Forty-six percent of Tumblr users in 2013 were between 16 and 24 years old; 28% between 25 and 34.[7] Additionally, the Tumblr platform has unique attributes that make it an excellent tool for outreach in special collections and archives. The reblogging feature allows for sharing another person's post with one's readers, add additional comments to the post, and maintain the provenance of the original information. Readers will still be able to clearly see who posted the information, no matter how many times it is reblogged. Additionally, Tumblr users tend to spend more minutes per visit on the site than on other social media sites. Tumblr CEO David Karp noted in 2014 that, on average, Tumblr users spend 14 minutes per visit on the site, "about a minute and a half higher than a Facebook visit, a few minutes higher than an average Twitter visit."[8] Special collections and archives can share more detailed content (with links to even more information) and feel confident that, within the Tumblr platform, the information will remain properly attributed to the creating account.

Unlike Twitter, Tumblr proved a bit of a challenge regarding initial promotion as the University itself did not have a presence on the platform. Because we could not rely on others within the institution to help us grow our audience, we took a two-pronged approach to promotion. First, we followed a number of other archives and special collections accounts, allowing us to learn from their posts how best to share information on Tumblr. Following these similar accounts also promoted our presence so they could help share our posts. Second, we used our existing Twitter account to publicize the Tumblr. Many students have active accounts on both sites and were willing to like our page and share our content on Tumblr as well as Twitter. While we saw growth through these two approaches, our audience grew exponentially when we were featured as a "Trending Blog" by Tumblr in March 2015.

Facebook

With our Tumblr firmly established, we decided to revisit the idea of a Facebook page. We recognized Facebook, with its widespread adoption across almost all demographics, as a necessary component of a vital social media program. With 62% of all U.S. adults using Facebook, it was not a platform that we could afford to avoid.[9]

After deleting the dormant Facebook Group, a Facebook Page was established. While we wanted to expand our presence, we knew that we did not want to stretch ourselves too thin with posts across many platforms. We found a free web-based service called "If This Then That" (http://www.ifttt.com) that allows a user to create "recipes" that will automatically push content from one social media platform to another, using particular triggers to produce particular actions. For example, if a Tumblr text post is made, then a link to that post is automatically posted to the associated Facebook Page. If a Tumblr photo post is made, then the photo is reproduced on the Facebook Page along with any accompanying text provided.

After a month of testing with the Facebook Page set to private, we went public with this automatically-populated Facebook presence in April 2015. As expected, most of the shares and new likes come from UNCG alumni and the UNCG Alumni Association.

Planning and Implementation

Our social media presence was purposefully developed in stages. With each stage of growth, we expanded our range of content and included more staff members and student workers. Expanding in this strategic way allowed us to gauge time requirements, demonstrate platforms to staff members who were unfamiliar with them, and learn more about what content works best on which platform.

In developing our social media presence, we followed a serious of steps that contributed to the successful growth of our platforms. Diving into social media without a plan for development and growth is a recipe for disaster (and abandoned accounts!). We began the process by developing a social media communications plan to guide our decision making and our content creation. We followed with the construction of a content calendar. We also tapped into existing communications channels to spread our reach and gain new followers. And we regularly assessed our platforms to learn more about what works well - or what might not work at all.

Communications Plan

Our communications plan started with a review of existing social media documentation across the University. UNCG's University Communications department created a "Social Media Standards" site which provides best practices and guidance for proper use of an account officially representing a University entity.[10] These guidelines provide advice on voice, expectations of responsiveness, legal issues, etc. Reviewing these guidelines prior to starting a social media presence (and having staff members review the guidelines before contributing to our social media presences) allows consistency across our platforms as well as conformity with the University's expectations for social media accounts.

Within SCUA, we also created a list of questions to guide our decision-making process:

- Who are we trying to reach? If there are multiple audiences, who is the primary audience (most important to us in this effort)?
- What types of content do we wish to share? Are we looking for a platform that is photo-centric or more text heavy?

- How much time do we have to devote to this platform, both creating content and monitoring and moderating conversations?
- What footprint does UNCG currently have on this platform? What departments or offices are using it?

When considering adoption of a new platform, these basic questions allowed us to determine whether the platform was right for our needs and whether we would be able to incorporate it effectively into our daily work.

We also sought consistency in branding across platforms. Therefore, as soon as a new platform was being considered, we reserved the username "UNCGArchives" and set the account to "private." Doing so allowed us to ensure we would have the same username across all of our social media outlets. If a platform was not deemed appropriate for our needs at the time, we simply kept the account private and maintained the user name, with the knowledge that a platform that did not meet our needs today may be perfect in the future. When a platform was adopted and the account was made public, we also utilized the same profile photograph for each platform for visual continuity and branding consistency. A shared spreadsheet listing accounts created allowed us to easily track where we had already created this kind of footprint, even if the account was dormant and hidden from public view.

Figure 1: Profile for UNCGArchives on Twitter

Content Calendar and Content Bank

With the selection of a new platform, we developed a content calendar. This calendar detailed our posting schedule as well as outlined which staff member was responsible for posting in which time blocks. This content calendar is reviewed at the end of each semester to determine what changes may be needed based upon assessment. It is also frequently reassessed on a semi-annual basis in order to adjust content to match audience interest and engagement or to highlight areas of focus.

The content calendar was based on our collection strengths as well as some commonly-used social media themes. For instance, posts on Thursday were part of "Throwback Thursday" (or "TBT"), a popular theme used across most of the social media platforms to share photographs or other content from previous years. As an archival repository, of course, the bulk of our posts could fall into the "Throwback Thursday" category. But we specifically scheduled Thursday posts to use the "Throwback Thursday" hashtag and share our content in this way across platforms in order to reach a broader audience and encourage sharing of our content within this common theme.

On the other hand, we also developed our own theme days to reflect collection strengths. Each Wednesday afternoon, we currently post a cover or other content from our Robbie Emily Dunn Collection of American Detective Fiction. This collection features detective novels written by women authors as well as novels featuring female detectives. As a way of thematically grouping these, we coined "Whodunit Wednesday" and incorporated this into our content calendar. Ideally, the content and the themes we develop and use reflect our key "passion points" - the topics that bridge our strengths with our audience's interests.

We also seek to repurpose existing content and grow a bank of reusable content. For example, items scanned for use in exhibits, classroom instruction, or reproduction requests from patrons are filed into our content bank for future use on social media. Similarly, cell phone cameras are used to quickly snap a photograph of a rare book before returning it to the shelf or of an interesting item found while processing an archival collection.

Figure 2: Profile for UNCGArchives on Facebook

Digitized images stored in our content management system can also be mined for social media sharing. This content is all placed on a shared drive that is accessible to all of the people in our department.

Additionally, we seek to promote more than just the content of collections in our social media work. We also want to focus on the people and processes that are critical to preserving and making available the interesting pieces we share, allowing us to educate users and hopefully build a team of advocates who understand the importance of the behind-the-scenes work being done in our archives. A "Staff Picks" series in 2015, for example, consisted of a weekly post across our social media platforms featuring one staff member who chose an item from the collection to highlight. These posts allowed us to showcase underused collections while also emphasizing the work of the people who produce our social media content enjoyed by the audience every day.

Growth through Existing Communications Channels

When launching a presence on a new social media platform, our first step is to contact the person who manages the University's primary social media feeds to let her know of our account and explain (in broad terms) a sense of the type of content we will be sharing through this account. At UNCG, the University Communications department manages the social media content representing the University as a whole. These are the campus social media presences that typically have the most followers. They are also the accounts that most commonly reach across the various demographics we aim to reach on different platforms: faculty and staff, students, and alumni.

With the primary University account manager informed, we also were sure to inform managers of other campus accounts that might help us reach our targeted audience. For instance, UNCG's Alumni Association has a strong following on Facebook. Notifying them of our account allowed them to easily share our content with a large number of followers. In turn, we can gain followers from that sharing. Similarly, campus accounts that primarily target incoming or current students, such as the Admissions Office or Student Affairs, were quickly notified of our Twitter account. Their retweets often lead to an increase in followers.

We also reciprocate by sharing their content that is relevant to SCUA or University history. Often, when an event or activity is occurring, we can share the post of another campus office and provide a brief amount of historical context. For example, each summer the Office of New Student and Spartan Family Programs within the Division of Student Affairs hosts SOAR (Spartan Orientation, Advising, and Registration) for new undergraduate students. On Twitter, they designate a specific hashtag for the SOAR event and actively encourage all SOAR participants to post throughout their orientation session. We are able to add historical perspective to many of their posts through historic campus photos and "fun facts" that introduce these new UNCG students to campus history and to University Archives.

In addition to growth through established campus communication channels, we include a mention of our social media outlets in each instruction session offered, particularly instruction sessions focused on our major social media themes (such as University history). The mention can be as simple as including social media accounts on a slide in a PowerPoint presentation. When the occasion warrants, however, we will also provide a detailed outline of our content calendar or an explanation of how students might use social media as a way of contacting us with questions or reference requests.

We also created promotional postcards that are used in a variety of settings to spread the word of our social media accounts. These postcards feature photographs from University Archives on the front with a list of all of our social media accounts (as well as a link to our digitized collections and our departmental reference email address) on the back. During instruction sessions, during events in the library, and during non-library events like Alumni Reunion Weekend, we distribute these postcards to students, faculty, staff, and alumni. They are also included in the University Libraries' information packets for donors. And they are available in our SCUA reading room any time we are open.

Assessment

When the Spartan Stories blog was created in October 2012, we linked it to a Google Analytics account to track the impact of the site. Every six months, a brief report is created to document the site's readership. In this report, we include the number of page views, the number of unique visitors, the number of readers from within North Carolina, the number of viewers coming to the site from UNCG campus IP address, and the way in which the reader reached our site (direct link, Facebook, Twitter, Tumblr, etc.). All of these measures are provided in Google Analytics and, combined, they allow us to see, to some degree, who we are reaching, and how they are finding us.

In the first year of the Spartan Stories blog, we uncovered some somewhat surprising information that helped us better target our future social media efforts. Because the blog was new, we anticipated that the primary readership would be faculty and staff on our campus. We found that, from October 2012 to September 2013, 1,547 visits came from readers accessing the site on the UNCG campus or through a UNCG proxy (50.99%). While this does indicate a high readership from faculty, staff, and current students, it also means that 49.01% (1,487) of the total visits came from outside of the UNCG campus. In digging further into Google Analytics, we found that links shared by others through their social media accounts (this being prior to our accounts) and search engine results drove a significant amount of traffic to Spartan Stories. And, when the readers found us, they tended to stay for a while. Once on the Spartan Stories site, users typically visited more than one page (averaging 1.75 pages per visit). The site saw a relatively low bounce rate (76.80%) for a blog that focuses on individual stories, as opposed to an extended or interwoven experience.

With the launch of our Twitter, Tumblr, and Facebook accounts, we developed assessment techniques unique to each platform. Each site is distinctive in what it counts and what analytics it provides. We create an end-of-the-month assessment of each platform using the statistics tools built into the systems. For example, on Twitter, we report the total number of followers, total number of new followers, total number of retweets, and total number of favorites. This information is made available through Twitter's analytics site (http://analytics.twitter.com).

Facebook also has an analytics platform built into its Pages system. This platform, known as Insights, is accessible to account holders from the SCUA Facebook Page. In Facebook, we make a monthly report of the total number of likes for the page, the total number of new likes for the page, and the total number of engagements (including individual post likes, comments, and shares, as well as clicks on links embedded within posts).

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While Facebook and Twitter allow users to access data from across the fully active state of the account, Tumblr's analytics system is unique in that the user is only able to retrieve statistics for the past month. Making a monthly note of these statistics is critical in order to track growth, as Tumblr's analytics alone cannot provide information on use trends. On Tumblr, we track the total number of followers, the total number of new followers, and the total number of notes (which includes likes, comments, and reblogs).

On the first of each month, a report documenting these statistics is sent to each staff member who contributes to the social media efforts as well as to the department head. Sharing this information with all contributors is a vital part of building a social media team. When staff members can see clearly that their contributions are being recognized and shared across social media, they are more likely to see their contributions as important to the overall cause of promoting the department and the work that we do.

In addition to a focus on the statistics, however, the reactions we receive from UNCG students, faculty, and staff provide valuable feedback on our social media efforts. Be they comments on the social media platforms themselves or comments received when we are teaching classes or working with faculty, this "word of mouth" feedback helps refine platform use as well as content choices. When a post on a platform aimed at current students is shared or commented on by the students themselves, we know that the post was a success. We note the content of the successful posts and seek to emulate it in the future. For instance, tweets that included photographs from past commencements proved extremely popular with current students as well as UNCG faculty and staff on Twitter in 2014. Now, every semester, we share new commencement photos and facts on commencement day.

Looking Forward

With UNCG shifting much of its social media focus to Instagram, SCUA is looking to follow suit. In order to carry over our branding, we have reserved the UNCGArchives name on the network and established a profile using the same profile photograph shown on our other social media sites. Because Instagram does not allow for content to easily be pushed to the site from other platforms, we are currently investigating the best ways to incorporate this growing platform into our social media portfolio. Instagram also currently (as of June 7, 2016) does not have an integrated statistics module, but one is forthcoming. With this in place, we will be able to more strategically develop content and reach our audience in Instagram.

Conclusion

In today's world, social media simply cannot be ignored. It is a vital tool for modern communications, advocacy, and outreach. It is an essential resource if archives and special collections wish to reach and grow our audience and our audience's understanding of the valuable work that we do. Through a strategically-developed, team-based approach to building a social media presence, the UNCG Special Collections and University Archives integrated itself into conversations on social media networks. We are educating students outside of a classroom setting and reaching alumni and potential donors in a more casual environment.

In even the smallest archives, this step-by-step approach can be scaled to bring the repository into the social media sphere in an effective and sustainable way. By doing so, our audiences can find us in their everyday communications networks, and archivists can begin the process of initiating the meaningful engagements that Ericson promoted.

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Libraries Helping Faculty: A New Information Literacy Tool Is Quickly Adopted

Library instruction has been an academic library staple since almost the beginning of the profession in the nineteenth century. Originally termed 'bibliographic instruction' the familiar 'BI,' was centered on the use of printed materials to deliver content. Over the past two decades, the focus of instruction has evolved from the original purpose of learning to use the library to find information. Now Information Literacy (IL) has become the key instruction activity for the library, and the standard model of promoting the library through instruction at the beginning of each academic semester. This refocused instruction activity is directed toward evaluating information, especially information found online, but also what is found in the various electronic resources available through subscription from content aggregators.

Bibliographic Instruction at Queens University of Charlotte

This is the path along which BI evolved at Everett Library at Queens University of Charlotte. As a smaller academic library with limited resources, staff at Everett pride themselves on providing excellent service including instruction. This extends to IL, and Everett also began to incorporate IL into its core instruction program aligned first to Association of College & Research Libraries Information Literacy Competency Standards for Higher Education, and later to the updated ACRL Information Literacy and to Common Core English Language Arts standards. As other libraries began to develop online tutorials in IL, Everett Library did so as well, creating its own very basic tutorials beginning in 2012.

However, there were challenges. Homegrown tutorials sometimes mean uneven presentation of information, limited graphics, and don't always tap into college-age student expectations or attention spans. Testing protocols developed locally meant the entire IL program needed to be viewed in order to complete it and there was not a way to access the program otherwise. For example, it was not possible to extract a lesson on creating citations without starting from the beginning of the program. In 2015 the library determined that a different approach was needed. Understanding that library staff lacked the skill set of instructional design or web developer, it made sense to look at proprietary offerings from academic library providers.

It was clear that tutorials were the best way to meet student IL needs. While they do not connect face to face with students like the traditional BI class, online tutorials offer a clear advantage over the old BI and IL model of a class or two in the library at the beginning of the semester. An online tutorial can be accessed at any time and can be viewed multiple times so that when students start to begin research projects, which often happens well into the academic semester, they can go back and review information from the IL tutorials to remind them of best practices and research skills.

During the summer of 2015, in evaluating alternatives, Everett Library focused on two commercial products in order to simplify the selection process. After contacting the vendors, trials of the products were arranged. The evaluation process was important, as not only were the products useful for the library but also were seen to have applications in the Center for Student Success, Haworth School for Adult Education, and the Center for the Advancement of Faculty Excellence. During the trial period, feedback was solicited and received from faculty members in those departments that focused on testing the product, connecting to current applications for which the product would bring improved outcomes, and seeking other uses for the product within services the departments currently provide. At the library, during the trial period, the products were evaluated using these criteria: measuring the operability of the products against each other, comparing them to the current tools that had previously been created in-house, and determining the best value of the two offers. Best value determination means that the lowest price is not the primary driver even though it will certainly factor into the final decision. In a best value scenario, all qualities of a given product are accessed before price is added to the equation. In this way the cheapest does not always win because it is not necessarily the best.

With all input received, a purchase decision was made in September 2015 and communicated to everyone who participated in the process. Given the product is electronic software, actual receipt of the product was rather swift. What remained was to integrate the new software into the library website and roll it out to faculty and staff. One of the first tasks before introducing the new IL tool to faculty and students was to think about the applications of how it would be used and introduced to the wider campus community. First, librarians needed to learn all about the new tool and develop a comfort level with navigating around the website before rolling it out. It was important to see all of the functions of the tool and to watch the large assortment of videos that were available. Developing ideas of how to incorporate the new IL tool within the library website was necessary since it was going to take the place of the outdated IL tool that was currently available. This work was valuable because a smooth rollout was desirable since change can be difficult and comfort plus confidence with the change was an optimal outcome. The new product was called Research Companion (RC).

Rolling Out a New Library Tool to Faculty and Students

Introducing RC to faculty was high on the priority of the library in the early stages of the rollout of the tool. Since the IL tool was something new and faculty were accustomed to the previous set of tutorials that was already imbedded into their curriculum, it was important to think about their concerns in making the change. The rollout process began in November 2015 at a meeting the Director of CAFÉ (Center for the Advancement of Faculty Excellence) to highlight usability and functionality of the tool for faculty and students with a specific focus on improved efficiency for faculty. The director offered to invite a small and diverse group of faculty from different academic disciplines to review the presentation for the new tool and help to promote its use. This consisted of a presentation on why the library was making a change, a functional demonstration of the tool, and questions about use from faculty. In Winter 2016 there was a presentation to the Library Advisory Committee, made up of faculty, staff and students, to publicize and demonstrate usability. Reactions and suggestions were noted. The final stage of the roll out in Spring 2016 was presenting RC to faculty at a regularly scheduled full-faculty meeting. While being part of a larger agenda made the rollout somewhat time-restricted, it did provide a venue for the library to introduce RC to faculty, present the clear superiority over the current IL tool, connect RC to the course management processes, and provide specific contact information for library support and assistance in using RC in their classes.

An active demonstration of the RC tool was important because of all of the functions that it has. Specifically the tool includes nine different learning modules with over 80 video tutorials. It allows faculty to engage students in research methods such as choosing and refining a research topic, evaluating and citing resources, constructing the paper for clarity, and a revision aid. With so many functions, it was important for faculty to know and understand them in order to communicate to students who would be using it how it would make them more efficient and improve their scholarship. Another part of the rollout was through a library web page specifically focused on describing and previewing RC with demonstrations of its attributes. The page shows the modules and videos that are used, and a list of tools with screen captures that show how it works. An additional web page shows how students can create an account in RC to track tutorial videos reviewed in the modules and manage learning. Finally, a quiz was created to assess students' knowledge of the RC tool and the importance of information literacy. In this way, faculty could use the tool as an assignment and measure proficiency.

The continuing promotion of RC was also important to raise and maintain awareness of the tool and its value, especially as the Fall 2016 semester began. This involved not only talking to faculty but also promoting it to students in the library and through a number of messaging avenues across campus. In the library, fliers and posters were printed and placed in high traffic areas to call attention and one of the monitor screens ran a demo of the tool. Social media was used to promote the tool. And some basic actions such as sending a bulk email to faculty, students and staff linking the importance of the tool with student success were also used. A soft rollout and promotion began in the spring, and was accelerated in the fall to get more students and faculty familiar with the tool. All throughout this time, the central message of the promotion was to promote the positive benefits of RC to faculty and students, send out email blasts, use social media, and pepper the library and campus with posters.

One of the main concerns that was expressed by the faculty was how to incorporate RC with the university's course management system (CMS). Many of these faculty members already had the other IL tool embedded in their CMS pages, including the quiz associated with it. A number of faculty were accustomed to the other tool and its functionality. It became important to demonstrate that RC can be embedded easily into the CMS and that the quiz that was created can be associated with an assignment to students for showing proficiency in finding, evaluating and using information. In several meetings with faculty members, one of the biggest selling points for RC was that all the videos, or any specific ones, could be embedded in their CMS pages. It is a versatile function and something the faculty found to be important. On the library page describing RC, it was easy for students and faculty to find the tool even if it was not added to the CMS by the faculty. This meant anyone could use it, whether or not it was associated with a specific course, and could be promoted by the library directly to students in IL and BI classes.

A major factor that needed to be addressed was the quiz. The existing IL tool had a built-in quiz which was popular with faculty members and they did not want to lose that functionality. The version of RC added to library resources did not have a quiz, so it was upon the library to come up with questions and a platform to create a quiz. Two librarians and the instructional designer worked with the existing CMS quiz function to create a workable evaluation tool in the form of a quiz. It provided an opportunity for students to learn about the research process at their own pace, and was broken down into three sections: finding, evaluating, and using information. Students taking the quiz have to earn a certain grade demonstrating proficiency and then are given a certificate upon completion. This added functionality provides a way for faculty to have their students learn about the IL process and then to measure that learning either as a homework assignment using the quiz or demonstrated in a research paper.

Assessing the Rollout and Ongoing Value

Since the initial rollout of RC that began in late 2015, use of the tool has grown among faculty over eighteen months. Many newer faculty have added it to their CMS, while a few long-term faculty still prefer the previous tool (for now). The library continues to promote RC to students in all BI training sessions and on the website. Overall the rollout is considered a success with additional faculty integrating the tool into their CMS and teaching approaches. Use of RC has allowed students to become more autonomous in the learning process by allowing them to watch the videos and learn on their own pace, and the option for offering a quiz was found to be important in faculty adoption of the tool. RC provides the library with a platform to show students how to better locate, evaluate, and understand information they need for research. The quiz helps students learn and gain knowledge as well. RC training videos have become useful in classroom instruction and backs up what is taught in library instruction sessions. In addition, availability and use of RC videos and research tools by students and faculty have allowed the library staff to focus more on subject specific library instruction sessions. In all, library academic support for students and faculty has increased dramatically.

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Benjamin E. Powell

Growth of an Academic Library

From the pages of *North Carolina Libraries*
v.25, no. 4 (Fall 1967), pp. 102-106

Duke University was barely sixteen years old in 1940, but its sixteen years had witnessed extraordinary growth in every division. Its library of 600,000 volumes had been built upon the 75,000 volume collection of Trinity College which, when the college became Duke University in 1924, served only 62 faculty members and 1,164 students.

Growth since 1940 has followed the pattern of comparable institutions. Although enrollment has been controlled to a degree not possible in state universities, the number of undergraduates has increased from 2,673 to 3,990, graduate students from 303 to 1,383, and professional school students from 724 to 1,708. The demands of the larger faculty-grown now to 919 from 385--and of graduate and professional school students have generated heavy pressure upon the library. The broadening of University interests, in response to the expressed needs of the larger academic community, coupled with the tremendous proliferation of books and journals, has resulted in three hundredfold growth of the library in 27 years.

Evidence of the extension of intrest is reflected in active campus programs and groups, such as South Asia, Commonwealth Studies Center, African Studies Committee, Cooperative Programs in Russian and East European History, Cooperative Program in the Humanities, Population Studies Program, and the Center for Southern Studies. In addition, teaching and research programs of every department have been extended, with large implications for the library.

The number of books acquired to support the larger program is presented graphically in Figure A which pictures growth by five-year periods. About 24,600 volumes a year were added each year during the first period, and 61,300 annually during the half decade 1960-65. Yearly growth has ranged from 17,611 volumes in 1944-45 to 82,000 in 1966-67. The total number of books has increased from 600,000 volumes in 1940 to 1,865,000 in 1967, and manuscripts from 627,000 pieces to more than four million. Ten thousand periodicals are received now as contrasted with 3,200 in 1940.

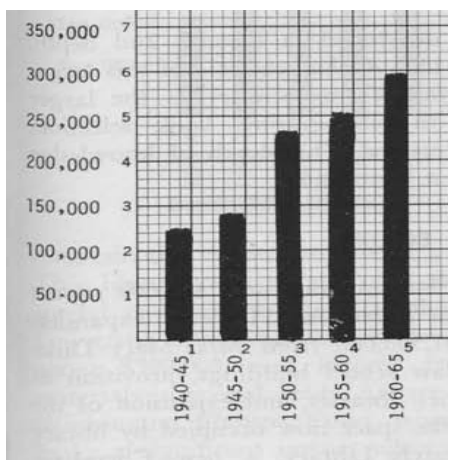


Figure A: Volumes Added

The richness of the present collections may be attributed to the constant support the library has received from the University and to outstanding gifts from generous friends. Though University support has not been spectacular in recent years, it has permitted the acquisition of a few special collections along with the best of the current books and journals.

One of the library's most distinguished special collections is the unrivaled Walt Whitman Collection of books and manutcripts presented in 1942 by the late Dr. Josiah Trent and Mrs. Trent, now Mrs. James H. Semans. Fourteen years later the Trent Collection in the History of Medicine, consisting of 4,000 books and 2,500 manuscripts, was given to the University by Mrs. Semans in memory of Dr. Trent. Continued development of the George Washington Flowers Collection of Southern Americana was insured by a substantial bequest in 1941 by Mr. W. W. Flowers and a later one by President Robert L. Flowers. In the process of building this collection, the library has brought together one of the most extensive collections of Confederate imprints recorded anywhere.

Permanent provision for the Ministers' Loan Library of the Divinity School was made by a generous endowment established by the daughter and sons of the late Reverend Henry Harrison Jordan. Western hemisphere preeminence in holdings of Wesleyana and British Methodistica came with the procurement in 1961 of the Frank Baker Collection containing 13,500 volumes and 4,000 manuscripts.

Outstanding strength in the Italian Renaissance was achieved overnight in the acquisition of the Guido Mazzoni Collection of Italian Literature consisting of 23,000 volumes and 67,000 pamphlets. The special interest and efforts of Professor Glenn Negley of the philosophy department have enabled the library to assemble one of the strong Utopia collections in the country.

While collections of the library were thus being developed in breadth and depth, the staff required to administer them grew from 65 to 155. A characteristic of this larger staff, as in other research libraries in the third quarter of this century, is the larger number of subject specialists and linguists needed in bibliography, book selection, cataloging, reference, and administration of special collections. This depth of knowledge is as essential in these areas as it is in the departments of instruction.

Additions in Space and Books

Development of the library's buildings, which in 1940 provided only 101,000 square feet of floor space, has lagged behind development of the collections. However, expansion of the General Library, made possible by a gift of $1,500,000 from Mrs. Mary Duke Biddle in 1946, construction ot new engineering and law school buildings, provision of new quarters for biology-forestry and physics-mathematics libraries, and expansion of the Divinity Library have increased to 218,000 square feet the space now occupied by library activities. Buildings under construction-a new Research Library, a new Chemistry Library, and further expansion of Divinity-will raise the square footage to 444,000 in 1968.

The increase in library expenditures for books and salaries since 1940 is shown graphically in Figure B. Annual cost of books and journals increased from an average of $103,624 for the period 1940-45 to $477,223 for the years 1960-65; during the same period salaries rose from $104,553 lo $597,748. Last year $985,000 was spent for books and about $900,000 for salaries. Total annual expenditures, which from 1940 to 1945 averaged $237,000, increased to $1,198,899 in the first half of the 1960's and last year--1966-67 - to more than $2,000,000.

These spiraling costs, which necessitate an increase in the book budget each year to maintain the imperative rate of growth, are difficult for any private university to absorb. This library receives annually about $100,000 from student fees and $25-30,000 from special endowments, and for the remainder of its budget must depend upon regular University appropriations. Endowment funds expressly for the library amount only to about $500,000, and income from each fund is without exception earmarked for materials in special fields. All are important to the growth of the library, but the George Washington Flowers Fund, which is about $400,000, is the only one large enough to make a significant impact upon a broad subject area. (It has supported the acquisition of 2,300,000 manuscripts, 74,000 books and pamphlets, and a quarter of a million newspapers, broadsides, maps, photographs, and the like since the collection was started over 40 years ago.) During the 1930's and 1940's foundation grants for cooperative acquisition with the University of North Carolina Library accelerated development of the library in several fields, including Latin America. As assistance from such sources is unlikely in the future, the University must find ways to supply the necessary funds.

Major Developments

Highlights of the library's development during the last 27 years have been: (1) the establishment of the Rare Book Department with special quarters in 1943, (2) revival of the Friends of the Library in 1945, (3) completion of the major addition to the General Library building in 1948 with more gent·rous accommodations for research, especially for rare books and manuscripts, (4) addition of the millionth volume in 1950-51, (5) long-range planning in the late 1950's, (6) appointment of a Board of Visitors for the library in 1964, and (7) naming the General Library in 1966 for the late Judge William R. Perkins, a long-time associate of James B. Duke and author of the Duke Endowment. A Committee on Systems Applications to Library Procedures was appointed this year, and study of implications of data processing for the library has begun.

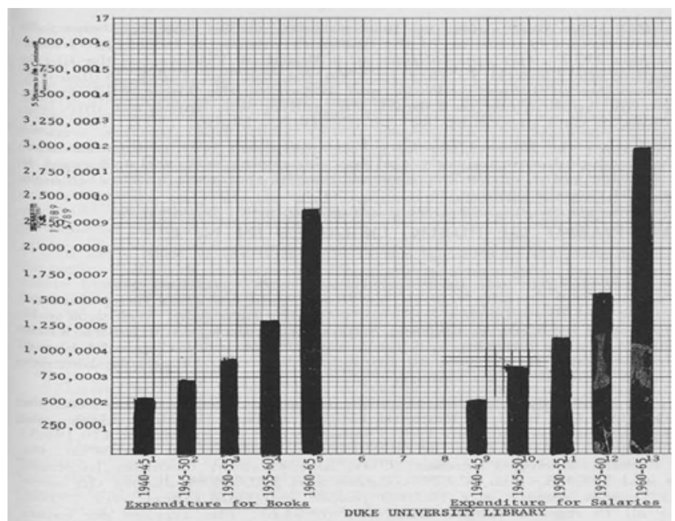
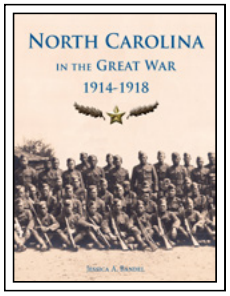


Figure B: Expenditure for Books and Salaries

During the last 27 years the Duke Universny Library-along with almost all other research libraries-has developed conspicuously and has undergone substantial changes in character. From the vantage point of 1967 it appears certain that even greater changes are in prospect for the next quarter century.

North Carolina Books

Compiled by Al Jones



North Carolina and the Great War, 1914-1918

By Jessica A. Bandel.
Raleigh: North Carolina Office of Archives and History, 2017. Viii, 152 pp. $30.00. ISBN 978-0-86526-485-4.

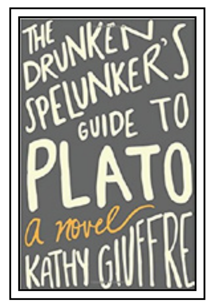
The broad features of the United States' entry into the First World War—the country's uneasy neutrality until 1917, the general uprush of patriotic fervor and enthusiastic support following the declaration of war, the sudden violent introduction to the horrors of 20th century warfare—are widely and even universally known and understood, especially in the midst of the commemoration of the 100th anniversary of the conflict. Less well known, or perhaps less generally acknowledged, are the thousands of quotidian details about the people who played some part in the war. The social and intellectual structures that were created and the material resources that were marshalled and deployed left thousands of memorials, both real and emotional, all of which tend to get lost as newer crises emerge and time scars over the old wounds or silences those who can still remember.

Books such as Jessica Bandel's North Carolina and the Great War, 1914-1918, go a long way towards redressing this imbalance. The author, a research historian at the North Carolina Office of Archives and History, has gathered together an impressive variety of military memorabilia, artifacts, photographs, and even ideas, and presents them as part of a coherent whole. Taking a cue from the format perfected by DK Publishing, Bandel essentially presents a museum exhibit in a book, providing a wide ranging and thorough examination of the role North Carolina played in the war. Each two-page spread combines lavish color illustrations with a short and well-researched essay about a specific topic, including expected subjects like weapons and equipment, life in the trenches, and well-known personalities such as Josephus Daniels and Walter Hines Page, as well as more unfamiliar subjects like the Hot Springs Internment Camp, the USS Cyclops, and the contributions of the Eastern Band of Cherokee to the war effort. Also included are six "Through the Lens" segments that consist of a single photograph with an appropriate contemporary quotation and short essay that highlights a particular aspect of the war, as well as 8 "exhibits," which gather together and caption similarly themed artifacts (many of them owned by North Carolina veterans or surviving relatives).

The book can be read in a traditional linear fashion, but the multifaceted, almost Pointillist arrangement of themes allows a multitude of entry points, so that the reader can delve into the conflict from a variety of angles without ever losing sight of the whole. A solid index and bibliography provide additional means of study and investigation. The book certainly doesn't treat any subject exhaustively, but, especially if read in conjunction with books such as Jackson Marshall's Memories of World War I: North Carolina Doughboys on the Western Front and Sarah Lemmon and Nancy Midgette's North Carolina and the Two World Wars, the reader can build up a remarkably thorough picture of the war as it affected and was affected by the people of the state.

Recommended for all North Carolina libraries.

Steven Case
State Library of North Carolina



The Drunken Spelunker's Guide to Plato

By Kathy Giuffre.
Winston-Salem, NC: John F. Blair, 2015, 223 pp. $26.95. ISBN978-0-89587-651-5.

Giuffre employs an intriguing parallel in *The Drunken Spelunker's Guide to Plato*, using Plato's philosophical allegory of the Cave from *The Republic*. In using this parallel, Giuffre develops a rich, thought-provoking work, from an otherwise simple story of a southern girl's transition from adolescence to adulthood.

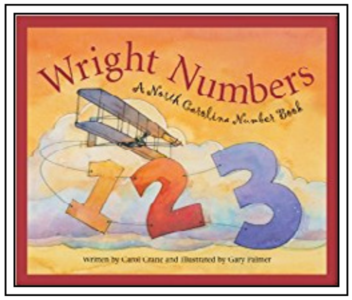
The tale is narrated by young Josie, a recent transplant from the Appalachian backwoods. Josie, arriving alone and uncertain in Waterville, finds her place in the cast of characters who frequent the Cavern Tavern, a local bar in the Waterville State College town. Josie tends bar, meets the "regulars" and becomes entrenched in the accepting community she finds there. This cast of characters is not that far removed in some aspects from those in Plato's joyless band of prisoners confined in the cave in his *Republic*. Some of the bars "regulars" seem never able to move beyond the confines of their own Cavern, the bar, much like Plato's humans who are forever chained in their cave. Readers will recognize that we all struggle on our way to the truth and the light, experiencing our own personal shackles, depths and heights. The subtle wit in Josie's narration brings humor, humanness, and light showing the mix of emotion, depth and caring in these customers so firmly tied to the Cavern. Growth comes to Josie too, through finding her place in this new community.

The parallel in *The Drunken Spelunker's Guide to Plato* with Plato's allegory illuminates the sameness of community across the spectrum of society. Giuffre highlights a subculture prevalent in current society, and links it to the timeless work of a great philosopher. Readers will find this work thought-provoking as the story unfolds. Frequent references to Edith Hamilton's *Mythology* in addition to Plato's allegory leave readers with a sense of having read something more than just a novel.

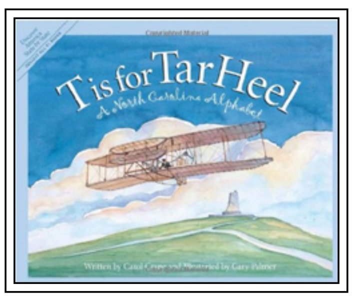
This book is recommended for those interested in community or sociology from the southern Appalachian region. Public and academic libraries that collect North Carolina or Appalachian fiction should definitely have *The Drunken Spelunker's Guide to Plato* in their collections. High school libraries may wish to acquire this book as well.

Kaye Dotson
East Carolina University

Little North Carolina
By Carol Crane.
Ann Arbor, MI: Sleeping Bear Press, 2011
20 pp. $9.95 ISBN 9781585365456.



Wright Number: A North Carolina Number Book
By Carol Crane.
Ann Arbor, MI: Sleeping Bear Press, 2005
40 pp. 17.95 ISBN 9881585360826.



T is for Tar Heel: A North Carolina Alphabet
By Carol Crane.
Ann Arbor, MI: Sleeping Bear Press, 2003
40 pp. 17.95 ISBN 9781585360826.

Children's author Carol Crane has written three books which children's librarians will want for their collections. All three contain information about the majestic mountains, the rolling foothills of heartland, and the beautiful beaches of glorious North Carolina!

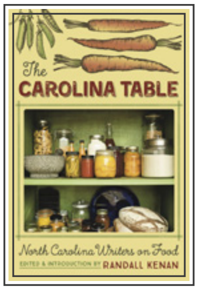
Recently I had the pleasure of reading all three of these wonderful books about North Carolin published by Sleeping Bear Press with my grandchildren. All three books, each in a different format, introduce children to the splendor of North Carolina.

Little North Carolina, part of a series of board books about different states, uses rhyming riddles and a combination of clues and answers to introduce children to information about North Carolina in a fun and interactive activity. There is information about the state bird, flower, trees, animals and more. The rhyming format of the book, illustrations, and colorfulness made this book an easy-read to entertain my 2-year-old granddaughter. It is small enough for a toddler to hold and the pages are easy to turn.

Another fun way to introduce children to North Carolina is to let them count their way through the state or use the alphabet to introduce them to favorite and little-known places. Carol Crane's books, *Wright Number: A North Carolina Number Book* and *T is for Tarheel: A North Carolina Alphabet*, both utilize rhymes for young readers to explore North Carolina from the coast to the mountains. From Pilot Mountain to Biltmore Mansion to Moravian cookies to the Z for zoom (the sound NASCAR racing cars make), children learn about their own hometown and other interesting facts about North Carolina. Each topic in both books is introduced with a poem and detailed information. At the end of *T is for Tarheel: A North Carolina Alphabet*, questions are provided to test what was learned from the information that was read. What a great way for children to learn more about our State!

T is for Tarheel: A North Carolina Alphabet and *Wright Number: A North Carolina Number Book* are recommended for ages 4 to 10; and *Little North Carolina* is recommended for infants to 3-year olds.

Lou Sanders Sua
East Carolina University



The Carolina Table: North Carolina Writers on Food

Randall Kenan, ed.
Hillsborough, NC: Eno Publishers, 2016. 208 pp.
Soft cover, $17.95 ISBN 978-0-9973144-0-3.

The Carolina Table is both a soul- and stomach-satisfying smorgasboard of thoughts on food in poetry and prose. Editor Randall Kenan, raised in Chinquapin, North Carolina, is an award-winning author who has set much of his work in the South and brought the ties between human relationships and food to the fore. He opens the collection with an essay that establishes the tone for a literary gustatory experience. Kenan asks, "Can there be a North Carolina without sweet potatoes, blueberries, or cucumbers?" (p. 6).

If you grew up in the Carolinas, or have lived here for a while, this collection will resonate strongly with you. The iconic foods, like grits and pimento cheese and home-grown tomatoes, and the cooking items, like Crisco shortening and Hellman's mayonnaise are present (I personally prefer Duke's, but Hellman's is a close second). The authors recall the family reunions, church functions, holiday meals, ladies' gatherings, and more, where food is a central player. Then there are the memories of a family member's cakes, pies, seafood. Food is inextricably entwined in our history and culture.

Jill McCorkle remembers her grandmother's pound cake, David H. Wallace rhapsodizes over the Lexington Bar-B-Q-Center, Celia Rivenbark tells of a summer waitressing at Norris' Restaurant in the Duplin County town of Wallace, and there is so much more. Each selection is a tiny jewel of southern foodways.

Recent trends are not excluded. Raleigh's Sophia Woo talks about her Pho Nomenal Dumpling food truck, where she serves Asian-inspired food with a Southern twist, and Paul Cuadros celebrates Alpaca's Peruvian Charcoal Chicken in Durham, which serves mouth-watering Peruvian dishes. There is a healthy belief that new culinary ideas don't threaten the traditional southern foodways, but expand and enhance them.

The contributors are fiction writers, poets, editors, food truck owners, chefs, cookbook authors, journalists, and foodways scholars. Most of the selections in the collection contain at least one recipe. I can tell you first hand that Fran McCullough got it right in her recipe for Better Butter Beans; it is just like my mama cooked them. In keeping with this fine example of unexpected gift giving, I would like to offer my mama's recipe for grated sweet potato pudding, which was a staple at family holiday dinners.

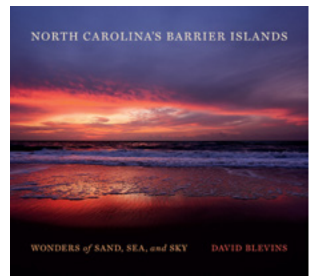
Carolyn Wise's Grated Sweet Potato Pudding

- 2 cups raw sweet potatoes, pared and grated
- ¼ cup melted butter
- 1 teaspoon lemon peel
- ¼ teaspoon ground ginger
- ¼ teaspoon ground cloves
- ½ teaspoon ground cinnamon
- 1 cup brown sugar, firmly packed
- 2 eggs, well beaten
- ½ cup milk
- ½ cup chopped nuts

Grate potatoes. Combine next six ingredients with potatoes. Add milk to well-beaten eggs and blend with potatoes. Pour into greased 1-quart casserole. Top with nuts. Bake at 325 degrees for an hour. Serve warm.

The Carolina Table is an excellent companion to *The Edible South: The Power of Food and the Making of an American Region* by Marcie Cohen Ferris (UNC Press, 2014) and the *Cornbread Nation: The Best of Southern Food Writing* series, now in its seventh volume. *The Carolina Table* is recommended for all libraries with an interest in southern culture and foodways.

Suzanne Wise
Appalachian State University



North Carolina's Barrier Islands: Wonders of Sand, Sea, and Sky

By David Blevins.
Chapel Hill: University of North Carolina Press,
2017. 188 pp. $35.00. ISBN 978-1-4696324-9-0.

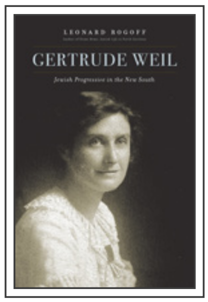
What do rising seas, distinctive wildlife nesting areas, Cape Hatteras National Seashore, Cape Lookout National Seashore, sea oats, snow geese, loggerhead turtles, and Shackleford Banks stallions have in common? Visitors to North Carolina's barrier islands can locate all of these features on barrier islands at any given moment. *North Carolina's Barrier Islands: Wonders of Sand, Sea, and Sky* provides readers with a detailed description of each North Carolina barrier island and the wildlife or ecological features which are particular to the area. By definition, a "barrier island" is a geographic feature/island which acts as a buffer or "barrier" between the open ocean and sounds, marshes, or the mainland coastline communities. David Blevins explains to readers some of the conditions which form barrier islands, including rising seas, a movable continental shelf, available sand supply, and the presence of waves to move the sand. Throughout the pages of the book, the author details the specific wildlife found on each barrier island and concludes with the factors which make these islands distinctive and worthy of conservation.

Blevins divides his book into four sections: Currituck Banks, Cape Hatteras National Seashore, Cape Lookout National Seashore, and the Southern Islands. Each section contains a brief narrative followed by accompanying color photographs which illustrate the wildlife or ecological features of each island. Specifically, the color photographs include pictures of estuarine nature preserves, live oaks, sanderlings, royal terns, tundra swans, American beech trees, and hognose snakes. The author includes an index, a map which outlines the specific names of North Carolina barrier islands, and a multitude of color photographs. Each chapter title follows a specific detail of the map provided at the beginning of the book. Readers are taken on a journey from the North Carolina/Virginia coast all the way southward to the North Carolina/South Carolina border.

David Blevins is a nature photographer and forest ecologist. The purpose of his books is to aid the reader in forming an appreciation of nature preservation or conservation of the barrier islands as natural wonders of the "Tar Heel State." Besides *North Carolina's Barrier Islands*, David Blevins has also written *Wild North Carolina: Discovering the Wonders of Our State's Natural Communities* (2011).

North Carolina's Barrier Islands offers readers a glimpse into the fragile ecosystem of the barrier islands off the North Carolina coast, and is a call to action for human beings to help protect and not overdevelop these islands. In the long run, human beings need to collaborate with the barrier islands so that these islands can be preserved for future generations to enjoy. Because of the book's specific scope and content, it would be appropriate for any public, special or academic library with a biology or ecology focus.

David W. Young
University of North Carolina at Pembroke



Gertrude Weil: Jewish Progressive in the New South

By Leonard Rogoff.
Chapel Hill: University of North Carolina Press, 2017.
368 pp. ISBN 978-1-4696-3079-3. Cloth, $35.00.

Leonard Rogoff, research historian for the Jewish Heritage Foundation of North Carolina, is author of several books on Jewish life and culture, including *Down Home: Jewish Life in North Carolina* (UNC Press, 2010). He used here-to-fore untapped archival sources for this major biography of Gertrude Weil. His meticulously documented bibliographical notes lead readers to primary sources in the Weil Family Papers in the Southern Historical Collection, the University of North Carolina at Chapel Hill, the Gertrude Weil Papers at the State Archives of North Carolina in Raleigh, and the Rubenstein Rare Book and Manuscript Library at Duke University.

Gertrude Weil (1879-1971), was born, raised, and died in Goldsboro, Wayne County, North Carolina. Her parents, Henry and Mina Rosenthal Weil, were part of a group of German Jews, who entered the United States through Baltimore and from there migrated to eastern North Carolina to begin new lives as department store proprietors, dry goods merchants, and haberdashers in small eastern North Carolina towns, including Goldsboro, where Henry was the proprietor of the Weil Department Store. Other German Jews established department stores, dry goods stores, and haberdasheries, including, but not limited to, Rosenblooms and Levys in Rocky Mount, Suskins in Washington, Adlers in Tarboro, Meyers in Enfield, Stadiems in Kinston, and Manns in Whiteville.

Gertrude and her family were Reform Jews who did not adhere to orthodoxy, including keeping kosher and observing travel restrictions on the Sabbath. Judaism's mission of "tikkun olam," that is, to "repair the world" by acting constructively for the benefit of all humankind, was the driving force of Gertrude's existence. She summed up her philosophy succinctly, "[i]t is so obvious that to treat people equally is the right thing to do."

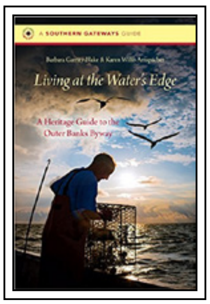
An ardent suffragette, Gertrude founded North Carolina's League of Women Voters, and advocated for labor reform, including child labor, social welfare, and world peace. She was a lifetime member of the North Carolina Association of Jewish Women.

Just before World War I when Hitler seized power in Germany, Gertrude dedicated herself to saving her European family members from the Holocaust, including Rosenbaums, Oettingers, Fischers, Birnbaums, and Lederers. After World War II, Gertrude lent her enthusiastic support as a Zionist to the creation of the Jewish state of Israel in 1948.

As a Progressive reformer and committed idealist in what was dubbed the New South after Reconstruction, Gertrude lent her positive spirit and inspired others to activism locally, statewide, nationally, and internationally. She was in every way a citizen of the world. Not only in Goldsboro, but throughout the world, humanitarians will continue to look toward the commitment and determination of Gertrude Weil. Her life was an inspiration in the twentieth-first century fight for civil and human rights.

This biography should be in every academic and public library, particularly those with a North Carolina focus.

Al Jones
East Carolina University



Living at the Water's Edge: A Heritage Guide to the Outer Banks Byway

By Barbara Garrity-Blake and Karen Willis Amspacher.
Chapel Hill: University of North Carolina Press,
2017. 320 pp. $22.00. ISBN 978-1-4696-2816-5.

What is the function of a road; is it merely used to get from one place to another? In the case of the Outer Banks National Scenic Byway, a road facilitates interaction and learning. Authors Barbara Garrity-Blake and Karen Willis Amspacher present not just a travel guide to navigating the byway along the diverse Outer Banks, but they provide a native's deep insight into the history and culture of a place where change, forced by the sea itself, has always been inevitable. Perhaps now, though, changes faced by its inhabitants are even more transformative and dramatic due to other factors, and as Amspacher asserts, it is her "daily struggle to protect and defend my community of communities." Indeed, the book is also a call to arms of sorts, advocating for preserving the traditions and environment of the villages comprising this area. Ultimately, the tone is both celebratory and poignant.

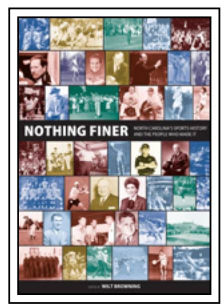
The authors make an effective pair: their individual backgrounds are divergent, lending an interdisciplinary approach to the presentation. Garrity-Blake is an anthropologist and, in comparison to her co-author, a relative newcomer to the area. Amspacher is a native and resident of Marshallberg, whose family goes back many generations. What both share is a wonder and passion for their home. Garrity-Blake may be an academic, but the writing style is down-to-earth and conversational. Every aspect of life is covered, with just enough detail to satisfy, and vivid descriptions draw the reader in.

The book is organized into the building blocks that form the community, starting with water, then land, then people. This emphasizes that the physical environment is crucial to this area's community-building and traditions. Sections begin with a charming quote from a native regarding the subject at hand. There is an effective mix of current-day and historical tidbits. Sections called "sidebars" feature primary sources, snippets from other published materials, photographs, and the like. Each is well-cited and balances out the more anecdotal passages. Additionally, at the end is a helpful list of "further reading" recommendations.

A tension regarding change does run throughout the text: "Many families face the realities of living in a vacation destination while trying to maintain their traditional way of life." While the book does slip at times into nostalgia that may not be entirely objective, it is made clear that the addition of non-native people to the communities is not the problem, rather they welcome the reader to visit, but with respect and appreciation, and as a result, merge with what already exists.

This guide is a love letter to the coast of North Carolina. Its inhabitants offer poetic descriptions of events and of the land and these are recounted with care. It is suitable for those interested in traveling to the region and for those doing more in-depth research. The genre is "travel guide," however, it is also an essential reference book for the area, and one that, unlike your typical guide, you can read cover to cover with ease.

Sarah Carrier
University of North Carolina at Chapel Hill



Nothing Finer: North Carolina's Sports History and the People Who Made It

By Wilt Browning, Ed.
Durham: Carolina Academic Press, 2014.
402 pp. $35.00. ISBN 978-1-61163-608-6.

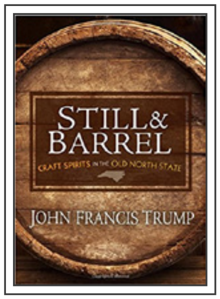
When folks think of the sporting life of North Carolina, most would point to the state's many successes on the hard court in college basketball. Pressed a little further, others may think of the history of NASCAR and how motor car racing has become a vital part of North Carolina life. However, North Carolina's achievements in sports are long and numerous, from the beginning days of horse racing to the recent establishment of three major sports teams and the successes of numerous minor league teams and interscholastic teams.

Nothing Finer contains an incredibly rich collection of essays covering North Carolina's most well-known sports and sports figures. Written by a collection of multi-award-winning sports writers from across the state, the history of sporting life is well presented. The combined experiences of these great sports writers covers over 300 years and comes out through the depth of storytelling of each writer.

Nothing Finer gives the reader the background of sports in North Carolina from a historical perspective, reaching back to colonial days and continuing forward to today's athletes and sports. Each chapter deals with either a particular sport or sports topic. While many of the chapters cover some familiar territory, one great entry is dedicated to the state's interscholastic achievements. Written by Tim Stevens, the prep sports chapter includes fascinating accounts of high-school sporting figures and teams that aren't easily found in other sources. There is a complete list of championship teams from various colleges and universities compiled as of December 31, 2013, as well as an index of names allowing for quick access to your favorite athlete's entries.

Nothing Finer covers each individual sport and various athletes thoroughly. Throughout each chapter there are mentions of both male and female athletes and team heroics. However, here's hoping to a follow-up in the coming years that will include a few more essays devoted entirely to the achievements of female athletes in the state of North Carolina. This book is suitable for public and academic libraries. All libraries in North Carolina should consider purchasing for sports fans and history buffs.

Calvin Craig
Gaston College



Still & Barrel: Craft Spirits in the Old North State

By John Francis Trump.
Winston-Salem: John F. Blair, Publisher, 2017.
200 pp. $19.95. ISBN 978-0-89587-683-6.

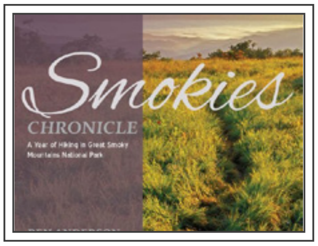
In *Still & Barrel: Craft Spirits in the Old North State*, John Trump offers readers a glimpse into the craft spirit industry in North Carolina. Visitors to some North Carolina towns like Wilkesboro often hear its nickname "Moonshine Capital of the World." In Prohibition days, distillers of moonshine in the vicinity of Wilkesboro could only make their product when the moon was "shining." Along with these historical tidbits, the author traces some legislation and associations in the state which have enabled distillery operators to manufacture craft spirits in North Carolina successfully. Ultimately, the passage and signing of House Bill 909 by Governor Pat McCrory (2015), the Distillers Association of North Carolina, and the "NC Craft Distillers Trail" have aided the North Carolina distilling industry. Readers are encouraged to obtain a North Carolina distillery passport which will enable them to visit distilleries and get a "stamp" on their passport. Additionally, the author includes a "distilling primer" which lists the most popular spirits dispensed by North Carolina distilleries: brandy, gin, liqueur, moonshine, rum, vodka, and whiskey.

Trump structures his book by listing 36 distilleries across the state. Each chapter introduces readers to the owners of the distillery, a brief history of the company, specific manufactured products, etc. Numerous pictures of both the owners of the distillery working the "stills" and their products are provided. Some sample names of North Carolina distilling companies mentioned in the book include the following: "Howling Moon" (Asheville), "Doc Porter's Craft Spirits" (Charlotte), "Call Family Distillers" (Wilkesboro), "Mayberry Spirits Distillery" (Mt. Airy), "Top of the Hill Distillery" (Chapel Hill), "Mother Earth Spirits" (Kinston), and "Outer Banks Distillery" (Manteo). The author includes a map of distillery centers across the state, specific distillery photographs, and an index. Finally, Trump lists the distillery name, contact address and telephone number, and touring hours for each distillery.

John Francis Trump is a graduate of Goucher College in Baltimore, Maryland, and a resident of Madison, North Carolina. The author began his study of distilleries with a few blogs on a personal website (halfwaysouth.com) and the blogs were eventually included on the *Huffington Post website* (http://www.huffingtonpost.com/). *Still & Barrel* evolved from a thesis that the author wrote about the craft distilling industry in North Carolina.

This book is intended to help readers gain a better understanding about the history and variety of distilleries which manufacture different alcoholic beverages across North Carolina. Because of its specific scope and subject matter, *Still & Barrel* would be suitable for inclusion in any academic or special library with a collection focusing on North Carolina distillery industries.

David W. Young
University of North Carolina at Pembroke



Smokies Chronicle: A Year of Hiking in Great Smoky Mountains National Park

By Ben Anderson.
Winston-Salem: John F. Blair, 2017.
208 pp. $19.95. ISBN 978-0-89587-693-5.

Probably the best destinations for travel are those you can visit repeatedly and still see something new each time. That would be the case for the Great Smoky Mountains National Park, according to author Ben Anderson. Anderson recounts his hiking experiences on forty separate trails in the park's system, adding valuable history with a naturalist's eye along the way. His most obvious audience would be those in need of recommendations for hiking in the park, but the book would also appeal to those who are interested in the environment and outdoor culture of Western North Carolina and Eastern Tennessee.

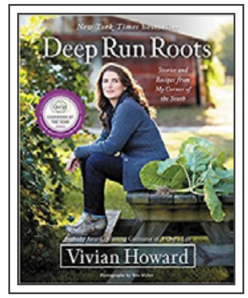
The book is a project meant to celebrate the National Park Service Centennial in 2016. Anderson set out to hike three or four days a month, with ten outings a season, and document the experience. Anderson includes a total of forty hikes in the book, narrating each hike in an approachable way, peppered with anecdotes about the weather or characters met along the way. The anecdotes are entertaining, although perhaps not of use for someone looking for hiking advice. But practical information is very much interwoven in the tales the author recalls.

The introduction includes information about the history of the National Park Service and the Great Smoky Mountains park itself. In addition to a standard index, the author provides two other helpful lists: favorite hikes by month, and favorite lookouts. It becomes apparent quickly that the book is not intended to necessarily be read from cover to cover, but then again, it could be, to get ideas about what trails to try. An even better idea would be to consult the special lists, or, determine an access point via the book's map, particularly since the park strides the Tennessee/North Carolina line, and some trails may not be reasonable to try. And, of course, considering how much time is available to hike, or how difficult the trail is.

It is recommended that the reader access the various hikes via the index. For example, if you are interested in a particular activity in addition to hiking, like tubing, this appears in the index. The author has a sense of humor, as evidenced by him including "Bolt, Usain" in the index. This is referencing the speed that boars can run, as boars can be a frequent sight in the park. Do you want to see animals on the trail? For example, wild turkeys? Simply look up the animal in the index to see where the author sighted one.

Ben Anderson is a retired professor and public relations specialist who lives in Asheville. He has written for several news outlets, including the *Asheville Citizen-Times*. Anderson has delved into other genres of writing, including fantasy. An experienced hiker with decades of experience as a volunteer in the Smokies, he taps into his expertise to make recommendations to hikers of various skill levels regarding what trails to traverse, while utilizing a readable and personable style.

Sarah Carrier
University of North Carolina at Chapel Hill



Deep Run Roots: Stories and Recipes From My Corner of the South

By Vivian Howard.
New York: Little, Brown, 2016.
564 pp. $40.00. ISBN 978-0-316-38110-9.

This lush contribution to regional cookbooks is like no other, in so many respects. It is a labor of love as well as a serious documentation of Eastern North Carolina's food ways. Vivian Howard, the well-known and popular host of the PBS TV series "A Chef's Life," and proprietor of the Kinston, N.C. restaurant, the Chef and the Farmer, has achieved something incredibly special with this book. This is not "just" a cookbook. It is a beautifully written memoir and rebuke to Thomas Wolfe's concept that "you can't go home again." Vivian Howard came home (and in a big way) and is here to tell you why it matters to her, her family and to the region.

The book's introduction is aptly entitled "Don't You Dare Skip This Introduction!" And really, you shouldn't. In her own words, which explains the book better than anything this reviewer can say, Howard details why she wrote the book and what she hopes to achieve. "This is the story of my life so far, told through the ingredients that fill the plates and pantries" of this part of the state. Deep Run is a "nondescript dot on Eastern North Carolina's flat coastal plain." In spite of this and because of it, Howard proclaims that after leaving her tiny community (not a town; it's a fire district) she returned with a deeper appreciation for the food, the culture, the people and especially, her immediate family.

The arrangement of this book is different from many cookbooks. Howard explains, "This is a storybook as much as it is a cookbook, where the ingredients are characters that shape my life."

The ingredients included in this book are pure Eastern North Carolina and they are addressed in depth. Imagine my delight to find a whole chapter featuring Muscadine grapes – an ingredient not found in many cookbooks at all, ever. This reviewer has several baggies of these grapes in her freezer with no clue what to do with them.

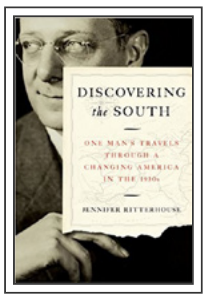
The book is divided into chapters that focus on certain foods – most particularly fruits and vegetables, although one chapter is devoted fittingly to sausage, another one to eggs. There is a separate recipe guide to help find dishes in an alternative fashion, which is incredibly helpful, along with a traditional index. You can find anything 6 ways to Sunday.

The whole volume is chock full of gorgeous pictures of interesting dishes. The photographs do not dominate as much as they complement the narrative. The medley of dishes contain traditional, old-fashioned selections alongside more nuanced and creative new offerings. Here one can find a classic deviled egg recipe, for example, but then along comes Collard Dolmades with Sweet Potato Yogurt. This volume both instructs and entertains, in equal measure. In other words, if you are "from around here" and want to check out the book for its bona fides, you likely will come away impressed. If you are a discerning foodie from some urban center, you too may find recipes or ingredients here worth sampling. There seriously is something for everyone in this book.

The celebration of the region is part of the book's unique charm. Eastern North Carolina is often heralded for its vinegar-based pork BBQ but most other common dishes are usually lumped into the basic category of "Southern." This book documents the special and/or peculiar dishes of the region in the best way possible.

The heft of this volume is impressive; it weighs in at 564 pages, making the $40 price tag actually quite a steal. Every library in North Carolina should endeavor to have this book on their shelves, and all libraries east of I-95 for sure.

Eleanor I. Cook
East Carolina University



Discovering the South: One Man's Travels through a Changing America in the 1930s
By Jennifer Ritterhouse.
Chapel Hill: University of North Carolina Press, 2017.
363 pp. $34.95 hardcover; $33.99 e-book.
ISBN: 978-1-4696-3094-6 hardcover;
978-1-4696-3095-3 e-book.

In 1937, Jonathan Worth Daniels (1902-1981), editor of the *Raleigh News and Observer*, took an extensive driving trip to parts of ten Southern states. Daniels was Caucasian, liberal-leaning, and a future press secretary to President F.D. Roosevelt. He suspected that the real South might defy popular assumptions, and he wanted to find out first hand. He encountered a region poised for change yet struggling with poverty exasperated by the Great Depression and with racial divisions unhealed since Reconstruction. Daniels's book about the trip, *A Southern Discovers the South*, was published by Macmillan in 1938.

Jennifer Ritterhouse, Associate Professor of History at George Mason University, has expanded upon Daniels's account by incorporating meticulous archival research, Daniels's unpublished notes, and her own perspective as a twenty-first century historian to create a nuanced and thought-provoking discussion of Daniels's journey.

As a PhD in History from UNC-Chapel Hill and the author of numerous publications on twentieth-century history in the Southeast, Ritterhouse is well-positioned to place Daniels's observations and conclusions in contemporary context. In addition, she has performed the admirable feat of making an erudite work of scholarship engagingly readable.

The book includes extensive notes, a full bibliography, a functional index, photographic illustrations, and a map. The companion website at http://discoveringthesouth.org/ includes synopses, a graphical retracing of Daniels's journey, additional photographs, links to archival material, and suggestions for using the book and website for teaching.

Recommended for academic libraries with strong collections in Southern history and twentieth-century U.S. history.

Elaine Yontz
East Carolina University

NCLA
North Carolina Library Association

Ralph Scott

Lynching in America

"Lynching in America" (https://lynchinginamerica.eji.org/ is a web site sponsored by Google through the Equal Justice Initiative. The Equal Justice Initiative was founded by Bryan Stevenson in 1989 and is dedicated "to ending mass incarceration and excessive punishment in the United States, to challenging racial and economic injustice, and to protecting basic human rights for the most vulnerable people in American society"[1] The site is based on an Equal Justice Initiative book entitled "Lynching in America: confronting the legacy of racial terror."[2] A pdf download of the book can be found on the above web site. Also located on the web site are compelling audio oral histories (with accompanying videos) of eye-witness descendants of victims, a short seven minute video entitled "Uprooted," interactive maps that show the number of individuals lynched in each state, information on the Equal Justice Initiative and a link to learn more about the initiative (basically an email signup web page).

The video "Uprooted" tells the story of a young California woman Shirah Myles and her family members who are searching for the story of her missing great grandfather Thomas William Mills. She is puzzled by the fact the no one talks about him. A trip to Shreveport, Louisiana in search of her family's history reveals that Mr. Mills had a business and that he had a house in town. They even found the current site of his undertaker J. S. Williams still in business in Shreveport. She discovers these facts by visiting the local archive. Continuing their search they discover the police blotter where Tom was arrested for sending a note to a white girl. A newspaper article about the case, states that there was no evidence to convict Tom of his charge and he was released out the back door of the jail where a mob was waiting for him. Later his body was found hanged on a tree and he had been shot. Following Mr. Mills death, the family then moved to California. Later in their visit they go to the location where his house and store were only to find vacant lots. When they arrive at the tree where he was hung, the young woman scoops up some soil and places it in a memorial glass jar with "Thomas Mills and Caddo Parish, Louisiana April 9, 1912," written on it. Later she hugs the tree hoping to feel his spirit. The young woman is in hope that her pilgrimage will encourage remind us of the over 4000 African-Americans who were lynched between 1877 and 1950.

The five audio oral histories (with video accompaniment) relate family stories that have been told over the years. The first by Tarabu Betseral Kirkland tells the impact the story of John Harland who was lynched in Ellerbe, Mississippi in 1919 had on her family. Next Anthony Ray Hinton gives us an account of his arrest, conviction and time on death row for a murder he did not commit. Doria Dee Johnson tells the story of her uncle Anthony Crawford who was lynched in 1916 in Abbeville, South Carolina. Next Vanessa Croft tells her story of her uncle Fred Croft who fled the south after being accused of a crime he did not commit. Croft also relates the Goose Creek railroad bridge lynching of twenty-eight year old Bonk Richardson. James Johnson next tells the story of a relative Wes Johnson who was lynched in Abbeville, Alabama in 1937. The final video by the Miles/Myles family consists of excerpts from longer Tom Mills "Uprooted" video.

This web site tells a very moving and compelling story of a tragic period in American History. Viewers will be transported back in time through the narratives related in the stories and the video. Revisiting these scenes hopefully will help us not repeat the mistakes of the past.

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[1] www.eji.org/about-eji (accessed June 16, 2017).

[2] Equal Justice Institute, Lynching in America: confronting the legacy of racial terror. Montgomery, AL, Equal Justice Initiative, 2015, 80pp.

"Uprooted," https://lynchinginamerica.eji.org/watch, (accessed June 16, 2017)

Lynching in America audio stories (with video accompaniment), https://lynchinginamerica.eji.org/listen, (accessed June 16, 2017)

William Joseph Thomas

The Isaiah Rice Collection at D. H. Ramsey Library, UNC Asheville

The Isaiah Rice Collection presents vivid images of African American life in Asheville, North Carolina, from the 1950s through the 1970s, and builds on other existing collections within Ramsey Library. Isaiah Rice was an Asheville native who lived from 1917 to 1980. He graduated from Stephens-Lee High School, worked with the Works Progress Administration, was an Army veteran, and worked as a delivery truck driver. He married Asheville native Jeroline Bradley Rice in 1942 and was father to Marian Waters.[1] His grandson Dr. Darin Waters is a professor of history at UNC Asheville. Marian Waters and Dr. Darin Waters donated the collection to the library in 2015, and it was officially unveiled on October 23 at the second annual African Americans in Western North Carolina Conference at UNC Asheville.[2]

More than 100 images from the Rice Collection have been made available online through Ramsey Library's Special Collections, but these are only 1/10 of the total collection. Isaiah Rice photographed couples and small groups of people at their homes, churches, and along the streets as he passed by. Known as the "picture man," Rice apparently considered his cameras carefully. He owned and used a Zeus/Ikon Ikoflex, an Ansco Speedex, a Kodak Duaflex, a Polaroid, and most interesting, a Minox-B "spy" camera.[3]

Isaiah Rice

These relatively expensive cameras demonstrate his seriousness about photography.

The Rice Collection documents significant time periods in African American culture and history, especially in this mountain town. As Waters, Hyde, and Betsalel remind readers, Isaiah Rice collected these images "during the post-World War II era of uneven national economic development, continued racial segregation, the ongoing fight for civil rights and racial equality, and the subsequent years of suburbanization and urban renewal in Asheville."[4] Asheville's African population during the 1950s to the 1970s ranged around 20%, compared to less than 8% African American population in Knoxville, Tennessee, and less than 4% in the ten counties surrounding Asheville. Thus, Rice's portraits of everyday life speak against the "trope of African American 'insignificance' in the region." Yet, the images are not overtly political. There are no signs or slogans, no marches, but instead there are people going to church, to work, to the pool, or having dinner as a family.

Among the most compelling photographs are several related to church life. The camera captures people before and after services, images of church elders, a wedding, and a worship leader holding up a sheet of paper. There are also multiple pictures of couples, sitting on steps, standing outdoors, and crossing the street; pictures of children playing, groups of men talking outside buildings, and people just crossing the street. Many of these pictures seem taken on the spur of the moment rather than specifically posed. Most of the people in Rice's photographs smile at and seem at ease in front of the camera—reacting to a friend rather than some impersonal "photographer." These everyday images, documenting the life and work of their subjects, provide the primary sources to challenge the "incomplete picture."[5]

The addition of the Isaiah Rice Collection strengthens and supplements Ramsey Library's other photographic collections, including the Ball Collection and the Heritage of Black Highlanders Collection. Another significant local area collection with is

Street Scene in Downtown Asheville

the Andrea Clarke Collection held in the North Carolina Collection of the Pack Memorial Library, a branch of the Buncombe County Public Library.

Although the Ball Collection, with more than 11,000 images of local people and places, is perhaps the best known of UNC Asheville's photograph collections, it has relatively few images including African Americans. The Andrea Clarke Collection at

Delivery Driver

nearby Pack Library contains roughly 500 images, documenting African American people and places from this neighborhood during a period of urban renewal in the late 1960s and early 1970s. Clarke's photographs include various buildings—among them the Stephens-Lee High School that Rice attended—and street scenes, as well as images of people outdoors or talking in groups.[6] Thus, there is some overlap of time period and type of photographs with the Rice Collection. Some of Clarke's photographs are collected in her book, East End Asheville Photographs Circa 1968, published by the North Carolina Humanities Council.[7]

Perhaps the best collection for fit with the Rice Collection, though, is the Heritage of Black Highlanders Collection, which was established by Asheville teacher and principal Lucy Herring. This collection was one of the first acquired by the university's Special Collection and celebrates its 40th anniversary with the founding of UNCA's Special Collections, which was originally established as the Southern Highlands Research Center in 1977. The Heritage of Black Highlanders Collection contains images of African Americans at school and in armed service, at work, church, and in civic organizations. It covers the period 1888 to 1972.[8]

Among highlights of this collection are images of Floyd McKissick and his father Ernest, a photo of famous singer Marion Anderson visiting Stephens-Lee High School, and photographs of several "firsts" including the first African American disc jockey, the first African American employee of the NC Employment Security Commission, and the first African American voter registrar in western North Carolina. DigitalNC recently made this collection available online at https://www.digitalnc.org/exhibits/heritage-of-black-highlanders.

Taken together, the Isaiah Rice Collection and the Heritage of Black Highlanders Collection offer library

Lucy Herring, Teacher and Principal

users documentation of a nearly a century of African American life in Asheville. Gene Hyde, Head of Special Collections and University Archives for Ramsey Library describes the impact of this collection on users' appreciation for the diversity of the region: "The Isaiah Rice Collection is important in helping people understand that southern Appalachia is historically much more diverse than is widely believed, and challenges the traditional belief that African Americans were 'insignificant' in Appalachia." Response to the Rice Collection has been very positive in Asheville and in the Appalachian Studies community. Visitors are welcome to view the Rice Collection at Ramsey Library.

Special thanks to Gene Hyde, Head of Special Collections & University Archivist, UNC Asheville

References

[1] Darin J. Waters and Gene Hyde and Kenneth Betsalel. "In-Between the Color Lines with a Spy Camera: The Appalachian Urban Folk Photography of Isaiah Rice." Southern Cultures 23, no. 1 (2017): 92-113. https://muse.jhu.edu/ (accessed May 26, 2017).

[2] "Isaiah Rice Photograph Collection." UNC Asheville Archives. http://unc-asheville-archives.blogspot.com/2015/10/isaiah-rice-photograph-collection.html (accessed May 26, 2017).

[3] Waters, Hyde, and Betsalel.

[4] Waters, Hyde, and Betsalel, 94.

[5] Ibid., 94-96.

[6] "Twilight of a Neighborhood: Asheville's East End circa 1970," HeardTell: The North Carolina Room, Pack Memorial Library. https://packlibraryncroom.wordpress.com/online-photo-exhibits/twilight-of-a-neighborhood-ashevilles-east-end-circa-1970/ (accessed May 31, 2017).

[7] Andrea Clark, East End Asheville Photographs Circa 1968. Charlotte, NC: North Carolina Humanities Council, 2009. http://library.digitalnc.org/cdm/ref/collection/booklets/id/29992 (accessed May 31, 2017).

[8] "Heritage of Black Highlanders Collection ca. 1888-1972," Special Collections & University Archives, Ramsey Library, UNC Asheville. http://toto.lib.unca.edu/findingaids/mss/blackhigh/default_blackhigh.html (accessed May 31, 2017).

Images

Isaiah Rice, from the Isaiah Rice Collection, Special Collections, UNC Asheville. © Darin Waters; image used by permission, with thanks to Dr. Waters and the Special Collections at Ramsey Library. Available at http://cdm15733.contentdm.oclc.org/cdm/singleitem/collection/p15733coll11/id/0/rec/52.

Street Scene in Downtown Asheville, from the Isaiah Rice Collection, Special Collections, UNC Asheville. © Darin Waters; image used by permission, with thanks to Dr. Waters and the Special Collections at Ramsey Library. Available at http://cdm15733.contentdm.oclc.org/cdm/singleitem/collection/p15733coll11/id/34/rec/90.

Delivery Driver, Downtown Asheville, NC, from the the Isaiah Rice Collection, Special Collections, UNC Asheville. © Darin Waters; image used by permission, with thanks to Dr. Waters and the Special Collections at Ramsey Library. Available at http://cdm15733.contentdm.oclc.org/cdm/singleitem/collection/p15733coll11/id/49/rec/18.

Lucy Herring, Teacher and Principal, from the Heritage of Black Highlanders Collection, Special Collections, Ramsey Library, University of North Carolina Asheville, Asheville, NC. Available at http://library.digitalnc.org/cdm/singleitem/collection/ncimages/id/29872/rec/158.

Looking for help with collection development?

If you want to expand your library's collection of novels set in North Carolina, you should visit the Read North Carolina Novels blog hosted by the North Carolina Collection at the University of North Carolina at Chapel Hill (http://blogs.lib.unc.edu/ncnovels/).

If your interest in North Caroliniana is more general, the North Carolina Collection at UNC-Chapel Hill regularly posts lists of new additions to their collection at this address: http://blogs.lib.unc.edu/ncm/index.php/whats-new-in-the-north-carolina-collection/.

North Carolina Library Association Executive Board, 2017

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