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COVID-19 Hope

By the time you read this, the first half of the year of COVID-19 will have passed and we will have moved hopefully into a more open society. Slowly North Carolinians are beginning to come out of their holes and moving around public areas such as parks and streets. Libraries were especially missed by their users and were welcomed as they gradually re-opened. One of the interesting things I learned during the crisis was that hope is not a plan. We need to have more than just a hope that things will return to the old normal, we must plan for it.

When General Eisenhower landed on the beaches of Normandy in World War II, he did so after years of careful planning. He did not land on hope alone; the Allies had already tried that and failed. One of the more amazing plans he had involved laying an underwater pipeline from England to the coast of Normandy. And it worked, supplying the needed fuel for equipment to move inland. Just think of what might have happen if the Allies had run out of gas? Like Eisenhower we must learn from our past mistakes and plan for future events similar to COVID-19. With frequent hurricanes (as I write this we have had already two tropical storms hit North Carolina in May of 2020) North Carolinians are used to dealing with natural disasters.

Public Libraries in North Carolina are responding to the need by providing virtual services such as web based story times, opening their parking

lots to community based Wi-Fi, and slowly allowing patrons limited access to retrieve materials from collections. Some libraries have turned their 3D printing stations into PPE manufacturing stations, providing face shields for those who deal with COVID-19 patients. Recent studies seem to indicate that the time the COVID virus remains on books much less longer than originally thought, thereby allowing circulations to resume sooner. Electronic magazines and books of course were highly requested with some libraries able to purchase additional collections and many vendors opening their door to free access. Unfortunately most of these collections remain hidden to patrons since few libraries are the habit of cataloging materials they don't own. Some magazines, like *Our State* took the opportunity to cut off access to library patrons in certain subscription packages. This seems to happen with magazines in public library electronic collections. While I wish *Our State* well, this timing of this service cut off could not have been worse for North Carolina readers. With tax revenues uncertain, this may be the COVID future unfortunately, as magazine packages are cut back to save expenses.

So what can we do? Well like Eisenhower, we need better long range planning to keep our readers supplied with current books and periodicals. I often am faced with telling a patron that well, yes we had that collection last year, but

we stopped the subscription for something else. Certainly no one could have imagined the COVID crises would engulf us all, but hurricanes, floods and yes, earthquakes will come in the future. What we need is a robust multi-type library system in North Carolina that encourages sharing of resources rapidly in case of crisis. This will cost money, but the citizens of North Carolina deserve the best 21st Century library service we can provide. We also need to review the special services that were introduced during the COVID crises and see if they are things that we might want to keep on our offering plate in the future.

Interestingly these services can often bridge state and international boundaries. For example I enjoy attending the University of Michigan Clements Library “Bookworm” sessions which are attended by people from around the world and open to anyone at <https://clements.umich.edu/public-programs/the-clements-bookworm-recordings/>

Libraries have been very innovative during this time; let’s keep these initiatives open and shared with others so we can continue to reach out to populations that have not traditionally interacted with library services.

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Advocacy for Multiculturalism and Immigrants' Rights: The Effect of U. S. Immigration Legislation on American Public Libraries, 1876-2020

The American Library Association (ALA), founded in 1876, demonstrated its advocacy for immigrants' rights and multiculturalism in adult library services from 1918 to 1948 through the Committee on Work with the Foreign Born (CWFB), which served as a clearinghouse for Americanization (assimilation) services within a philosophical framework of cultural pluralism, now known as multiculturalism. The ALA CWFB throughout its existence depended on grants from the Carnegie Corporation from 1911 to 1961 through the American Association for Adult Education (1915-41), and the Ford Foundation, through its Fund for Adult Education (1951-61). Beginning in 1956 with the Library Services Act, the federal government began to fund libraries, including programs for immigrants, African Americans, Native Americans, and illiterate adults. Since 1972, the Reference & User Services Association (RUSA) has provided literacy training for foreign- and native-born adult illiterates; and the Public Library Association (PLA) has supported programs to prepare New Americans for citizenship. Since 1983, the ALA Ethnic and Multicultural Information Exchange Round Table (EMIERT) has encouraged access to multicultural publications and collaborates with ALA affiliates for various ethnic and

minority groups. The ALA advocates for the rights of DACA recipients and supports the need for a DREAMER (Development, Relief, and Education for Alien Minors) Act. Library advocacy for immigrants is increasingly dependent on the U.S. Congress to reform a broken and unfair immigration system.

Prologue & Socio-Political Context

The history of immigration to the United States is inextricably tied to slavery, the naturalization process, citizenship, including the right to vote, and the treatment of American Indians. Beginning in 1607 with the first permanent English colony in the New World, Jamestowne, immigration has continued for over four centuries, but progress in these areas of concern has been painfully slow, piecemeal, and debated open-endedly without solving the problems or simply ignored.

From the very beginning the immigration system of the United States has been based on racist and sexist thinking. The first enslaved Africans were brought to Point Comfort, Virginia, near Jamestowne, in 1619. Shortly after the establishment of the United States of America, the U.S. Congress passed the 1790 Act, which limited citizenship to white men only. The descendants of the African

immigrants to Jamestowne and thousands more brought to the United States thereafter were neither white nor free and thus ineligible for naturalization and citizenship.

The American Civil War from 1861-65 was fought primarily to eliminate slavery and thus preserve the union. Three years later, in 1868, the Fourteenth Amendment to the U.S. Constitution declared former slaves free and citizens of the United States. After the war, Reconstruction in the South coupled with Jim Crow racial laws blocked the progress of African Americans for a century more until they won the right to vote in 1965.

Not to be forgotten, the Native American Indians met by English colonists in 1607 Jamestowne and their descendants would not be recognized as citizens until 1924. American Indian veterans of World War I were granted citizenship for their service five years earlier, in 1919, just one year before women won the right to vote in 1920.¹

These historical facts must be taken into consideration when viewing the role of American public libraries in a country with a divided population regarding immigration and immigrants. Conservatives or nativists, have supported the limitation, if not elimination of immigration. Liberals or progressives have sought ways to serve immigrants and minorities and to

1. Lovia Gvarkye, "How the 1619 Project Came Together, *New York Times*, 18 Aug. 2019, p. A2(L), <http://link.gale.com/apps/doc/A596676229/SCIC?u=nclivecu&sid=SCIC&xid=7b3a2855>; Michael LeMay and Elliott Robert Barkan, eds., *U.S. Immigration and Naturalization Laws and Issues: A Documentary History* (Westport, CT: Greenwood Press, 1999), 49-56, 72-76, 88-89; Maldwyn Allen Jones, *American Immigration*, 2nd ed. (Chicago, IL: University of Chicago Press, 1992), 175, 213-14, 226, 231; Rudolf J. Vecoli, "Immigration," in *Oxford Companion to United States History*, ed. Paul S. Boyer and Melvyn Dubofsky (New York, NY: Oxford University Press, 361-62); William S. Bernard, "Immigration: History of U.S. Policy," in *Harvard Encyclopedia of American Ethnic Groups*, ed. Stephan Thernstrom, Ann Orlov, and Oscar Handlin (Cambridge, MA: Belknap Press of Harvard University Press, 1980), 490; Reed Ueda, "Naturalization and Citizenship," 740; and Harlow G. Unger, ed., "American Indian," in *Encyclopedia of American Education*, 2nd ed. (New York, NY: Facts on File, c2001, 1996), 64-67.

promote multiculturalism. Public librarians have worked within the framework of immigration legislation passed by the U.S. Congress and have been subject to the changing policies of the federal government as the debate on immigration reform ebbed and flowed.

Founding of the American Library Association (ALA)

The American Library Association (ALA) was founded in 1876 as part of the Centennial celebration of the founding of the United States of America and represented the first national coordination of American public library service. Progressive Era reformers called for public libraries to address the needs of not only white citizens but increasingly the needs of the newly enfranchised African Americans in addition to the needs of a continuing

with the 1882 Chinese Exclusion Act, and some twenty-five years later, in 1907-8, the Gentlemen's Agreement to curtail immigration from Japan.³

Americanization Programs and Public Library Commissions

Prior to World War I, in the absence of any national coordination of the Americanization campaign, governmental and quasi-governmental agencies competed to provide Americanization programs for the flood of immigrants fleeing political, social, and economic upheavals in their European homelands for the hoped-for promise of improving their economic status and protecting themselves from persecution. These agencies included, in the former category, the U.S. Bureau of Naturalization, administered by the

Philadelphia, Cleveland, and Chicago. Immigrants discovered that public libraries were free to use and provided books in their native languages as well as instruction in English and preparation for naturalization that would lead to full citizenship in their new country.

In response to the Progressive Era's reforming spirit, Americanization services were also provided beginning in 1890 by state public library commissions, beginning with the Massachusetts Free Public Library Commission (MFPLC), the first state library commission established as well as the first to offer Americanization services to immigrants on a statewide basis beginning in 1913. Jane Maud Campbell was employed by the MFPLC to supervise library work with immigrants statewide, the first woman to hold such a position. Other state public library

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influx of immigrants, mostly from Europe, that had begun in the early 1800s. The public libraries of several large cities and states with large immigrant populations, particularly in the Northeast and Midwest, were already in the business of supplying books in languages other than English and helping immigrants to assimilate in their new homeland.²

The movement toward restricting or at least limiting the migration of immigrants from the Far East gained Congressional approval prior to World War I. The U.S. Congress passed legislation to bar immigration from China

Department of Labor; and the Division of Immigrant Education of the U.S. Bureau of Education, administered by the Department of Interior; and, in the latter category, the Committee on Information, which later was incorporated as the independent Foreign Language Information Service (FLIS).⁴

Public librarians, often branch librarians in large Northeastern and Midwestern cities, were enthusiastic or at least willing to serve the newly arrived immigrants, who found their way to their branch libraries in the heart of neighborhoods in major urban centers like New York, Boston,

commissions soon followed the example of the MFPLC. By 1904, the League of Library Commissions was established to open communication among state public library commissions across the country.⁵

ALA War Service

During World War I and its aftermath ALA formally began to provide national coordination for Americanization services in public libraries. The ALA's national success, earned by providing books to foreign and native-born soldiers and sailors during World War I, encouraged ALA leaders to

2. Charles A. Seavey, "Public Libraries," in *Encyclopedia of Library History*, ed. Wayne Wiegand and Donald G. Davis, Jr. (New York, NY: Garland Publishing, 1994), 521, 518-28; Frank B. Sessa, "Public Libraries, International: History of the Public Library," in *Encyclopedia of Library and Information Science*, ed. Allen Kent, Harold Lancour, and Jay E. Daily, vol. 24 (New York, NY: Marcel Dekker, 1976), 285.
3. Otis L. Graham, Jr., *Unguarded Gates: A History of America's Immigration Crisis* (Lanham, MD: Rowman & Littlefield Publishers, 2004), 6, 9, 15, 17.
4. John F. McClymer, "Americanization Movement," in *Dictionary of American Immigration History*, 23-28.
5. Charles F. D. Belden, "Library Commission Work in Massachusetts," *Library Journal* 42 (Jan. 1917): 5-10; *Massachusetts Free Public Library Commission Annual Report 1912/13*, 16; Minnie Clarke Budlong, "League of Library Commissions," *Bulletin of the American Library Association* 8, (1) (1914): 20-25.

consider ways to continue this success in peacetime. The ALA received a grant of \$320,000 from the Carnegie Corporation of New York for the ALA War Service Committee, led by Herbert Putnam and Carl H. Milam.⁶

ALA Committee on Work with Foreign Born, 1918-1948

The ALA Committee on Work with the Foreign Born (CWFB), established in February 1918, was the first ALA organization charged exclusively to serve immigrants as a clearly defined population. Established to support and continue the work that had already been accomplished with the foreign-born community before and after World War I, the ALA CWFB's mission was straightforward: "to collect from libraries and to supply to them information on desirable methods of assisting in the education of the foreign born, in American ideals and customs and the English language."⁷ This was the explicit mission. The implicit mission adhered to by many librarians and immigrants' rights advocates was to provide Americanization services without force and coercion, without the mandate for immediate conformity, and within a framework of advocacy for "cultural pluralism," a new sociological construct made popular by Horace Kallen and embraced by other Progressive Era reformers.⁸

The ALA Executive Board appointed as the ALA CWFB's first chair, John Foster Carr, then an ALA employee as well as Founder and Director and sole employee of his Immigrant Publication Society of New York. Carr had been a particularly active and effective in the massive ALA book drive for soldiers and sailors during World War I. During the decade prior to his appointment, Carr had gained national attention for the publication of his series of Guides to the United States for various immigrant groups, including, in addition to an English edition, versions for Italian, Jewish, and Polish immigrants.⁹

ALA Enlarged Program

The ALA Executive Board sought to retain the hard-won national recognition for its ALA War Service during World War I by following up with a proposed ALA Enlarged Program, a national program of services to meet the needs of populations already identified and experimented with by the social reformers of the Progressive Era. Carr, concurrently the first chair of the ALA CWFB, was responsible for the financial management of this new campaign to expand library services not only to immigrants but also to other unserved or underserved populations.

Two million dollars were needed for implementing library extension or outreach services, work with the foreign born, adult self-education, work with

the blind, and institutional library development. Rather than being approved by many ALA members, however, the ALA Enlarged Program threatened to tear apart the organization. Vocal librarians objected that while they supported the public library's role in scholarship, many complained that they had not accepted that the ALA had a role to play in adult self-education, a new untested concept. Many librarians questioned the ALA's provision of services directly to readers, implying that this smacked of welfare rather than professionalism. Proposed changes to the ALA constitution to develop centralized administration for the Enlarged Program and the proposed move of ALA headquarters from Chicago to New York were challenged and financial mismanagement was charged. In sum, the library community was not ready to engage in yet another fund-raising campaign without the slightest hope of matching the success of the ALA War Service.

The ALA Enlarged Program, for these and a multitude of other reasons, became hopelessly deadlocked. The ALA Executive Board, chaired by Carl H. Milam, was forced to close the fund-raising campaign in December 1920, and, according to Margaret Monroe, writing in the 1960s about the ALA library adult education (formerly known as adult self-education) program and the ALA Enlarged Program, "a curtain of silence was

6. Dennis Thomison, *A History of the American Library Association, 1876-1972* (Chicago, IL: ALA, 1980, copr. 1978), 70-71.

7. American Library Association (ALA), 1918, *Library Journal* 43 (2): 120 (quote).

8. Wayne A. Wiegand, "Educating the Immigrant: The Americanization Movement and the Public Library, 1917-18, 113-31, in *An Active Instrument for Propaganda: The American Public Library During World War I*, foreword by Edward G. Holley, Beta Phi Mu Monograph, Number 1 (Westport, CT: Greenwood Press, 1989), 115; Margaret E. Monroe, *Library Adult Education: The Biography of an Idea* (New York, NY: Scarecrow Press, 1963), 25-27; Horace M. Kallen, "Democracy versus The Melting-Pot," *Nation* 100 (!8. Feb. 1915: 190-94), and (25 Feb. 1915): 217-20; Horace M. Kallen, *Culture and Democracy in the United States: Studies in the Group Psychology of the American Peoples* (New York, Y: Boni and Liveright, 1924; reprint, New York, NY: Arno Press and the New York Times, 1970).

9. John Foster Carr, *Guide to the United States for the Immigrant Italian: A Nearly Literal Translation of the Italian Version*, published under the auspices of the Connecticut Daughters of the American Revolution (Garden City, NY: Doubleday, Page, 1911); Plummer Alston Jones, Jr., "The ALA Committee on Work with the Foreign Born and the Movement to Americanize the Immigrant," in *Libraries to the People: Histories of Outreach*, 100-102, ed. by Robert S. Freeman and David M. Hovde, with a foreword by Kathleen de la Pena McCook (Jefferson, NC: McFarland, 2003).

drawn over both the program and the debates,” as if it had never happened.¹⁰

Carr, who had in the meantime served as chair of the ALA CWFB for two terms, was relieved of his position with the ALA after December 1920, his reputation tainted by his association with the widely criticized ALA Enlarged Program and his failure to raise anywhere near the two-million-dollar goal. Carr was however the catalyst to get ALA to reexamine its mission “to provide the best reading for the most at the least cost” (the words of Melvil Dewey), including those who, at this critical point in their lives, dreamed of becoming citizens of their new homeland and sought help from any organization that would help them. Fortunately for the library work with the foreign born movement, Carr was replaced in the 1920-21 term by Eleanor (Edwards) Ledbetter of Cleveland, who served for six consecutive terms as chair of the ALA CWFB, during the formative years from 1920-21 to 1925-26.

Ledbetter shared Carr’s passion for library work with immigrants, but as a cultural pluralist, not an Anglo-conformist. The promotion of and advocacy for multiculturalism in library services became driving forces increasingly during Ledbetter’s administration of the ALA CWFB. Her leadership brought stability to the ALA CWFB, which continued its program of service to immigrants even as the U.S. Congress was debating and putting the final touches on an elaborate quota system based on national origins of future immigrants. The purpose of the quotas was a ruse to allow more immigration from

countries in Western Europe at the expense of decreasing the flow of new immigrants from Eastern Europe.¹¹

National Origins Act (1924)

In 1921, Congress passed the first of two blatantly racist quota acts, which established the quota principle based on three percent of the foreign-born population in the 1910 census. It was within three years replaced by the Immigration Act of 1924, known as the National Origins Act, which was passed by the Congress to establish national origin quotas based on two percent of the census of the 1890 foreign-born population. The national origins quota system shifted the flow of Eastern Hemisphere immigration from Southern, Central, and Eastern Europe to immigration from Northwestern Europe. The act barred the admission of most Asians, who had already been legally classified as ineligible for citizenship.¹²

more quickly than before. Second, the new law allowed for the concentration of Americanization efforts on second and third generations of the immigrant community rather than on newcomers only. As a result of these two influences, the ALA CWFB began to rely more and more on the public schools for the Americanization of children, and on local boards of education and industries for the provision of adult evening schools.

The failure of the ALA Enlarged Program brought about a conservative wait-and-see policy to an already conservative ALA during the early 1920s and, as a counterbalance, the beginning of a reexamination of what had gone wrong. ALA leaders found it difficult to abandon their typical conservative attitudes and purported that to do anything would jeopardize their expressed neutrality on social issues. However, there were in ALA’s existing programs a variety of library services

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Although viewed as a victory for anti-immigration forces within the Congress and the country at large, the implementation of the National Origins Act had unforeseen consequences. First, immigrant customs and traditions transferred to the New World were becoming harder to maintain without the constant infusion of more immigrants from Europe: immigrants were being Americanized

for adults already being delivered by public libraries that promised to be popular, helpful, and non-confrontational. These core services included reading guidance (known as readers’ advisory service); services for special groups, notably immigrants, but also youth and adults with little education; departmentalization of libraries based on subject; and services in collaboration with community organizations

10. P. A. Jones, Jr., 1999, “The Publisher as Propagandist: John Foster Carr, 1869-1939,” in *Libraries, Immigrants, and the American Experience* (Westport, CT: Greenwood Press, 1999) 81-86.

11. P. A. Jones, Jr., “The Librarian as Social Worker; Eleanor (Edwards) Ledbetter, 1870-1954,” in *Libraries, Immigrants, and the American Experience*, 141.

12. LeMay and Barkan, *U.S. Immigration and Naturalization Laws and Issues*, 136-40; 144-51; Sucheng Chan, “Japanese,” in *Dictionary of American Immigration History*, 439, Raymond B. Williams, “Asian Indians,” 45, Ueda, “Naturalization and Citizenship,” 741; P.A. Jones, Jr., “The ALA Committee on Work with the Foreign Born and the Movement to Americanize the Immigrant,” 96-110.

and agencies. In the aftermath of World War II, library sponsorship of educational programs to promote democratic values in an increasingly pluralistic society assumed more urgency.¹³

ALA Adult Education Programs and Carnegie Corporation of New York

Under the organizational leadership of the ALA Adult Education Board, from its beginnings in 1924 as the ALA Commission on the Library and Education, the new library adult education movement received extensive funding and guidance from educational foundations. Millions of dollars in grants came to the ALA from the Carnegie Corporation of New York. The Carnegie Corporation's support of libraries was typical of its total adult education program, including the subsidizing of surveys, publications, research, demonstration projects, and experimental programs, as well as promoting professional participation in local, state, and national adult education associations. The Carnegie Corporation from its beginning was influenced by conservative leaders, including its early presidents. Under the leadership of Frederick Keppel, the Carnegie Corporation officially recognized the public library as a major agency for promoting adult education.¹⁴

In 1924, William Learned, an associate of the Carnegie Corporation, agreed with Keppel about the potential of the public library as an agency for

adult education in his *The American Public Library and the Diffusion of Knowledge*. Endorsed by president Keppel for distribution to a wider audience, the Learned report included a summary of significant adult library services already developed and implemented in public libraries, including subject departments in the Cleveland Public Library; reading courses available for purchase in the Chicago Public Library; the ALA Reading Courses series; and the U.S. Bureau of Education reading courses series. According to Learned himself, the report represented a philosophical framework, not only for adult education per se, but also for the diffusion of ideas and general knowledge, a concept framed in the Corporation's mission. The Carnegie Corporation considered services to immigrants an integral part of library adult education, and through its funding of the ALA itself, the Corporation indirectly continued the funding for the ALA CWFB.¹⁵ An ulterior motive for the Corporation leadership's concern for immigrants was that if the needs of immigrants were placated, the potential for social unrest was decreased.

Although the Learned report did not mention specifically the work of the ALA CWFB, it was at least possible that Learned knew about a series of publications by ALA CWFB members in the *Library Journal* during the early 1920s that demonstrated the CWFB's commitment to readers' advisory and guidance programs.

Individual articles in the series focused on the reading habits of different immigrant and ethnic groups, including Yiddish-speaking Jews (1921), Poles (1922), Japanese (1922), Romanians (1922), Greeks, Czechoslovaks (1923), and Italians (1924).¹⁶ These immigrant groups were representative of the new immigrants with the unexpected exception of the Japanese, who at this point in U.S. immigration policy were not officially welcomed in the Gentlemen's Agreement with Japan of 1907-8.

In January 1924, the *ALA Bulletin's* editorial column announced a general membership session on the topic of library adult education at the upcoming ALA annual conference that summer in Saratoga Springs, New York. Judson T. Jennings, librarian of the Seattle Public Library, and then ALA President, would address the ALA membership. In line with recommendations in the Learned report, Jennings endorsed public librarianship's interest in adult education, and identified three short-term objectives for the ALA: training competent personnel; extending library service to all areas of the country, notably rural areas; and participating in the developing national adult education movement. Jennings recommended that every large public library employ readers' advisers for reading guidance; develop reading courses, particularly for what was called out-of-school youth; and encourage the publishing of readable interesting books to be provided in

13. Monroe, 27-28, 31-32; John Michael Handley, "The Carnegie Corporation and the American Association for Adult Education," EdD dissertation (Raleigh, NC: North Carolina State University, 1998).

14. Florence Anderson, *Carnegie Corporation: Library Program, 1911-1961* (New York, NY: Carnegie Corporation, 1963), 88-89.

15. William Learned, 1924, *The American Public Library and the Diffusion of Knowledge* (New York, NY: Harcourt, Brace), iii, 3, 7, 28-29, 31, 33-36, 38-40, 56; Monroe, 1963, 228-230.

16. David Pinski, and Jennie Meyrowitz, 1921, "Yiddish Literature," *Library Journal* 46 (21): 977-79; Eleanor (Edwards) Ledbetter, 1922, "The Polish Immigrant and the Library [Part I]," *Library Journal* 47 (2): 67-70; "The Polish Immigrant and the Library [Part II]," *Library Journal* 47 (11): 496-98; Ledbetter, 1923, "The Czechoslovak Immigrant and the Library," *Library Journal* 48 (19): 911-15; Marion Horton, "Library Work with the Japanese," *Library Journal* 47 (15 Feb. 1922); Josephine Gratiaa, 1922, "Roumanians [sic] in the United States and Their Relations to Public Libraries," *Library Journal* 47 (9): 400-404; Margery Quigley, 1922, "The Greek Immigrant and the Library," *Library Journal* 47 (18): 863-65; May M. Sweet, "Italians and the Public Library," *Library Journal* 49 (15 Nov. 1924): 977-81.

quantities at low cost, an allusion both to Melvil Dewey's motto for the ALA approved in 1879, and to the Carnegie Corporation's mission of diffusing knowledge and ideas to the greatest number.¹⁷

Reaction to Jennings's speech was generally enthusiastic, especially when compared to the total rejection of ALA Enlarged Program. Jennings was appointed chairman of the ALA Commission of the Library and Adult Education in 1924 and instructed to conduct a two-year study of libraries and their potential for promoting adult education. In 1925, the Carnegie Corporation granted the ALA \$24,500 for this study and formed an advisory committee, which included John Cotton Dana of the Newark Public Library, known for his sharp criticism of the very concept of adult education, along with Carl H. Milam, ALA Executive Director, as official representatives of the ALA. Together, representatives from the library and adult education communities would take steps in the formation of what would become, in 1926, the American Association for Adult Education (AAAE), which would work in tandem as a subsidiary organization with the Carnegie Corporation to promote and advocate the growing interest in adult education through public libraries.¹⁸

In 1926, the ALA Commission's report, *Libraries and Adult Education*, recommended, not surprisingly, that public libraries should organize adult education departments and programs adapted to the needs of what were

termed special groups, including immigrants, workers, unions, university extension students, public school youth, the blind, and inmates of hospitals and prisons. Librarians began to look especially to the readers' advisers and specialist librarians, who had adapted traditional services to the needs of special groups in the community, as the appropriate leaders for library adult education.

Also, in March 1926, the ALA Commission became the ALA Board on the Library and Adult Education. With the consensus of library community opinion being that the readers' advisory service was the principal focus of adult education, the American public library community had a clearer vision of its role as an agency of library adult education. Critics like Dana warned of the overreliance on the readers' adviser's role considering the library's role of neutrality in a pluralistic democratic society.¹⁹

From 1926 through 1933, the Carnegie Corporation granted the ALA two million dollars for its endowment. In 1929, the ALA CWFB, under the leadership of Edna Phillips of the MFPLC Division of Public Libraries, Jane Maud Campbell's successor as Supervisor for Work with Racial Groups, published a handbook entitled *Reading Service to the Foreign Born*, which offered suggestions on how to introduce the public library's Americanization services to adult immigrants in evening school classes.²⁰ This and other publications of the ALA CWFB's demonstrated a willingness

to provide what the Carnegie Corporation's and the ALA's leadership had recommended.

American Association for Adult Education

In 1934, the first edition of the *Handbook of Adult Education* was published by the AAAE, followed in 1936 by a second edition. The *Handbook* in these and later editions included articles on, and directories of organizations involved in adult education. An article in the 1934 edition, entitled "Library Adult Education," by Carl H. Milam, ALA Executive Secretary, outlined the types of services available to the foreign born and positioned the ALA as a supporter of the larger national adult education movement.²¹

Another article that appeared in both the 1934 and 1936 editions of the *Handbook*, "Adult Education and the Foreign Born," by Read Lewis, Director of the Foreign Language Information Service (FLIS), brought national attention specifically to the ALA CWFB's work with immigrant education:

Although immigration has played no small part in the adult education movement, it has always been something of a stepchild. However convenient, the term "adult education for the foreign born" is apt to be misleading. Instruction in our language and institutions is only a small section of the educational needs and interests of the foreign born. Once the hurdle of language is overcome, adult education is

17. Judson T. Jennings, 1924, "Sticking to Our Last," *ALA Bulletin* 18 (Proceedings): 150-56; John Cotton Dana, 1928, "To the Members of the Executive Board of the ALA," *ALA Bulletin* 22 (1): 9-12; Monroe, 1963, 30-32, 34-38.

18. ALA, Commission on the Library and Adult Education, 1926, *Libraries and Adult Education* (Chicago, IL: ALA); Monroe, 1963, 32-34; *Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy*, 2002, Prepared for the ALA Committee on Literacy, by Kathleen de la Pena McCook and Peggy Barber (Washington, DC: ERIC) 2; Wiegand, *Irrepressible Reformer: A Biography of Melvil Dewey* (Chicago, IL: ALA, 1996), 61-62.

19. Anderson, 88; John Cotton Dana, "To the Members of the Executive Board of the ALA," *ALA Bulletin* 22 (1) (1928): 9-12; Monroe, 30-32, 34-38.

20. *Reading Service to the Foreign Born*, 1929, comp. by the Committee on Work with the Foreign Born of the American Library Association (Chicago, IL: ALA).

21. Carl H. Milam, 1934, "Libraries and Adult Education," in *Handbook of Adult Education in the United States, 1934*, ed. by Dorothy Rowden (New York, NY: AAAE).

essentially the same, whether the student was born in Poland or Pennsylvania.²²

This observation from someone in an independent organization, which collaborated with public libraries to provide accurate and up-to-date information on immigrant groups, emphasized that, while library work with the foreign born remained essential, it was often overlooked in the preoccupation of the library profession with the administration of library adult education per se, rather than with its content and intended audiences.

In the 1936 edition of the *Handbook*, Milam's article is replaced by one by John Chancellor, the newly appointed ALA Assistant in Adult Education, titled "Libraries and Adult Education." Chancellor did not mention or discuss library services with the foreign born. Following his article, however, were responses from public libraries throughout the country which had responded to Chancellor's request for summaries of their adult library services, including assimilation services offered.²³

ALA Adult Education Board and Library Bill of Rights

Between 1936 and 1940, libraries began to move responsibility for adult education away from being a specialized service of the reader's adviser and toward diffusing the responsibility for library adult education to all professional staff serving adults, both

foreign- and native-born. In 1939, Ernestine Rose, then chair of the ALA Adult Education Board, shepherded the first Library Bill of Rights through the ALA Council. Three principles or rights affecting the provision of service to the foreign-born community were identified in the Library Bill of Rights. First, reading materials should be selected in terms of their value and interest to the public, and not influenced by race, nationality, or political views. Second, giving adequate representation of all sides of questions on which differences of opinion existed was an important step to reinforce the library's policy of neutrality in a democratic society. Third, making library meeting facilities available for cultural activities, including the discussion of current national issues, would further demonstrate the library's role as a sponsor of community activities and a forum for the discussion of ideas. The ALA Bill of Rights gave a philosophical underpinning to the adult education activities of the ALA and further enhanced the work of the ALA CWFB.²⁴

ALA Adult Services during World War II

The beginning of World War II affected not only the overall ALA adult education program, but also the activities of the ALA CWFB. A critical shortage of labor occurred in the United States during World War II, due to the redirection of American manpower away from domestic

industrial and agricultural enterprises and toward support for the war effort. At the same time, European immigration decreased.

The plight of European refugees from Nazi Germany in general and specifically refugee librarians, was addressed by the ALA Committee on Refugee Librarians, chaired by Jennie M. Flexner, in charge of readers' advisory services at the New York Public Library, and concurrently chair of the ALA CWFB. From 1941 to 1942 the ALA Committee on Refugee Librarians received a grant of \$200 from the Carnegie Corporation.²⁵

These developments had an alarming effect on the ALA CWFB. Mary B. McLellan, librarian responsible for Americanization services at the Hartford Public Library, voiced her reaction to the current situation in her article, "There's Still Work to Be Done with the Foreign Born." McLellan reported that even though the numbers of immigrants entering the country had been decreased by restrictive legislation, there were still, according to the 1940 census, more than 11,500,000 foreign born of whom approximately 3,500,000 had not been naturalized.²⁶

Since immigration from areas throughout the Western Hemisphere was unaffected by the National Origins Act of 1924, the importation of migrant laborers from Mexico was the most viable solution to meet the need for agricultural workers to harvest crops during wartime. To aid

22. Read Lewis, 1934, "Adult Education and the Foreign Born," in *Handbook of Adult Education in the United States, 1934*, 58-61, 61 (quote), comp. under the auspices of the American Association for Adult Education, Dorothy Rowden, ed. (New York, NY: American Association for Adult Education); Lewis, 1936, "Adult Education and the Foreign Born," in *Handbook of Adult Education in the United States, 1936*, 58-61, 61 (quote), comp. under the auspices of the American Association for Adult Education, Dorothy Rowden, ed. (New York, NY: American Association for Adult Education). See also, *This America: A Summary of the Work of the Foreign Language Information Service, 1927* (New York: Foreign Language Information Service); and Daniel Erwin Weinberg, 1973, "The Foreign Language Information Service and the Foreign Born, 1918—1939: A Case Study of Cultural Assimilation Viewed as a Problem in Social Technology" (Ph.D. dissertation, University of Minnesota).

23. John Chancellor, 1936, "Libraries and Adult Education," in *Handbook of Adult Education in the United States, 1936*, 77-83, comp. under the auspices of the American Association for Adult Education, Dorothy Rowden, ed. (New York, NY: American Association for Adult Education).

24. ALA, 1948c, "Library Bill of Rights," *ALA Bulletin* 42 (7): 285.

25. Florence Anderson, 1963, *Carnegie Corporation: Library Program, 1911-1961* (New York, NY: Carnegie Corporation), 90. The small sum speaks volumes.

26. Mary B. McLellan, 1945, "There's Still Work to Be Done with the Foreign Born," *Library Journal* 70 (Aug. 1945): 676-77.

Congressional deliberation and approval, Milam, ALA Executive Secretary, requested then CWFB chair Edna Phillips to conduct a study of the labor situation with Mexican migrants and to assess the needs for providing library services to them.

In June 1945, Phillips sent Milam a memorandum reporting that 75,000 Mexican migrant laborers were expected in July 1945 to work on farms in the West and Midwest. In addition to the need for seasonal agricultural workers, she noted that thirty-two railroads, covering the entire United States, had been assigned quotas of 100 to 12,750 Mexican laborers.

In her memorandum, Phillips referred to the work already in progress since 1939 with Mexican migrants in Ohio under the supervision of Edith Wirth of the Cleveland Public Library, a current member of the CWFB. Based on Wirth's initiative and its relative success, Phillips recommended the establishment of library service points in other migrant labor camps throughout the United States in her memorandum, which was distributed to library extension agencies. Back in 1939, the Cleveland Public Library had been the beneficiary of a grant of \$5,000 from the AAAE for extension of library service to labor and foreign language groups.

In the October 1946 minutes of the ALA CWFB, Phillips stated that her memorandum had generated interest in improving library services for the Mexican migrants working in the United States. The ending of World War II seemed to belie the need for further development of this the project. In the long run, the ALA missed an opportunity to develop a policy on providing library service to migrant

laborers from Mexico and other parts of the Western Hemisphere, who were in the U.S. to provide much-needed farm and industrial labor. Congress eventually passed the Agricultural Act of 1949, which allowed for the use of migrant laborers from throughout the Western Hemisphere, especially from Mexico, to work as seasonal agricultural workers. As part of the 1949 act, the Mexican Bracero Program, which would last until 1964, was established in large part to satisfy the demands of farmers in the Midwest and South-west.²⁷

Demise of the ALA CWFB

From the end of World II onward, the ALA began to urge the CWFB to accept a new mission to improve international and intercultural relations. In October 1946, Phillips reported to the CWFB membership that negotiations were underway with ALA officials to bring about this change. Concurrently, during 1946, the Adult Education Section was established within the ALA Public Library Division. In October 1948, during the Atlantic City (NJ) ALA conference, the ALA Council approved that the name of the ALA CWFB be changed to the ALA Committee on Intercultural Action.

It remains an organizational mystery why the CWFB did not formally merge at that very moment with the ALA Adult Education Section, rather than becoming a new committee with a vague mission that detracted from the provision of Americanization services. Much enthusiasm and energy from many CWFB members and supporters of immigrants' rights were quashed as advocacy for multiculturalism seemed to take second place to the promotion of internationalism.

The new ALA Committee on Intercultural Action had four, seemingly unrelated, goals: (1) to foster tolerance and understanding among cultural groups; (2) to promote an appreciation for diversity among racial and ethnic groups; (3) to support the aims and work of the United Nations, especially UNESCO; and (4) to disseminate information on race, group dynamics, and techniques for handling potential violence due to racial friction. The only goal of the former CWFB that remained was promoting an appreciation for diversity, which broadly included multiculturalism.

Phillips served as chair of the newly formed committee whose principal reported activity was the provision of shipments of food or clothing to librarians in the countries serviced by CARE (Cooperative for Assistance and Relief Everywhere), founded in 1945. Although the Committee on Intercultural Action functioned at least organizationally through the 1956-57 fiscal year, its functions were then absorbed by the ALA Adult Services Section of the ALA Public Library Division. In retrospect, the Commission on Intercultural Action was of dubious value, proof of which lies in the absence of published minutes.²⁸

Carnegie Corporation and Adult Education

In 1948, the third edition of *Handbook of Adult Education in the United States*, an article titled "Education of the Adult Foreign Born for Citizenship," by Henry B. Hazard of the U.S. Department of Justice, Immigration and Naturalization Service, was published along with an article titled "The Public Library and Adult Education," by Mildred V. D. Mathews, Supervisor of

27. ALA, 1945, "ALA CWFB Minutes," *ALA Bulletin* 39 (10): 401; ALA, 1947, "ALA CWFB Minutes," *ALA Bulletin* 41 (11): 401-2; ALA, 1948a, "ALA CWFB Minutes," *ALA Bulletin* 42 (2): 69-70; ALA, 1948b, "ALA CWFB Minutes," *ALA Bulletin* 42 (11): 464; Lemay and Elliott, 220-225; *Library Program, 1911-1961*, 88.

28. ALA, 1947; ALA, 1948a; ALA, 1948b; *Chronology*, 2002, 3.

Adult Services of New York Public Library (NYPL). Together these articles demonstrated the continued involvement of both the federal government and the ALA in the education of the foreign born and especially in the preparation for naturalization leading to citizenship.²⁹

Ford Foundation's Fund for Adult Education

When the Carnegie Corporation withdrew funding for the ALA adult education program in 1951, the Ford Foundation's subsidiary Fund for Adult Education (FAE), stepped in to fund the Adult Education Association of the United States (AEA) from 1951 to 1961. The Ford Foundation was founded in 1936 by Edsel and Henry Ford, conservative businessmen, who could hardly have been cast as advocates of immigrants' and workers' rights. By 1951 this antagonism had been tempered by its new commitment to funding adult education programs for preserving democracy.

In 1951, an initial FAE grant to the ALA consisted of \$150,000 for the implementation of the American Heritage Project, directed by Grace T. Stevenson, Executive Secretary of the ALA Adult Education Board. This project was carried out by public library discussion groups on American democracy. The project was based on the Great Books reading courses formulated in the late 1940s by the Great Books Foundation in Chicago. This project was used by the NYPL to explore a program known as Exploring

the American Idea (EAI). In the spring and summer of 1951, the EAI was transformed from a local program of the NYPL to a national program of the ALA.

The EAI attracted the attention of C. Scott Fletcher, head of the new Fund for Adult Education. Created by the Ford Foundation in its effort to settle its tax status with the IRS. Fletcher informed John Mackenzie Cory, Carl Milam's replacement as ALA Executive Director, of the FAE board's approval of a \$150,000 grant to ALA for the promotion and demonstration of adult community discussions on the American heritage and its contemporary application. ALA was to coordinate and support local program activities, select six demonstration areas, and conduct a training program.³⁰

“*The American Heritage Project was ALA's first national adult education program to be centralized in both theme and implementation.*”

The grant promised, according to Jean Preer, "a greatly expanded audience for the public library as an independent agent of adult education." The American Heritage Project (AHP) was ALA's first national adult education program to be centralized in both

theme and implementation. The AHP provided reading materials through its office along with training and consultation. The EAI and AHP seemed to fulfill the recommendations of the *Public Library Inquiry* (PLI), published by Columbia Press from 1949 to 1951. Finding that only a small fraction of the public used the public library and tended to seek popular, ephemeral material, the PLI challenged the notion of the library as a bulwark of democracy. The study concluded that libraries were limited by the self-selected nature of their audience and the emergence of mass media. Libraries should concentrate on reaching local community elites with serious works of long-lasting interest. The FAE had a strong interest in film and collaborated with Scott Fletcher, former head of Encyclopaedia Britannica Films, and Grace Stevenson, head of the AHP, a pioneer in the use of films at the Seattle Public Library.³¹

Immigration and Nationality Act of 1952

Amid the discussions and actions regarding the adult education role of the public library, important immigration was passed by the U. S. Congress. The immigration legislation of 1952 maintained the national-origins quota system initiated in the National Origins Act of 1924, however, it allowed limited immigration from the countries of the Asia Pacific Triangle, a new geographical construct first defined in the 1952 act. This immigration reform opened the possibility for Asian

29. Henry B. Hazard, 1948, "Education of the Adult Foreign Born for Citizenship," in *Handbook of Adult Education in the United States*, comp. under the auspices of the Institute of Adult Education, Teachers College, Columbia University, with the cooperation of the American Association for Adult Education, Mary L. Ely, ed. (New York, NY: Bureau of Publications, Teachers College, Columbia University); Mildred V. D. Mathews, 1948, "The Public Library and Adult Education," in *Handbook of Adult Education in the United States*, comp. under the auspices of the Institute of Adult Education, Teachers College, Columbia University, with the cooperation of the American Association for Adult Education, ed. by Mary L. Ely (New York, NY: Bureau of Publications, Teachers College, Columbia University).

30. Jean L. Preer, 2001, "Exploring the American Idea at the New York Public Library." *American Studies* 42:3 (Fall): 135-54, in *The Library as an Agency of Culture*. 2001. Ed. by Thomas Augst and Wayne A. Wiegand (Madison, WI: University of Wisconsin Press, 2001, 143-50, 144 (quote).

31. Grace T. Stevenson, 1954, "The ALA Adult Education Board," *ALA Bulletin* 48 (4): 226-31; Stevenson, 1960, "Adult Education in Libraries," in *Handbook of Adult Education in the United States*, Malcolm S. Knowles, ed. (Chicago, IL: Adult Education Association of the U.S.A.).

immigration from countries formerly identified in the National Origins Act of 1924 as the Asiatic Barred Zone.³² Library services for Asian immigrants increased due to demands of immigration.

ALA Office of Adult Education

In 1952, there was good news on the funding front for libraries. Additional FAE funding was granted to the ALA to create an Office of Adult Education. FAE grant programs developed in the 1950s were more concerned with materials being used in library study and discussion groups rather than on the audiences being served. Although some library leaders questioned the efficacy of group-oriented adult education, Stevenson of the ALA Adult Education Board disagreed. She argued that adult education group discussions encouraged their participants to use library materials more effectively. Stevenson's view prevailed. Between 1951 and 1955, the FAE funded twenty ALA Adult Education Subgrant Projects, which provided funding for small group discussion programs in public libraries.³³

The ALA Survey of Adult Education Activities, funded by a FAE grant, was conducted in 1952 and 1953 by Helen Lyman Smith, and published in 1954 as *Adult Education Activities in Public Libraries*. Her report, which dealt extensively with group library services for adults, demonstrated the differences in opinion among librarians and

library adult education specialists. Librarians in general gave priority to publicity, including exhibits, lectures, and book talks. Library adult education specialists gave priority to community leadership program planning, counseling on library resources, the use of library materials in library-sponsored programs, and library staff training.

The Smith survey documented that of the 1,692 public libraries responding, only 364 conducted studies of community needs and resources. Of the remaining 1,328 which did no community studies to determine local needs, only 146 expressed any interest. Of the libraries surveyed, only 9 percent offered adult library services with the foreign born, the term used in the report.³⁴

ALA Library-Community Project

In 1955, renewed interest in library adult education was promoted by a FAE grant to the ALA Library-Community Project, which continued until 1960 under the direction of Ruth Warncke. The Library-Community Project was implemented to follow up on the distressing finding in the Smith survey that many libraries had no interest in surveying their communities to determine what adult services were needed. It was assumed that, if these uninterested libraries were given help from qualified adult education consultants, they would respond more

positively. This FAE grant provided funds for consultants to help pilot libraries undertake community surveys of their users. In 1957, the ALA Adult Education Section became the ALA Adult Services Division (ASD), which incorporated the ALA Adult Education Board, established earlier in 1926.³⁵

Beginning of Federal Funding for Libraries

In 1956, federal funding for libraries became a reality, after years of lobbying the U.S. Congress by the ALA. The Library Services Act (LSA) (1956-64) helped many libraries, particularly in the South, to develop and implement services with African Americans, a long-neglected minority population. The Library Service & Construction Act (LSCA and its amendments) (1964-95) provided funds for library programs to reach immigrants from around the world, particularly Asia, which had been sorely neglected due to former U.S. immigration policies and legislation.

Finally, the Library Services & Technology Act (LSTA) (1996-) granted funds to serve two more neglected minorities, American Indians and Native Hawaiians. Federal aid to libraries has become part and parcel of government support for public libraries, but always with the requirement of Congressional oversight and the need for reauthorization of the enabling laws.³⁶

32. M.A. Jones, *American Immigration*, 251-55; Mary Elizabeth Brown, "Patrick Anthony McCarran (1876-1954): Cold War Immigration," in *Shapers of the Great Debate on Immigration: A Biographical Dictionary* (Westport, CT: Greenwood Press, 1999), 191-204; LeMay and Barkan, *U.S. Immigration and Naturalization Laws and Issues*, 116-21.

33. Eleanor Phinney, ALA Projects: Supported by the Fund for Adult Education," *ALA Bulletin* 50 (9) (1956): 591-96.

34. Helen Lyman Smith, 1954, *Adult Education Activities in Public Libraries; A Report of the ALA Survey of Adult Education Activities in Public Libraries and State Library Extension Agencies of the United States* (Chicago, IL: ALA), 17, 21, 37; Monroe, 1963, 61-62; *Chronology*, 2002, 3).

35. Ruth Warncke, 1960, *Library-Community Project Report, 1955-1960* (Chicago, IL: ALA, prepared for the Fund for Adult Education); Monroe, 1963, 65-66; *Chronology*, 2002, 3. One such pilot project was with the Cumberland County Public Library which had reported a large collection of foreign language materials and requested consultants to demonstrate how these materials could be used in Cumberland County, the home of Fort Bragg, and throughout North Carolina. The North Carolina Foreign Language Center, with Library Services and Construction Act funds, was founded in 1976 and included an initial donation of 2,000 foreign-language books from the Cumberland County (NC) Library, with its headquarters in Fayetteville.

36. Stevenson, 1960; Angelica W. Cass, 1960, "Fundamental and Literacy Education for Natives and Foreign-Born Adults, in *Handbook of Adult Education in the United States*, Malcolm S. Knowles, Ed. (Chicago, IL: Adult Education Association of the U.S.A.).

The 1960 edition of the *Handbook of Adult Education in the United States*, published with a FAE grant of \$10,484 included two articles touching upon library work with immigrants. Grace Stevenson of the ALA reviewed the state of the art in adult education programs sponsored by public libraries throughout the United States. Angelica W. Cass, Associate in Americanization and Adult Elementary Education of the New York State Education Department, in her article, "Fundamental and Literacy Education for Natives and Foreign-Born Adults," demonstrated the continued cooperation between public schools and the federal government through the Immigration and Naturalization Service of the U.S. Department of Justice, and the U.S. Office of Education.³⁷

Cass's article spoke to the fact that Americanization services were nationally important and not dependent on the ALA alone. The reality was that Americanization services, no matter what they were called, were still needed and that the federal government and public and evening schools were prepared to take up any perceived gaps left by the ALA.

FAE dissolved

In 1961, after the FAE dissolved, further funding would come directly from the Ford Foundation. The FAE as its last granting round gave what was literally called final grants to the many national organizations, including the ALA, which received a grant of \$40,000 for funding local libraries in the development of demonstration programs in what the FAE referred to as liberal adult education.³⁸

37. Hansen, Andrew, 1985. "RASD: A Backward Look into the Future," *RQ* 25 (1): 13-18; Hansen, 1995. "RASD: Serving Those Who Serve the Public," *RQ* 34 (3): 314-38; Hansen, 2013, *RASD: Serving Those Who Serve the Public*, accessed Nov. 15, 2013, two-part document, <http://www.ala.org/rusa/about/history>; and <http://www.ala.org/rusa/about/history/rasdhistory2>.

38. A Ten Year Report of the Fund for Adult Education, 1951-1961 [New York, NY: Ford Foundation, 1962].

39. Francesco Cordasco, "Bracero Program," in *Dictionary of American Immigration History* (Metuchen, NJ: Scarecrow Press, 1990), 91.

40. *Chronology of Milestones for Libraries and Adult Lifelong Learning and Literacy*, 2002, prepared for the ALA Committee on Literacy, by Kathleen de la Pena McCook and Peggy Barber, 2-4 (Washington, DC: ERIC).

Immigration Act of 1965

In 1965, Congressional reforms of immigration were enacted to replace the existing national origins-based legislation, begun in 1924 and modified slightly in 1952, with a system based on preferences for certain categories of immigrants, particularly those who qualified for admission in order to reunite with family members already in the United States and those with occupational skills needed in the U.S. economy.

In order to accommodate the demands from factions demanding tougher security on the border, the exemptions, formerly allowed for immigrants from within the Western Hemisphere, were abandoned. A fateful consequence of this legislation was that the seasonal agricultural laborers who had worked in the United States since 1949, when the Mexican Bracero Program was established, were no longer permitted to resume their employment when the program ended in 1964. These workers, who returned to U.S. farms in the spring of 1965 to take up their former occupations, were viewed under the U.S. immigration law as undocumented or illegal laborers.³⁹

The qualifying term "illegal" stuck though these immigrants had worked in the U.S. legally without the need for documentation up until 1965. From 1965 onward, Mexican migrant laborers were no longer viewed as helping the U.S. economy, as they had been during World War II when they provided needed services, but as a drain on U.S. resources to which they were not entitled.

Adult Education Act (1966) & American Association of School Librarians (1967)

In 1966, Congress passed the Adult Education Act, giving adult education the status of being governmentally endorsed and funded. In response to the legislation, the American Association of School Librarians (AASL) in 1967 organized an Ad Hoc Committee on Treatment of Minorities in Library Materials to advocate for a more positive portrayal of immigrants in textbooks used by school children across the United States. David Cohen served as coordinator of this AASL committee from 1967 through 1972.

Concurrently, in 1970, the "Library Rights of Adults: A Call for Action" was adopted and endorsed by the Adult Services Division (ASD) and Reference Services Division (RSD). In 1972, the ASD and the RSD merged to become the ALA Reference & Adult Services Division (RASD). In 1976, the Public Library Association (PLA) established an Alternative Education Programs Section (AEPS) to promote public library adult literacy programs, as well as adult basic education (ABE) and other continuing education programs.⁴⁰

National Survey of Library Services to non-English Language Speaking Minorities

In the fall of 1980, *Library Trends* published a survey of library services to non-English-language ethnic minorities in the United States taken by Natalia B. Bezugloff, Head of the Foreign Literature Department of the Cleveland Public Library. She contacted 127 public libraries offering

multilingual library services in 50 states. Of the 102 responses she received, 72 had foreign-language collections of various sizes in more than 70 foreign languages.

Of the 45 libraries that reported the age of their collections, 10 were started before 1900, 13 in the early 1900s before World War I, and 22 since World War I. These 45 libraries provided a variety of services to the ethnic communities they served, including readers' advisory service, and visits to and materials for English as a Second Language (ESL) and citizenship classes. The most positive outcome reported was a marked increase in use of foreign-language and language-learning materials by second- and third-generation descendants of immigrants.⁴¹ Bezugloff's research demonstrated the continuing need for multicultural adult library services.

Establishment of ALA Ethnic Materials Information Exchange Round Table

In the summer of 1982, the Ethnic Materials Information Exchange Task Force (EMIE) of the Social Responsibilities Round Table (SRRT) was elevated to the administrative status of a round table at the ALA annual conference in Philadelphia. The decision was viewed by many EMIE members as tangible recognition of the continued importance of advocacy for multiculturalism within the ALA. The upgrading also gave EMIE the gravitas to collaborate with other agencies interested in library service with ethnic and minority groups. The petition, presented by David Cohen, formerly with the AASL and the EMIE

task force in the SRRT, was approved and supported by the ALA Council Committee on Minority Concerns.⁴²

Immigration Reform and Control Act of 1986

Immigration legislation in 1986 attempted to stem the tide of illegal immigration, which had continued to rise since 1965, by instituting employer sanctions for those employers who knowingly hired undocumented alien workers. An amnesty program was

also implemented to provide permanent resident-alien status to an estimated three million illegals already residing in the U.S. since January 1, 1972, including one and one-half million undocumented aliens and over one million special agricultural workers already in the country. Both the employer sanctions and the amnesty program were equally ineffectual: undocumented immigration continued.⁴³

In 1989, the ALA Literacy Assembly was convened for the first time, and the former PLA Alternative Education Program Section was renamed the Adult Lifelong Learning Section. In 1990, the ALA RASD Services to Adults Committee announced the completion of a survey of adult education programs in public libraries. The survey, begun earlier in 1983 as the Adult Services in the Eighties (ASE) project, represented an expansive

update of Helen Lyman Smith's 1954 survey which had been sponsored by the FAE.⁴⁴

An analysis of the survey, edited by Kathleen M. Heim and Danny P. Wallace, was published by the ALA in 1990 as *Adult Services: An Enduring Focus for Public Libraries*. The results of the survey documented increases in and improvements to services with immigrants and minorities since the Smith survey. The questionnaire was distributed to 1,758 library systems,

“*The most positive outcome reported was a marked increase in use of foreign-language and language-learning materials by second- and third-generation descendants of immigrants.*”

representing more than 8,000 single-unit libraries, central libraries, and branches. Responses were received from 4,215 individual libraries representing 1,114 systems. Results showed that public libraries had organized 18 programs based on the needs of ethnic and minority groups, including multicultural understanding, business operations, tax help, genealogical research, and political issues. States that offered 10 or more programs either for specific minorities or based on minority concerns included California, with 66; New York and Illinois, with 27 each; Texas, with 26; and Massachusetts, with 11. Only 504 libraries out of the 4,215 responding, a little less than 12 percent, reported programming aimed at advocacy for multiculturalism and the human rights of minority clientele.⁴⁵

41. Natalia B. Bezugloff, "Library Services to Non-English-Language Ethnic Minorities in the United States," *Library Trends* 29 (Fall 1980): 259-74.

42. J. B. Petty, 2001, "Reflections on the Role of EMIE in the Past and in the Future: A Message from the Chair," *EMIE Bulletin* 18 (3): 1, 3, 13.

43. LeMay & Barkan, xlv, 282-288; P. A. Jones, Jr., *Still Struggling for Equality: American Public Library Services with Minorities* (Westport, CT: Libraries Unlimited, 2004), 123-24; Cordasco, "Immigration Reform and Control Act of 1986" in *Dictionary of American Immigration History*, 391-96.

44. William E. Moen and Kathleen M. Heim, eds., *Librarians for the New Millennium* (Chicago, IL: ALA, Office for Library Personnel Resources, 1988).

45. Kathleen M. Heim, & Danny P. Wallace, 1990, *Adult Services: An Enduring Focus for Public Libraries* (Chicago: ALA); Heim, 1991, "Adult Services within the American Library Association: A Historical Examination of the Move to Synthesis." *RQ* 30 (3): 386-94.

Immigration Act of 1990

Immigration legislation in 1990 established a new category of preference called “diversity immigrants,” who came to the United States from traditional sources of immigration such as Ireland, Italy, and Poland. The category of diversity immigrants included an interesting combination of what had once been in the 1920s referred to as “old immigrants” (from Ireland, for example) and what were referred to as “new immigrants” (from Italy and Poland, for example).⁴⁶

In 1991, the creation of the National Institute for Literacy (NIFL) was enabled by a bipartisan Congressional coalition in response to requests for a national literacy agency. In 1995, the former ALA Office for Library Outreach Services (OLOS) retained its acronym, however, it was renamed the ALA Office for Literacy and Outreach Services (OLOS) to recognize its expanded focus on adult literacy and advocacy for multiculturalism.⁴⁷

Adult Education and Family Literacy Act of 1998

In 1998, the ALA adopted literacy as one of five key action areas. The Adult Education Act (AEA) of 1966 was restructured as the new Adult Education and Family Literacy Act (AEFLA) to emphasize the continuing need for adult literacy activities and the fact that adult literacy reinforced by adults reading with their children. In 2001, the ALA Standing Committee on Literacy was established.⁴⁸

Department of Homeland Security established after 9/11/2001

The tragedy of 9/11/2001 dramatically changed the debate on immigration reform to one on defeating global terrorism. In 2002, the new Department of Homeland Security was established to deal with immigration, terrorism, response to natural disasters, and a host of other responsibilities formerly administered by several federal agencies. In 2007, amid wars in Iraq and Afghanistan, the U.S. Senate passed a Comprehensive Reform of Immigration bill, which had the potential of fixing the immigration process, particularly about the issue of illegal immigration, but it languished and died without approval from the U.S. House.⁴⁹

Beginning of the Deferred Action for Childhood Arrivals (DACA) (2012)

During the Obama administration, on June 15, 2012, then-Secretary of Homeland Security Janet Napolitano issued a memorandum entitled “Exercising Prosecutorial Discretion with Respect to Individuals Who Came to the United States as Children.” This memorandum created a non-Congressionally-authorized administrative program that permitted certain individuals who came to the United States as juveniles to request consideration of deferred action for a period of two years, subject to renewal, and eligibility for work authorization. The

program became known as Deferred Action for Childhood Arrivals (DACA). It must not be forgotten that DACA status does not equate to legal status, while the DREAM act would.⁵⁰

Immigration in the Trump Era

In 2014, the need for comprehensive immigration, which was passed in the Senate but not by the House earlier in 2007, was once again brought to debate in the U.S. Congress due to the massive immigration of children, some with their mothers, to flee brutal regimes, gangs, and drug cartels in the Central American nations of Honduras, Guatemala, and El Salvador.⁵¹

In November 2016, President Trump banned travel to the United States by refugees and immigrants from some majority-Muslim countries and ordered that sanctuary cities refusing to cooperate with the federal government to facilitate deportations would lose their federal funding. He directed the Department of Homeland Security to build a wall on the U.S.-Mexico border, hire 5,000 new Border Patrol agents and construct new detention facilities. In August 2017, Trump wasted no time setting a deadline for the expiration of DACA. He challenged Congress to come up with a solution for the already registered Dreamers.

On September 5, 2017, then-U.S. Attorney General Jeff Sessions announced that the government was terminating the DACA program. That same day, then-Acting Secretary of

46. M. A. Jones, *American Immigration*, 289-90; E. Willard Miller and Ruby M. Miller, *United States Immigration: A Reference Handbook* (Santa Barbara, CA: ABC-CLIO, 1996), 103-7; Thomas J. Archdeacon, “Immigration Law,” in *Oxford Companion to United States History*, 366.

47. *Chronology of Milestones*, 2-4.

48. *Ibid.*

49. Plummer Alston Jones, Jr., “From Marginalized Migrants to Permanent Residents of North Carolina: How Libraries and Latinos Are Collaborating to Build Multicultural Communities in the Tar Heel State,” *North Carolina Libraries* 77 (1) (Spring/Summer 2019): 5; Hannah Gill, 2018, *The Latino Migration Experience in North Carolina: New Roots in the Old North State*. 2nd ed., rev. and exp. (Chapel Hill, NC: University of North Carolina Press, 2018), 166-170.

50. *Chronology*, 2-4.

51. U.S. Department of Homeland Security, 2020, *Secretary Napolitano Announces Deferred Action Process for Young People Who Are Low Enforcement Priorities*, 1 of 3, available from <https://www.dhs.gov/news/2012/06/15-secretary-napolitano-annou>

Homeland Security Elaine Duke issued a directive to the U.S. Department of Homeland Security to reject all initial DACA applications and associated applications for work authorization received after September 5, 2017. In the days and months following, multiple lawsuits challenging the Trump administration's actions to terminate DACA were filed across the country. Two U.S. district courts halted the government's termination of DACA and required the U.S. Citizenship and Immigration Services (USCIS) to continue accepting renewal DACA applications from individuals who had previously had DACA. In reaction to the U.S. Attorney General's call for the termination of the DACA program, North Carolina's Attorney General Josh Stein joined fifteen other states in a lawsuit challenging Trump's plans to cancel the DACA program and declared that even without formal immigration status, DACA recipients were to be granted legal presence in North Carolina.⁵²

DACA's future remains uncertain

On January 22, 2018, the Supreme Court of the United States (SCOTUS) decided not to take the DACA case during the 2017-18 term, but that DACA renewals would remain open for people eligible to renew. DACA recipients were encouraged to continue renewing their status as the SCOTUS would hopefully take the case on in the next available term—which would begin on October 1, 2019.⁵³

On May 1, 2018, Texas and six other states filed a lawsuit in the U.S. District Court for the Southern District of Texas challenging the 2012

DACA program itself. On May 2, the plaintiffs asked the court to issue a preliminary injunction that would stop USCIS from adjudicating applications for deferred action under DACA while the lawsuit was pending. After an August 8, 2018 hearing in Houston, Texas, on whether to grant a preliminary injunction, the court denied the plaintiff states' request, concluding that such an injunction would not be in the public's interest. As a result of this decision, individuals who had or previously had DACA status could apply to renew it.

The 2018 midterm elections saw the Democrats win a majority in the House, but not in the Senate. Negotiations on the DREAM Act and DACA continued to be blocked by the Republican majority in the Senate. On June 28, 2019, the SCOTUS announced that it would hear the case on DACA to determine the program's future. It was hoped that a decision in the case would come sometime between January and June 2020.

As of February 2020, the immigration situation became even more brutal. The DACA program remained in effect and recipients continued to renew their status, although those immigrants who had never had DACA status still could not apply. Reform is needed to block the Trump administration's efforts to deny political asylum to Latinx immigrants.

At long last, after months of waiting for SCOTUS to act, DACA was upheld on Thursday, June 18, 2020, with a band of proud Dreamers carrying a banner on the steps of the U.S. Supreme Court that read "Home Is Here."⁵⁴ President Obama's executive order remained in effect while Dreamers awaited the approval of an

immigration reform act to be passed by both the U.S. House of Representatives and the U.S. Senate.

As advocates of multiculturalism and immigrants' rights, public libraries throughout the country have voiced their opposition to President Trump's policies regarding immigrants and minorities. Throughout the country, particularly in so-called Sanctuary Cities, many DACA recipients as well as other undocumented immigrants live and contribute to the state and national economies. Public libraries continue to provide programs and resources to help immigrants and minorities to make their livelihoods and homes in the United States and to help them to become full citizens.

Library advocacy for multiculturalism has reached a tipping point. Without stronger support in terms of continued funding from local, state, and federal funding sources, advocacy for immigrants and minorities cannot be sustained. As the novel coronavirus ravages the country and the world, the focus of Congressional efforts and state legislatures is undeniably on saving lives, but it is equally important to maintain a quality of life that libraries have provided since 1876. Congressional support in terms of funds for increasing computer access and bandwidth throughout the country is necessary to keep Americans informed daily about how to combat the virus and other survival tips.

Many libraries are prepared to help with this challenge and many others would be if funding were provided directly to them. Advocacy for immigrant and minority rights depends now more than ever on Congressional reform of a broken immigration system.

52. Gill, *Latino Migration Experience in North Carolina*, 172-73, 175-79.

53. National Immigration Law Center (NILC), 2020, *Status of Current DACA Litigation*, 1-6 of 15, available from <https://www.nilc.org/issues/daca/status-current-daca-litigation/>; *Immigrants Rising: DACA Updates*, 2020, 1-3, available from <https://immigrantsrising.org/daca-updates/>.

54. Ibid.; MSNBC nightly news programs on June 18, 2020 promulgated the good news for Dreamers and their supporters.

Book Repair Workshops in North Carolina: This is How We Do it

Often, as preservation or conservation professionals, we tend to fixate on the high-end work of book conservation. This makes sense because this work is often amazing and wonderful to see. It is gratifying to know about the expert work being done by conservators across North Carolina. However, the most basic work in book conservation, the simple repairs, I believe, are just as important. These simple repairs: tipping-in a loose page, repairing a loose or broken hinge with Japanese tissue, using heat-set tissue to repair torn or damaged pages, replacing an end sheet and spine replacement are worthwhile for any library collection. Basic conservation work also is widely needed across libraries and archives; in North Carolina, basic book repair is the State Library of North Carolina's most requested training.

For approximately 20 years, I have taught a variety of book repair workshops across North Carolina. Primarily, these workshops have been conducted in public libraries from Asheville to Manteo, and many cities

in between. This has been rewarding in so many ways, as the individuals who attend these workshops are thirsty for tips, clues, suppliers, and techniques. In many public libraries, there is no conservation person and repair work is often assigned to an employee who expresses an interest. Even then, local libraries have few resources or money for supplies to make these repairs. These small organizations with collections need basic knowledge but are often not able to obtain it. Enter the book repair workshop. Affordability is vital for smaller institutions. Knowing that they can both afford repair supplies and actually do the repairs opens the door to maintaining their collections. I must emphasize, just as I do in these workshops, that these repairs are for circulating materials, not Special Collections.

The basic workshop has been my most commonly taught and useful workshop and is offered once or twice a year. This workshop covers a variety of repairs, all of which can be learned easily. The State Library of North Carolina through the Department of

Natural and Cultural Resources sponsors these workshops and the response from the attendees has been very positive, based on post-workshop surveys. The North Carolina Preservation Consortium (ncpreservation.org) has also long supported workshops to teach library personnel how to make basic repairs to their collections. Yes, we live in the digital age, but collections contain a lot of print materials!

Let's start with some rules: do no harm and make your repair reversible. Every repair a person performs should be minimal and hopefully do nothing harmful to the item. Also, the use of acid-free materials is a necessity as this protects the item from future damage caused by acidic paper or adhesives. The materials you use in the repair - cloth, paper and adhesives - should have neutral pH.

Workshop tools include a bone folder made of bone or Teflon, a knife (like those made by Olfa or Xacto), a glue brush, scissors, a metal ruler, a micro-spatula, and at least one pencil. I also provide a piece of binder's board, also called Davey board, as a cutting



Book repair workshop set up at the Pack Library, Asheville, NC



Workshop at Wake County Public Library, Raleigh, NC

surface for the workshops, though long-term a cutting mat is best.

I begin the instruction process with a simple technique: tipping-in a loose page. This involves placing a thin bead of polyvinyl acetate adhesive (PVA) in the joint where a loose page once resided. PVA can be purchased in a variety of sizes from many library supply companies, such as University Products, Talas, or Gaylord Archival. PVA is a synthetic adhesive which is very flexible, has a pH neutral formulation, and dries quickly. For this technique, a Sally's Beauty Supply Color Applicator bottle or a Micro-mark Bellows Glue Applicator are great because they have a thin tip that applies only a small amount of PVA, which is all that is needed. PVA can be applied to the edge or edges of pages many ways. Once the page has PVA applied to it, and is inserted into the joint of the book, place a weight on top of the closed book. For weights, I normally use a brick covered with book cloth or felt: easy to find or make. However, almost anything heavy and not too bulky can become a weight: small containers filled with ball bearings, small and heavy pieces of clean metal, or baggies filled with sand, for example. After drying for an hour under a weight, the repaired book is ready.

After tipping-in loose pages, workshop attendees move to another simple technique: repairing a broken interior book hinge. Often, a crack develops between the cover and text block of a book, and repairing this break calls for more than a little PVA. I use Sekishu Japanese paper, a hand-made, medium weight paper made of kozo fiber, for this repair. The paper should be torn into strips, which you then glue and place centrally over the break. Once in place, use your fingers and a bone folder to press the strips into place and leave the book open to dry. This



Workshop at Historic Yates Mill Park, Raleigh, NC, June 2016

process creates a strong repair, which makes the book usable again immediately. This repair can be used to strengthen broken joints inside a book, as well as where the cover is separated.

Another simple repair that I teach is using a material called “heat-set tissue.” This describes a thin archival tissue with heat-activated adhesive on one side. Heat-set tissue can be used to mend a paper tear very easily or act as backing for fragile items printed on one side such as posters, printed items, or dust jackets. A thin piece of heat-set tissue is torn or cut to extend beyond the tear, covering it fully. After heating up the tissue with a conventional iron or tack iron, it adheres to the page and, because it is translucent, the text can still be read easily.

One of the most useful repairs undertaken in the workshop is spine replacement. When the spine of a book is damaged severely, you can remove the old spine and create a new one that is glued into the book. Of course, this repair is not appropriate for special collections materials or other rare items. However, for circulating materials, spine replacement is ideal for cloth-bound books and, done well, will last a long time. This

technique can also be adapted for books with paper or board covers. The replacement process involves removing the damaged spine from the book by cutting through the book cloth and lifting the book cloth from the cover boards enough to insert a new spine piece. This new spine piece is constructed from buckram or book cloth and is glued onto the book board, underneath the lifted book cloth. The repaired book is then placed into a press or dried under a weight. If the old spine piece is still legible, it can be glued onto the new spine piece which preserves the book's original appearance. When the book isn't covered by cloth, the new spine piece can be glued around the book's spine area, covered with wax paper, and then put in a press or under a weight to dry.

Workshops also cover a few other simple repairs that can keep books “on the road,” such as tightening loose hinges and repairing damaged corners. To tighten a loose hinge, where the text block is pulling away from the cover boards, place a small amount of PVA along the boards where the end sheet, the paper that holds the text block to the cover, has pulled away. I often use a small brush to paint PVA



Workshop at ZSR Library, Wake Forest University

inside this loose hinge, but many other methods exist, such as using knitting needles, acrylic rods, or dowels painted with PVA, or the gravity-drip technique. No matter the method, once the PVA is inside both loose hinges, the book is placed to dry under a weight, with wax paper slipped inside the cover if needed.

Corner repair can be tackled several ways. For very damaged corners, the rough edge can sometimes be consolidated by brushing a little PVA into the layers of the board and then pressing it along with wax paper, for protection. To press the corner, use small squares of wax paper and 2-inch squares of binder's board, sandwiched around the damaged book corner; hold it all together with a bullnose clamp. In the case of missing corner pieces, trace out the missing area onto binder's board, cut that out, and then attach to the damaged corner using PVA. When dried, cover it all with book cloth to strengthen the repair. To make that covering process easier, I made a template that I use to trace out the corner repair shape onto book cloth. This template is designed to

cover both the exterior and interior of the book corner. After I trace the template shape, I cut it out and glue the cloth onto the repaired corner with PVA. Another corner repair technique is to shave hemp twine into a small ball, add PVA, and use this mix to fill missing corner areas, then press between wax paper and board pieces with a bullnose clamp. It's twine-mache!

End sheets, since they must hold the book's text block to two cover boards, are usually a heavier weight paper than the text. They are glued just slightly onto the edge of the text block, about an eighth of an inch. The portion of the end sheet that is glued onto the cover is called the pastedown. There is then the eighth of an inch portion that is glued onto the edge of the text block. The remainder of the end sheet is loose and is called the flyleaf. Specialty end sheet papers may be purchased from most library suppliers. You need to measure and cut the sheet to fit the open book: with the front cover open, measure from the outer left edge of the cover to the outer right edge of the text block to

get the length. The height of the sheet will be the text block's height. The end sheet is then glued to the inside of the front cover, and one eighth of an inch is glued onto the left edge of the text block. The book is then placed into a press, with wax paper inside to complete the repair. This repair is a good and simple method to repair broken joints.

A number of preservation and conservation professionals teach book repair workshops across the country. However, many workshops are not affordable, geographically convenient, or offered often enough. In North Carolina, book repair workshops are offered in a variety of locations across the state at different times of the year. For those interested in these opportunities but with no good local option, national organizations such as The Association for Library Collections and Technical Services (ALCTS), Lyrasis, and a variety of private organizations offer training.

If you can find one that suits your constraints, book repair workshops are helpful for library staff with limited budgets who want to extend the life and use of their materials for their users. Attendees who I meet are always excited to learn these techniques and tricks to take home to their institution. The following are my favorite workshop resources.

Print Resources for Book Repair

Kamph, Jamie. *Tricks of the Trade: Confessions of a Bookbinder*. New Castle, DE: Oak Knoll, 2015.

Lavender, Kenneth. *Book Repair: A How-To Manual*. New York: Neil-Schuman, 2001.

McQueen, Sharon and James Twomey. *In-House Bookbinding and Repair*. New York: Rowman and Littlefield, 2015.

Young, Laura S. *Bookbinding & Conservation by Hand: a working guide*. Oak Knoll, 1995.

Online Book Repair Manuals

Universities with a robust Preservation staff often publish book repair manuals. These are a few excellent examples:

Indiana University Preservation Manual - <https://libpres.sitehost.iu.edu/manual/>

Dartmouth University Simple Book Repair Manual - <https://www.dartmouth.edu/-/library/preservation/repair/index.html>

Alaska State Library Conservation Book Repair - <https://library.alaska.gov/hist/conman.htm>

Listservs

Book_Arts-L - https://www.philiblon.com/book_arts-l.shtml

Founded June 23, 1994, Book_Arts-L is a mailing list based at Syracuse University, and managed by Peter Verheyen. It currently claims almost 3000 subscribers worldwide, among them practicing bookbinders, book-artists, marblers, papermakers, printers, collectors, curators in libraries.

CoOL (Conservation Online) <https://cool.culturalheritage.org/>

Conservation OnLine (CoOL) is a freely accessible platform to generate and disseminate vital resources for those working to preserve cultural heritage worldwide.

Library of Congress Preservation <https://www.loc.gov/preservation/>

Northeast Document Conservation Center - <https://www.nedcc.org/>

PADG (ALCTS Preservation Administrators Interest Group) - <https://lists.ala.org/sympa/arc/padg>

Suppliers

Archival Products <https://archival.com/products.html>

Gaylord Archival <https://www.gaylord.com/>

Talas talasonline.com

University Products <https://www.universityproducts.com/>



North Carolina Library Association



Applying heat-set tissue at East Carolina University, Greenville, NC



Workshop at Shepard-Pruden Library, Edenton, NC

Renaissance's Accelerated Reader: Does It Really Work?

School libraries have been trying many different ways to encourage students to read. Over the years, programs like Accelerated Reader, by the company Renaissance, have been thought to be the best for keeping students engaged in reading and understanding content. Accelerated Reader has been on the market for over two decades, but there has been very little research showing the success of the program. Research that is present about Accelerated Reader (2019) is exclusively provided by Renaissance. It appears that the data is skewed due to the sole producer of the statistics and reports.

Accelerated Reader has a structure of students checking out books on the reading level range. This range is assigned to the student after taking the STAR Assessment Test. This test evaluates student's comprehension and reading skills to help put students within their reading level range. It is beneficial for teachers to help know what the average reading level the class is on. The students read their books and once they finish, they take a test on the book. The questions are usually about plot points from the book to help ensure the student has read and understood the book. Depending on their score of how they did on the test they are assigned points, which are preassigned to the book. Schools try to incentivize reading to students based on how many points they have accrued over the school year.

Accelerated Reader's *What Kids are Reading Report* (2019) reports that "Students are reading at levels at the very bottom of the recommended

reading ranges for their grades, and at levels that are far below real world materials such as college texts, work-force documents, and popular books and media." (p. 15). The data alone is not specified as to where it comes from. It is assumed that the data comes from Accelerated Reader, as the rest of the data derives from it as well. Their argument throughout the report is that if students were to read at least fifteen minutes a night they would see their reading levels start to progress. While this is a great goal to have for students it is ineffective to base the data solely off of their own data.

Accelerated Reader's statement is "Accelerated Reader is a research-based reading practice program that equips teachers with unparalleled insight into independent reading practice, personalized goal-setting tools, activities that span a variety of skills and text types and a worldwide community of support." (p. 41). The statement shows that it gears its program toward teachers and not the school librarians. While this is important it is the school librarians who have to promote the program, order the quizzes, label the books, and analyze the data. The promotion and rules of the program are not for school librarians to decide. School librarians are not allowed to make decisions based on Accelerated Reader for classrooms, so it causes the teachers to create the rules that end up becoming library rules. The teachers emphasize their regulations that school librarians have to follow. The program excludes the very individuals who are supposed to organize the program within the school. That is problematic for school

librarians to feel involved in the program and want to promote it. It is important to allow school librarians to be the advocate for the library and its programs, but once it is denied to the librarian it becomes a messy situation. While Accelerated Reader is beneficial for teacher usage it is not implemented in the right way due to the exclusion of the school librarian.

The Accelerated Reader program is bundled and modified for individual schools based on the size of the student body. According to Mark T. (personal communication, November 20th, 2019), a sales representative of Accelerated Reader, the base plan for the program is \$1,450.00 for the first 100 students. After that it goes by per student of \$7.00 each. Most elementary schools average about 400 students. The basic package becomes \$3,550.00. However, schools also need to purchase the STAR Assessment Tests to place students on their reading level. The package is \$500.00 per 100 students making it \$2,000.00 based on a population of 400 students. The total amount for a school size of 400 students is \$5,550.00 for one school year. The training of staff and stickers that are used to label the book are not included in this price. The price is just for the computerized program itself. That is why it is important to evaluate Accelerated Reader to determine if it is even beneficial for the school and its students.

The main issue with the program is how it has been construed to limit student's ability to read what they would like. Some schools have forced students to only check out materials

that is on their Accelerated Reader (A.R.) level. Forcing students to only check out certain materials is problematic for students, because most schools prevent students to check out the books that they want if the book is above or below their A.R. level. Students can become frustrated with reading when they are presented with so many issues regarding it. The books that they want to read are being restricted from them. While it could be argued that students could get the books they want from public libraries instead of the school library, this can be difficult for students to find access to get to the public library in the first place. Students are reliant on parents taking them to the public library. Lack of transportation to the public library takes away the ease of access that school libraries already possess. It would be much more efficient to let the student check out the book that is already on the shelf in the school library. Allowing students to check out any book even if it is not on their reading level, provides open access for the students of which libraries are supposed to be for. Not every book published is an Accelerated Reader book. If Accelerated Reader did not like a book based on content or bias, they do not have to include it making it unavailable for students to read. Accelerated Reader allowing their biases to determine which books to exclude can lead school libraries to stray away from great books on the basis that it is not useful without the Accelerated Reader quiz.

Accelerated Reader tries to assess a student's reading level and keeping them in their range to help develop their reading skills. Accelerated Reader assessment of assigning students to specific reading levels is not explained thoroughly. The STAR Assessment Test is the reasoning for forcing students to stay on their reading level. It

is what the test evaluates them to be at. The structure of the program causes it to censor books from students.

Student privacy and confidentiality is violated by the obvious labeling of book levels stuck on the individual books. If students are forced to check out materials on a certain A.R. level

“Students can create unhealthy habits of not reading for learning or enjoyment, but to read for point values.”

it will take away their privacy of their reading abilities due to other students or teachers knowing what they are able to read and understand. The learning experience is taken away from the student, because they can become self-conscious of their level. Teachers want to know what students are reading to ensure they are on their level. It is unethical to tell someone else, other than the parents, what a student is reading. It is also unethical to tell student's reading skills to anyone but the parent. It goes against the student's confidentiality. These violations are a side effect of Accelerated Reader, not a direct cause of it.

The aspect of students reading for points instead of enjoyment or learning is a direct cause of Accelerated Reader. Points are attributed to the books based on their A.R. level after students take a test on the book. If they do well on the test, they will receive points based on their comprehension of the book. Some schools do parties or award ceremonies if students have gained enough points by the end of the term. It leads some students to read books that are shorter to do more tests, than if they were to read a book of interest that may take longer with fewer points. Hunt (2012) states that “However the same labeling practices can lead readers to prejudge books by their labels rather than by their

content, thus creating entire “classes” of books that readers avoid or that parents or teachers deem to be off-limits to certain groups of students.” (p. 90). Students can create unhealthy habits of not reading for learning or enjoyment, but to read for point values. Students will pick books based

solely on their point values making it a race to get more points to attend the parties and award ceremonies. Accelerated Reader's ideology makes students read for points to help incentivize reading to eventually create reading for learning and enjoyment. School libraries are the heart of the school. It is important to instill a love of reading, researching, and open access that school libraries provide in order to keep students coming back and to become lifelong readers.

Some may argue that the school's job for students is to protect the students from content is too mature. The argument for Accelerated Reader is that the teachers and parents can assure that students are reading appropriate books based on their age level. Rubin (2016) mentions throughout the chapters about intellectual freedom and censorship of materials for children. He explains that “Parents expect schools to protect their children from harm; indeed, schools are legally obligated to do so.” (p. 515). He also brings up patron confidentiality and privacy and explains that it is important to uphold this rights that the patron has. While the school system is legally obligated to protect students from subjects that are too mature, that does not mean that they should prevent students from reading books that are above or below the student's

A.R. level. Preventing students from reading certain books is not protecting children from harm, this is censorship.

Accelerated Reader's reading level decision making reasons are not explicit. The regulations for why a book is on that level seems to be based more so on the thickness of the book versus the content. Powers (2013) acknowledges that "Nor are reading levels intended to coincide with grade level. The Color Purple by Alice Walker, for example, includes some explicit sexual content and may be considered appropriate only for older readers. The book, however, is identified by AR as a "book level" of 4.0, by Reading Counts as a "grade level" of 7.2 and has a Lexile Level of 670." (p. 18). Powers argument shows how Accelerated Reader does not account for content and maturity levels of books that schools must uphold. Accelerated Reader does not take this into consideration when making reading levels. It can lead some students to find a book that is on their reading level, but they are unable to comprehend the content. According to Pentland (2019) "It is important to remember that reading levels are to be used to help inform teacher instruction, not to make personal reading selections." (p. 19). Helping teachers was the intended use for reading levels, but schools unfortunately forced it to influence reading selections. It is important for school librarians to advocate for their students right to read. School librarians must advocate for their libraries in order help others understand the ethical issues that are being created by programs such as these. It is the responsibility of the librarian to advocate for their students and the library to ensure that it will remain there for years to come.

Accelerated Reader's creation was more so for teacher usage rather than school librarians, based on

Accelerated Reader's 2019 report. The lack of consideration of library core values is how it violates student's rights. The teachers do not know these values that libraries share, and they need to make sure their students are developing before the annual standardized testing session. Accelerated Reader could have been a great program that enabled struggling readers to become lifelong readers. The program unfortunately causes ethical dilemmas to occur due to the structure of the program. It should be evaluated whether or not schools actually benefit from the program. Through the research found it is not enough to determine that it should be kept in most school systems due to the unethical dilemmas it creates among school libraries and its students.

The long-term effects of Accelerated Reader being implemented in schools can be detrimental to student's reading skills. It forces students to read books on their level not allowing them to read books that are considered to be too difficult. Children who always have their books picked out for them do not develop the skillset of choosing their own books. According to Miller (2009) "Furthermore, shifting the purpose for reading a book toward the memorization of plot details and away from an overall appreciation for the book changes how students read. Instead of falling into a book and traveling on a journey with the characters, readers float on the surface of the story and cherry-pick moments they predict they will be tested on later." Lacking this skillset does not create lifelong readers, because they don't know what they want to read. The students were never given the opportunity to challenge themselves to find the books that appealed to them. The whole goal of Accelerated Reader is to help create lifelong readers, but it does not satisfy its own goal.

Accelerated Reader prevents students from discovering other books that are considered classics due to it being above or below the students reading level. Books that are not assigned quizzes are also dismissed due to it not being beneficial for the student to read. It is important to remember that authors do not write books based on Accelerated Reader levels. The authors write books based on the age group and interests of the group. It is possible to categorize each book into its own specific level, but it can cause great books to become overlooked due to the leveling. According to Melton et. all (2004) "It should be noted that students who did not participate in the Accelerated Reader program showed a significant increase in reading achievement growth when compared to students who had participated in the Accelerated Reader program for a year." Based on their study students who did not participate showed more growth than those who were. This shows how when students are able to choose the books they want to read from authors they enjoy they will succeed more.

Public and academic libraries are not structured based on reading levels. It is important for schools to have real world applications throughout to help students when they one day graduate. Students should learn how to navigate a library to be able to find their own books. Students should learn how to comprehend books without having to take quizzes to ensure reading. These practices are not done in real world settings which make it important to integrate it to students so they will be able to gain the knowledge to navigate the world.

The American Association of School Librarians (2011) is firm on their viewpoint that "School Librarians should resist labeling and advocate for development of district policies

regarding leveled reading programs that rely on library staff compliance with library book labeling and non-standard shelving requirements.” (p. 1). While the association puts an emphasis on labeling books based on reading levels, they mention in the position that right to access of resources should be available without restriction is their main goal. These goals and viewpoints do not align with how Accelerated Reader is being used in school libraries. The program is a clear violation of right to access and confidentiality. The American Association of School Librarians creates the standards for school librarians across the country making it important to align with their viewpoint.

There are many other alternatives to engage and track reading from students versus using Accelerated Reader. Giorgis (2019) suggests that “Before committing precious dollars to such a program, a district should decide its purpose: Is the program there to motivate children to read or to create another grading platform?”. It is important for school librarians to collaborate with teachers to help integrate an environment of reading throughout the school. Promotion of reading can be done with read-a-thons, culture of reading, and reading incentives. Read-a-thons are events that allow children to just lounge and read all day. Read-a-thons could be a special prize for students who have behaved and done well on assignments to be able to read their books all day. Promoting a culture of reading throughout the school by having time set aside for reading can help students gain practice and skills. It is important that the teacher reads during this time too, because students model after what they see adults doing. To emphasize to the students that reading helps progression in all subjects not just one. Reading promotion can be done by having

students read a certain number of minutes a night by recording it on a reading log. Reading logs help keep students on track with reading, but it allows them to read what they want to read. Reading logs are a great way to help students develop discovering what they want to read versus making reading levels choose for them.

Teachers prefer Accelerated Reader because of the ease of knowing makes sure that students read the book from their quizzes. Giorgis (2019) states that “Some teachers and librarians stop reading children’s and young adult books because the computer will ask the questions instead.”. This makes it easier for the teachers to focus on other things, but it is important to read the books that the students are reading. Tracking student’s comprehension can be done by creating an open discussion for the whole class to discuss what books they’ve read and what it was about. It will allow students to explain what they liked or disliked about the book and what the understood the book to be about. Another option is to have a worksheet that students do at the end of each book that has open ended questions that could be applied to all books so the student can prove they have read the book. Students are given a chance to give their feedback of the book and allow them to form their own opinions of the book.

The amount of money that Accelerated Reader costs can put a dent into a school library’s budget. The money could go toward buying more up to date books that are relevant to the student’s interests and curriculum. Makerspaces are trending in school libraries to help promote science, technology, engineering, and mathematics (STEM). Makerspaces could be purchased to use during library lessons to help engage students. Purchasing books for the library are what helps students read, not tests that evaluate

whether the student has read the book.

One of the jobs a school librarian does is collaborate with teachers. Librarians are specialists in collaborating to help find new lesson plan ideas, resources, or ideas to help make things easier. Teachers could collaborate with school librarians to find a happy medium of how to track reading and progression in a way that does not hinder their reading. According to Nicole Guldager (2016) “The goal is to collaborate with classroom teachers and support instruction across the school, yet many aspects of how programs such as Accelerated Reader and Scholastic Reading Counts are implemented within buildings disrupt the teacher librarian’s attempts at encouraging reading autonomy, reading for pleasure, and self-guided inquiry.” (p. 18). School librarians have been collaborating with teachers before Accelerated Reader was created. Collaboration within the school is beneficial for everyone, so ideas can be utilized for more efficiency.

Teachers are the biggest motivators for Accelerated Reader, because of how they can keep track of student’s progression and reading. There are many ways teachers can implement safer reading motivators without the usage of Accelerated Reader. Through read-a-thons, open ended worksheets, discussions, and creating a culture of reading students can gain progression, comprehension, and create a love of reading that Accelerated Reader fails to do.

Accelerated Reader created an opportunity for schools to try a new program to engage students into reading. The ability to track the points that students have to award those who have achieved their reading goal was appealing to schools for the acquisition of Accelerated Reader. While the program’s initial idea seems rewarding to students and the school it has created

ethical issues of censorship and invasion of privacy. Teachers have implemented rules alongside of Accelerated Reader that students must stay on their reading level which can prevent students from checking out materials that they desire to. Censorship prevents students from reading books that are deemed too complicated or too easy for them. The labeling of reading levels on the books also makes it easy for

other students to read what other students reading levels are, invading their privacy. School librarians are not involved in the decision making with Accelerated Reader. A better idea is for collaborative work between school librarians and teachers is to promote reading events to engage students to become lifelong learners. Alternatives that could be more beneficial instead of Accelerated Reader are read-a-thons,

book discussion, reading logs, and open discussion worksheets. These events will help students choose their own books allowing personal growth. Accelerated Reader is an outdated program that causes ethical dilemmas that could be resolved by school librarian and teacher collaboration to help promote to students a love of reading.

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Master's Paper Abstracts

Summer 2018 - Spring 2019

Summer 2018

Rosa E. Goetz. A Profile of Scholarly Communications Innovations: Looking at the Faculty Profile System and its Role in the Changing World of Scholarly Communications. A Master's Paper for the M.S. in L.S degree. April, 2018. 71 pages. Advisor: Stephanie W. Haas

In her 1997 article 'Scholarly Communication—Historical Developments and New Possibilities', Nancy Fjällbrant noted that "we are on the greatest change in scholarly communication and knowledge transfer the world has ever seen". 20 years later, the world of scholarly communications is still in a period of rapid change. I focused on one scholarly communication tool, the scholarly profile system, and examined first the theoretical possibility of this tool to replace scholarly journals (through the lens of Bijker and Pinch's social construction of technology) and then I interviewed users to examine uses, trends and issues with the scholarly profile system. I ultimately concluded that although the system is functional in the current climate of scholarly communications, it will have to answer questions about access, use and outcomes in order to continue meeting the needs of scholars and researchers.

Melissa K Hofman. Moving Towards a Social-Health Information Exchange: Analyzing the Health IT Systems Necessary for Holistic Healthcare. A Master's Paper for the M.S. in I.S degree. July, 2018. 62 pages. Advisor: Amelia Gibson

Health information technology has the potential to transform the healthcare industry with a robust health information exchange. This paper examines what data is to be recorded and shared, with whom is the data to be shared, who is to have access to the data, who gets to decide all of this? Recent studies suggest that the recent deluge of big data require interdisciplinary efforts moving forward. Analysis of semi-structured interviews with a variety of stakeholders throughout the industry revealed frustration with the current systems and optimism about the future. Results revealed that all parties are willing and eager to be a part of the growing conversation, though the majority do not feel included. All participants favorably discussed the potential for health IT to positively influence healthcare if certain considerations are taken into account. Primary

barriers to implementation, privacy, financial, data collection, and stakeholder buy-in, were consistent with previous research.

Jasmine N Plott. Pursuing Pro Se Litigants in North Carolina: How They Access Legal Information and How Libraries Can Do More. A Master's Paper for the M.S. in L.S degree. July, 2018. 68 pages. Advisor: Nick Sexton.

Individuals who are representing themselves in a legal matter, known as pro se litigants, are increasingly common. Several of these individuals have no experience with the legal system, and having easily accessible areas where these individuals can conduct this legal research and access the resources they need is crucial. However, since the closing of the county courthouse libraries, North Carolina is unique in that it is a state that has no public law libraries, which are designed to solely serve the needs of the public. While there are public libraries and academic law libraries that the public can access, neither of these institutions are equipped to help pro se patrons in the way that a public law library would. This study explores how North Carolina is currently meeting the needs of pro se patrons and identifies gaps in service to these patrons generally and how they can be better met.

Caroline E. Wagner. "One record to bind them all" 1: A Collection Analysis of the Chapel Hill Public Library's Adult and Young Adult Graphic Novel Collections. A Master's Paper for the M.S. in L.S degree. August, 2018. 64 pages. Advisor: Brian Sturm.

For library professionals, the responsibility to facilitate access to information resources includes developing cataloging, labeling, and shelving practices and adapting them to fit new formats added to the collection. As the graphic novel format grows in popularity in public library collections, academic and professional conversations have emerged around the issues of how to catalog, label, and shelve these works.

The Chapel Hill Public Library is interested in supplementing its adult and young adult graphic novel collections and establishing an updated, consistent practice for the cataloging, labeling, and shelf classification of these works. In order to assess the current state of these collections and practices, a list-checking study and a direct collection

analysis utilizing shelf lists were conducted. These analyses identified collection gaps, inconsistencies in practice, and major decision points to be addressed in the next stages of the graphic novel project.

Winter 2018

Meredith H. Campbell. Accessibility of Archives' Digital Resources for Users with Hearing and Visual Impairments. A Master's Paper for the M.S. in L.S degree. November, 2018. 80 pages. Advisor: Denise Anthony

Advances in technology and the increasingly widespread use of the Internet have led archives to publish information for researchers and digital collections on their websites. While this increases the number of people who can access their materials, it does not mean that their online resources are accessible to those with hearing and visual impairments. Many studies have been conducted on the accessibility of library websites, but the archival field has been lagging in this area. This paper examines the extent to which the digital resources that archives publish online comply with Amended Section 508 of the Rehabilitation Act of 1973 and W3C's Web Content Accessibility Guidelines 2.1. An analysis of archives websites in the United States using the WAVE tool and survey responses from members of the Society of American Archivists convey that electronic resources provided by archives are only partially accessible for users with hearing and visual impairments.

Natalie G. Castellano. Usability Heuristic Violations, Provider Burden, and Performance During Interactions with Electronic Health Records. A Master's Paper for the M.S. in I.S degree. November, 2018. 78 pages. Advisor: Lukasz Mazur

Electronic health records (EHRs) are widely used, but their suboptimal usability can pose risks for patient safety. This study uses data collected in a simulated environment in which providers interacted with 'current' and 'enhanced' Epic EHR interfaces to manage patients' test results and missed appointments. Interactions were quantified and categorized by high or low burden in terms of displayed behavioral and physiological data. Using recorded video data, the interface was inspected for violations of usability heuristics, and providers' workflow and performance was recorded. Overall, 22 heuristic violations were identified from 19 issues across all screens. Suboptimal performance was found to be associated with high burden level as well as the current EHR design. Findings can be incorporated into future design of EHRs in order to reduce providers' burden.

Molly K. Cieri. Encouraging and Measuring the Success of Social Media in Archives, Special Collections, and Cultural Institutions. A Master's paper for the M.S. in L.S. degree. November, 2018. 55 pages. Advisor: Denise Anthony

Web 2.0 technology in archive and special collections is more popular than ever. Existing literature on the concept of social media use in archives and other cultural institutions remains adamant that a good return on investment (ROI) is the result of diligent planning and habitual evaluation of social media platforms. The purpose of this research paper is to determine through five interviews around the state of North Carolina if there is any room for deviation from this calculated plan. The results were that while there was some divergence in the methods from existing literature, it was not significant enough to disprove it as the only sure method.

Sangeeta Desai. New Recordkeeping on the Block: An Assessment of 2 Blockchain-Based Recordkeeping Systems. A Master's Paper for the M.S. in I.S degree. December 2018. 90 pages. Advisor: Helen R. Tibbo

This study explores the application of blockchain technology to recordkeeping practices. To that end, two blockchain-based recordkeeping platforms—ARCHANGEL and RecordsKeeper—were evaluated according to the three criteria outlined in T. D. Smith's evaluation framework for blockchain-based recordkeeping platforms—dependability, security, and trust.

The results of these two evaluations demonstrate blockchain technology's inability to provide viable long-term solutions for sustainable records management as yet. This study also suggests supplementing Smith's framework with more blockchain-specific questions to ensure a more comprehensive evaluation of the use of blockchain in such platforms. Finally, this study recommends adding a fourth criteria, sustainability, to the framework.

Yuhe Ding. Post-click Conversion Rate Predictive Model on E-commerce Recommender System. A Master's Paper for the M.S. in I.S. degree. December, 2018. 50 pages. Advisor: Ryan Shaw

This paper discusses about how different features influence customers' decision on their online purchase after click behavior. The dataset is gathered from real-world traffic log of the recommender system in e-commerce. Logistic Regression and Extreme Gradient Boosting are used as main machine learning approaches for predictive analysis and modeling. In this study, features from users' profile, shops' profile and context are tested to see to what

extent they may exert influence on customers' purchase intention. Based on the experiment results, this paper also proposes some possible improvement for ecommerce platform in personalized recommendation in order to increase conversions and discusses about potential approaches to improve conversion rate prediction performance.

Haley Ferreira. Their Stories Matter: Examining the Representation of Black Females in the EL Education Third Grade Curriculum. A Master's paper for the M.S. in L.S. degree. November, 2018. 46 pages. Advisor: Casey Rawson

This study examines the ways in which black females are under served in United States Public Schools. This study focuses on the lack of representation of black females in children's literature and school curriculum, as well as why that is problematic.

The researcher conducted a content analysis of the required and recommended reading listed in the EL Education third grade curriculum. This curriculum is used in all of Wake County Public School System and beyond. The researcher found that black females were under represented as protagonists and authors. Based on these findings, the researcher recommends that all librarians in Wake county be active and intentional in providing resources that show and celebrate the lives of black females. It is also recommended that librarians not only provide these resources in the library, but also support classroom teachers by collaborating on instruction to ensure that diverse books are included in the Curriculum.

Rae Hoyle. Exploring Punk Rock Archives. A Master's Paper for the M.S. in L.S. degree. August, 2018. 18 pages. Advisor: Denise Anthony

This study explores a questionnaire survey of archivists who manage punk rock special collections at institutions in the United States. This exploratory paper provides an overview of punk rock music and the subculture it spawned, and how it fits into the cultural studies sphere, as well exploring which institutions are currently collecting in this realm and how this institutional punk rock archival collections support the organization's overall mission and collection development.

Three archivists at three separate institutions were contacted to participate, but only one survey response was submitted. Examining her response affords an opportunity for possible guidelines for other special collections similar in size and scope to utilize when creating their own subcultural studies collections.

Kelsey E. Moen. Moving Forward: Shifting Perspectives on the "Protocols for Native American Archival Materials" in the Archives Community. A Master's Paper for the M.S. in I.S degree. August, 2018. 32 pages. Advisor: Denise Anthony

In 2007 a group of nineteen tribal leaders, archivists, librarians, and information professionals came together to create a document of suggested best practices for the care of Native American collections held by non-Native institutions. Called "The Protocols for Native American Archival Materials," the focus of the document was to encourage institutions to build a collaborative relationship with the tribes reflected in their records. In 2008 the Protocols were proposed to the Society of American Archivists (SAA) for endorsement. SAA declined to endorse the Protocols and controversy among the archival community ensued; however, a decade later the SAA Council voted to officially endorse the Protocols as an external standard. By analyzing the relevant published literature and discussion on public and professional archival forums, this study aims to discover what in the shifting archival zeitgeist over the past ten years has prompted SAA's reversal on the topic.

Dezarae Osborne. Collecting Better: A Case Study of the Collection Development Policies and Collecting Habits of Rural Public Libraries in Western North Carolina. A Master's Paper for the M.S. in L.S degree. November, 2018. 85 pages. Advisor: Sandra Hughes-Hassell

Diverse literature can have a range of positive impacts for teen readers. As part of their mission, the Young Adult Library Service Association recommends libraries collect materials that represent a vast array of identities and lived experiences. This study examines how five rural public libraries in western North Carolina talk about collecting diverse materials for youth in their collection development policies using content analysis. The collecting habits of the libraries are also examined using a content analysis. The study found that while the selected libraries are collecting some diverse materials, collection development policies do not reflect a need for or promotion of diverse or #OwnVoices materials. Suggestions for creating more inclusive collection development policies that advocate for diverse collections are included.

Jennifer Overstreet. Who Will Teach Their History?: An Examination of the Use of Archival Holocaust Material In College Classrooms Throughout The United States. A Master's Paper for the M.S. in Library Science degree. December, 2018. 87 pages. Advisor: Ronald E. Bergquist

The archival community stresses the importance of teaching with primary sources as well as engaging with professors to encourage their use of archival materials, yet little research has been done from the perspective of the educator. Simultaneously, Holocaust scholars and educators argue the importance of utilizing primary source materials when teaching about Holocaust history, though the scope and extent to which professors use these materials is unknown. This study was conducted to examine the use of archival Holocaust material from the perspective of current Holocaust history educators in colleges and universities throughout the United States. A survey consisting a total of 23 questions was sent to 143 candidates; 20 responded as ineligible, and 52 completed the survey. Questions asked the participants what types of archival materials they use, from which Memory Institutions they were acquired, and how the materials were used by respondents in courses. Additional questions pertained to archives specifically, including the use of collections, contact and experiences with archivists and librarians, as well as experiences obtaining archival materials and any obstacles faced when attempting to access these materials. The study found that almost all of the professors use at least two different types of archival material in their courses and most consistently use archival materials that are visually and emotionally engaging, and that experiences with Memory Institutions as well as archivists are typically positive. The majority of respondents indicated encountering minimal, if any, obstacles when attempting to access archival materials.

Emma C. Parker. Sourcing Success: Assessment Techniques of Digital Cultural Heritage Crowdsourcing Projects. A Master's Paper for the M.S. in L.S degree. November, 2018. 52 pages. Advisor: Denise Anthony

This study focuses on how libraries, archives, museums, and other cultural heritage institutions define and assess the success of online crowdsourcing projects. The research was conducted via a survey of twenty-two digital crowdsourcing projects ranging from transcription of digitized archival materials to wildlife documentation projects.

The survey found that institutions had diverse reasons for undertaking crowdsourcing projects and monitored project success through multiple assessment measures dependent on project goals. Survey respondents reported greater satisfaction with their project outcomes when they had identified at least one measurable goal prior to starting the project. In general, survey respondents reported positive feelings about, and an interest in future crowdsourcing projects as tools for description, community engagement, and user Recruitment.

Brian Pugsley. An Open Educational Resources Kit for the Academic Library: Supporting Student Success and Scholarship. A Master's Paper for the M.S. in L.S. degree. November, 2018. 21 pages. Advisor: Will Cross

This paper accompanies a project website, <https://oer-brian.squarespace.com/>. The website consists of steps students, faculty, administrators, and librarians can take to advocate and support the adoption of open educational resources at their institution. It provides information and examples specific to each subgroup. The paper provides background on the issue and describes the process of developing the website and changes made based on feedback from users.

Emma R Scales. "Technologies of Peace:" An Examination of Digital Sustainability. A Master's Paper for the M.S. in L.S degree. November, 2018. 48 pages. Advisor: Denise Anthony

Increasingly sophisticated digital technology has opened new ways to interpret and display scholarship. These new projects raise questions about their sustainability once the initial release has passed. This paper examines the work of Hidenori Watanave, a University of Tokyo professor who created a series of digital archives, as a case study of the long-term sustainability of digital projects. By reviewing information gained through an interview with Watanave, materials he published, and resources available online, it became clear that Watanave took some digital preservation steps and worked to build participation. Watanave can continue to build sustainability by expanding his digital preservation, better documenting his digital preservation steps, and working with local archivists or information professionals. Part of this paper focuses on Watanave's use of the term "digital archive" when naming his projects. In researching Watanave's work it became apparent that the term "digital archive" does not accurately represent the content and format of his projects.

Nidhi M. Shah. Predictive Modelling to Identify Risk Factors Leading to Opioid Addiction. A Master's Paper for the M.S. in I.S. degree. November, 2018. 48 pages. Advisor: David Gotz

Prescription Opioid Abuse continues to be a significant and growing problem in the United States. According to the National Institute of Drug Abuse, more than 115 Americans die every day from an opioid overdose. Considering the graveness of the situation, this project aims at briefly studying the current trends and literature pertaining to the opioid epidemic and coming up with preventive measures. This was done by studying prevalent literature

and data available on this subject to analyze patterns and trends of opioid addiction to help identify risk factors, using predictive modelling.

Vanessa C. Shortley. 'But Now I Yearn for a ... Story About a Cripple Who Isn't Cured': Representations of Disability in Middle Grade and Young Adult Literature. A Master's Paper for the M.S. in L.S degree. November 2018. 110 pages. Advisor: Sandra Hughes-Hassell.

Disabled youth and teens, like those from other marginalized identities, need authentic and honest representations of themselves in books, but disability has long been excluded from many calls for more diverse books. This critical analysis examines 10 middle grade and young adult books for stereotypical portrayals of disabled people and how the authors cultivate or subvert those tropes. It also discusses how disability is viewed in society, the language of disability, and the necessity of critically engaging with literature.

Brittany Soder. Youth Should be Seen and Heard: A Case Study in Youth Activism in Public Libraries. A Master's Paper for the M.S in L.S degree. November, 2018. 57 pages. Advisor: Casey Rawson

According to the US Census Bureau (2016), youth make up 22% of our population. Despite making up such a large portion of our population, teens are oftentimes expected to sit quietly, with no place in society to make a difference. As a part of the larger community, the public library is an optimum place for teens to gain important leadership and advocacy skills. This case study looks at how and why librarians throughout the United States are incorporating activist-focused programs and events for their youth. Interviews were conducted and coded for themes that emerged from connected learning theory and critical social youth empowerment theory. The results suggest that librarians must first understand the whole community they serve, cultivate relationships with youth, and allow for interest driven programming. These suggestions lay the groundwork for further youth activist work in libraries.

Merisa E Tomczak. "These Things Come From People:" Describing the Affective Relationship Between Archivists and Donors of Personal Materials. A Master's Paper for the M.S. in L.S degree. December 2018. 56 pages. Advisor: Denise Anthony.

This study describes the ways in which archivists provide individualized emotional support to donors of personal materials as a regular part of their professional duties. Semi-structured interviews were conducted with four

professional archivists whose duties consist predominantly of working with donors of materials in various collecting areas of Wilson Library Special Collections at the University of North Carolina at Chapel Hill.

Findings confirm the importance of life transitions and affective relationships during the donation process, and introduces the importance of mentorship from supervisors and on-the-job training during the early careers of future collecting archivists.

Ayla Toussaint. Finding a Way Through the Crowd: How Keyword Choices Affect Discoverability in Crowdsourced Archival Tagging. A Master's paper for the M.S. in L.S. degree. November, 2018. 60 pages. Advisor: Ryan Shaw

This study explores the challenges archivists face when determining how to structure a crowdsourced tagging initiative in their collections. Specifically, the study aims to research the differences in controlled vocabulary tagging and folksonomy tagging in volunteer based digital archival tagging initiatives. The current literature focuses on the merits of crowdsourced metadata in its various forms, but few sources explore which formats lead to better discoverability.

In order to begin to answer this question, five library, museum, and archives professionals were interviewed and asked to discuss their institution's crowdsourcing projects in depth. Their answers were then mined for overarching themes and insights into crowdsourcing and vocabulary type. In the end, it was discovered that there is no one correct vocabulary system for crowdsourcing, but that by answering key questions about specific institutions, collections, and volunteers, a unique approach can be created for each new project to ensure the best outcome.

Natasha Vázquez. Cluster analysis of high-dimensional customer data from a subscription-based business. A Master's Paper for the M.S. in I.S degree. November, 2018. 53 pages. Advisor: Rajasekar Arcot

Cluster analyses are an established method for identifying natural groupings of customers for customer segmentation. However, the unsupervised nature of clustering algorithms and the high-dimensionality of customer data complicate the analysis at all stages. This project presents the results from a cluster analysis of high-dimensional customer data from a subscription-based software company. The analysis tested multiple dimensionality reduction methods, outlier and noise detection methods, and clustering algorithms (including deep neural networks). The results and models from the analysis can be used to inform

strategy around customer support and feedback, and can serve as the basis from which additional analyses can be conducted.

Xiaomeng Wang. Synsets improve short text clustering for search support: combining LDA and WordNet. A Master's Paper for the M.S. in I.S. degree. November, 2018. 65 pages. Advisor: Stephanie W. Haas

In this study, I proposed a short text clustering approach with WordNet as the external resources to cluster documents from corpus.byu.edu. Experimental results show that our approach largely improved the clustering performance. The factors that have an influence on the performance of the topic model are the total number of documents, Synsets distribution among topics and words overlapping between the query's Synsets. In addition, the performance will also be influenced by the missing Synset in WordNet. Finally, we provide an idea of using clustering approaches generating ranked query suggestion to disambiguate the query. Combining with Synsets of the query, text document clustering can provide an effective way to disambiguate user search query by organizing a large set of searching results into a small number of groups labeled with Synsets from WordNet.

Spring 2019

Jesse L. Akman. A Critical Discourse Analysis of the Historical Development of the Library Bill of Rights. A Master's Paper for the M.S.L.S degree. April, 2019. 63. Advisor: Casey H. Rawson

This study describes a critical discourse analysis of the officially adopted versions of the American Library Association's Library Bill of Rights (LBR). This analysis was performed to examine how –if at all– the LBR has materially changed since its initial version, and what this might say about the document itself, and its relationship to librarianship. The five official versions of the LBR from 1939-2019 were analyzed using Stuart Hall's models of encoding/decoding and hegemony. The language of iteration was examined individually as well as relative to previous and subsequent versions of the document. A taxonomy was then developed. The data and their analysis suggest the LBR is the discursive practice through which hegemonic consent is created and rearticulated.

Maudrie Alexis. How can Increased Electronic Health Record Interoperability be Achieved through the use of APIs?. A Master's Paper for the M.S. in I.S degree. April, 2019. 42 pages. Advisor: Fei Yu

This paper investigates how application programming interfaces can be used to improve the interoperability (or shareability) of health records. Electronic health records store health information that originates from various sources like prescription order systems, medical devices and even other EHRs. An API helps these disparate systems exchange information with one another. APIs can improve data sharing by using secure standards like FHIR. Having all off this integrated and usable data can aid in the clinical decision process. This would also allow patients to have a more comprehensive look at their health data in patient portals.

Sarah E. Almond. Privacy in the Past: A Study of the Use of Unrestricted Health Information in Digitized Medical Archival Collections. A Master's Paper for the M.S. in L.S. degree. April, 2019. 61 pages. Advisor: Denise Anthony.

There are significant concerns for those working in medical archives, health sciences collections, and history of medicine collections regarding the provision of online access to medical records. Archival control is required to de-identify all records containing protected health information (PHI) as defined by the Health Information Portability and Accountability Act (HIPAA), but 2013 alterations to the privacy rule included a change in the definition of PHI that excludes information about individuals deceased for more than fifty years. This exploratory study investigates how archivists in medical and health collections approach the use of this newly available unrestricted health information (UHI) in digital environments. Interviewed participants address how they conceptualize UHI, view the practice of digitization, impose standards on their practice, and manage access to collections online. Findings suggest that archivists do not perceive significant differences between online access to PHI and UHI online, exerting archival control by de-identifying all online data.

Daniel J. Anderson. Knowledge Management (KM) Requires Records Management: The Role of Retention Schedules in Businesses with KM Programs. A Master's Paper for the M.S. in LS degree. April, 2019. 43 pages. Advisor: Rebecca Vargha

Knowledge management (KM) is revolutionizing the ways business and public institutions preserve institutional memory and knowledge sharing. Companies found KM important for competitive advantage in the marketplace, because it provides a way to reflect on “lessons learned” from previous projects and programs. Information professionals (IPs) provide services to their clients by

describing and locating needed information. New technologies and institutional needs have created a divide between the traditional IPs (librarians, records managers, and archivists) and KM positions (knowledge managers and information managers). Questions regarding whether librarians have the appropriate knowledge, skills, and abilities (KSAs) to handle the new era in IT presume an archaic, information-preserving heritage. The archival artifacts are not physical manifestations but continuously changing collections of bits and formats. It would seem KM and records in knowledge management systems (KMS) require an IP with the technical skills and educational background to handle the new demands.

Madeline Anglin. Reading Riordan & More: An Analysis of Interviews Conducted in Chapel Hill Public Library to Determine Why Children Are Drawn to Mythology Retellings in Fiction. A Master's paper for the M.S. in L.S. degree. April, 2019. 36 pages. Advisor: Brian Sturm.

This study describes an in-person interview of children patrons of the Chapel Hill Public Library system who enjoy reading mythology retellings. The interviews were conducted to determine the reason or reasons why children are drawn to these books.

The eight children who participated in the interview were between ages 8 and 16. The qualitative interview process ranged from 8 minutes to 20 minutes. Interviews appear to indicate a pull towards mythology retellings due to several reasons, ranging from plot to genre to the mythology itself, or a mix of those. The children interviewed displayed a mix of learning objectives as well, where some wanted to only read and learn more about mythologies they already knew, and some wanted to explore new territories. In addition, the popularity of Rick Riordan's works played a huge roll in these interviews.

Samantha J Awad. Whose History?: Examining Colonial Records and the Archivists' that Preserve Them. A Master's Paper for the M.S. in L.S degree. April, 2019. 35 pages. Advisor: Denise Anthony

This study describes interviews and surveys of archivists and librarians from various institutions nationwide. I conducted to learn more about who archivists believe should be done about these collections. I interviewed six archivists and librarians for this study. Published literature about colonial records suggests that these documents and their information belong in the country of origin for cultural significance and that repatriation is one of the best courses of action. The archivists interviewed for this

research study, however, share the opposite of this argument, and believe that the best place to store colonial records is in an institution that can properly care for the material, and share their information with the most amount of people.

Eugene H. Bang. An Analysis of Upwork Profiles: Visualizing Characteristics of Gig Workers using Digital Platforms. A Master's Paper for the M.S. in I.S degree. April, 2019. 35 pages. Advisor: Mohammad H. Jarrahi

In the transitional period of manual and algorithmic hiring, there has been an explosion of new employment opportunities. As a result of the ubiquity of mobile communication technologies, a gig economy has emerged which champions digital platforms as a solution to meet the burgeoning demand for on-demand workers, frequently called independent contractors or freelancers, by hiring organizations. Visualizations and linear regression are used to study information-rich Upwork profiles to determine variables that could predict how users maneuver in the gig economy. A typology of existing gig workers' motivations is combined with visualizations to better understand the situation of the typical gig economy worker.

Spencer L. Bevis. Software Emulation and the Video Game Community: A Web Content Analysis of User Needs. A Master's Paper for the M.S. in L.S. degree. April, 2019. 76 pages. Advisor: Megan Winget.

In the past decade, archives have utilized emulation to preserve older pieces of software including video games and make them accessible to patrons. However, recent literature neglects user needs for emulated software in archives. Using web content analysis, this study examines the text of nearly 1,200 online comments, threads, and forum posts about software emulation from four different websites. The findings suggest that audiences are keenly aware of software emulation but not of emulation as a way to preserve video games. It also found that user needs are often unique or even contradictory, and much user attention is paid to the visual quality of emulation systems as well as the quality of the emulated experience. The author suggests a number of policy proposals for libraries and archives that argue greater public input is necessary in the creation and development of systems that preserve software through the process of emulation.

Christopher D. Bravo. The Design and Development of a New Web Database for Oberlin Cemetery, Raleigh, North Carolina. A Master's Paper for the M.S. in I.S. degree. April, 2019. 39 pages. Advisor: Fei Yu

This study describes the needs of users seeking information about deceased individuals on cemetery websites. What should a web database designer keep in mind when creating a new database of burial records for a cemetery website? Through the use of usability testing on three different cemetery websites, this study reveals behaviors that distinguish cemetery website usage from that of other websites. Usability tests were performed with nine participants from the Friends of Oberlin Village organization. The results demonstrated that users seeking information about deceased individuals prefer visual and geospatial information in addition to textual data. Cemeteries are inherently visual and physical places, and search results should reflect this through the use of photographs, maps, and visual aids. Moreover, many users value the ability to share knowledge with others. The information gathered in this study will be used in the design of Oberlin Cemetery's new web database of burial records.

Miana Breed. Capturing a Moment: The Practices and Ethics of Social Media Archiving. A Master's Paper for the M.S. in LS degree. April, 2019. 73 pages. Advisor: Denise Anthony

The rise in popularity and ubiquity of social media has led to an increase in archival collection of social media data. Collecting and preserving this data is a relatively new challenge and creates technical and staffing barriers for archives. In an exploratory study of the practices and ethics of social media archiving, thirty-eight archivists responded to a Qualtrics survey about their institutional practices, their opinions of the ethical responsibilities of archives toward social media users, and the questions they still have about social media archiving. The survey revealed that only half the participating archival institutions collect social media. A majority of institutions collect data from blogs, Facebook, and YouTube, and most report using some form of API collecting tool. After reviewing the results of the survey, some current social media collecting policies, and a national web archiving survey, findings were framed using the ethical concerns voiced by the Documenting the Now project. The study suggests that archivists in general have the desire to use donor agreements and other permission forms for social media archiving, but the tools to contact all potential users are not yet available. This study forms an initial argument for further research into the best practices and ethical responsibilities of social media archiving.

Kristina A. M. Bush. The Museum Experience: Comparing Art Insiders' and Art Outsiders' Experience of the African Art Gallery at the Ackland Art Museum. A

Master's Paper for the M.S. in L.S degree. April, 2019. 56 pages. Advisor: Melanie Feinberg

This study explores the implications of how a museum gallery is organized on visitors' experience in that gallery. The visitors in this case were art insiders, or Art History Masters candidates, and art outsiders, Library and Information Science Masters candidates. Interviews were conducted to understand their experience in the African Art Gallery of the Ackland Art Museum and how the arrangement of the objects and information provided in the gallery impacted that experience.

Much work has been done about the display of non-Western objects in the context of Western encyclopedic museums. However, few have interviewed visitors to see how they feel while in the museum. The Ackland Art Museum installed the African Art Gallery in December as part of a larger reorganization of the museum's permanent collection galleries. This study assesses this reinstallation and provides information that could be used to improve the African Art Gallery.

Kirubanand Chandrasekaran. Analyzing the Trends in Prescription Opioid for the U.S. Civilian Noninstitutionalized Population. A Master's Paper for the M.S. in I.S degree. April 2019. 49 pages. Advisor: Javed Mostafa

As per the National Institute of Drug Abuse, more Americans die every day from opioid overdose. The problem of obtaining opioids through non-illicit prescriptions (obtained through doctor-patient relationship) is rarely discussed. This project analyses the increase in opioid recommendation in the U.S. population by analyzing the datasets provided by Medical Expenditure Panel Survey (MEPS). The survey data is analyzed for patterns and documented in the form of workflow. This project also aims at creating a predictive model with independent variables to identify the likelihood of opioid addiction.

Nadia M. J. Clifton. Themes in Diversity Statements of Academic Libraries. A Master's Paper for the M.S. in L.S degree. April, 2019. 31 pages. Advisor: Amelia Gibson

This study examined the themes present in Diversity Statements of libraries at schools with an ALA Accredited program in Library and Information Studies. A quantitative and qualitative content analysis method was conducted using a coding scheme found in the literature which coded for themes in university diversity statements. In addition, strong emergent themes specific to Library Diversity Statements were coded for as well. Results indicate that very few libraries have Diversity Statements available

online, and of those that do, many are more focused on the Library or the University than they are focused on diversity.

Hunter J. Corb. *Women in the Book Trade in Revolutionary England: A Social Network Analysis*. A Master's Paper for the M.S. in L.S degree. April, 2019. 51 pages. Advisor: David Baker

The role of women in the early modern book trade is a topic of increasing emphasis and discussion among scholars of the history of the book. Many scholars have compiled extensive bibliographic entries and conducted in-depth archival research of individual women, yet their sporadic appearance in the historical record has led to a less-than-full picture of the realities of the working book trade. The researcher has used social network analysis in an attempt to answer this question by positioning and analyzing the status of women within the total book trade network of Revolutionary England. Through statistical tests such as eigenvector centrality, betweenness centrality, and community detection, the researcher has identified specific communities and important women figures in the network, as well as hubs and connecting nodes—key figures in the network—that warrant further localized attention.

Christina Cortland. *Crowdfunding in Libraries: An Analysis of Library Crowdfunding Project Data*. A Master's paper for the M.S. in I.S. degree. April, 2019. 61 pages. Advisor: Jaime Arguello

Crowdfunding is one of the newest strategies libraries are using to connect with donors. While the past several years have produced a consistent trickle of reports about libraries using crowdfunding to extend traditional fundraising activities, research thus far has largely been constrained to case studies and surveys. By studying 174 library and archive projects on Kickstarter and Indiegogo, this research determined that library and archive crowdfunding campaigns raise more money on average and are more likely to successfully meet their funding goals than typical Kickstarter campaigns. Additional findings regarding types of projects crowdfunded, types of libraries crowdfunding, and amount of campaigns launched over time are discussed. This study hopes to support library practitioners in judging the feasibility of crowdfunding as a practical fundraising strategy and determining the contexts in which crowdfunding is most likely to be successful.

Carmen S. Dolling. *Visualizing U.S. Animal Shelter Outcomes*. A master's paper for the M.S. in I.S. degree. April, 2019. 74 pages. Advisor: David Gotz.

This paper introduces the ShelterViz web app, an interactive visualization platform developed to make U.S. animal shelter and rescue data accessible and easy to explore. Using a dataset provided by the nonprofit organization Shelter Animals Count, the ShelterViz project allows users to manipulate more than 100 different intake and outcome statistics collected from over 4,000 shelters and rescues across the United States.

This research project employed a design-study methodology as well as approaches grounded in visual analytics and user-centered design. The website was developed using HTML5, CSS, Javascript, and D3.js. The results of the usability testing indicate support for the project and its potential to help shelter and rescue organizations to better understand the impacts of various factors on animal outcomes, recognize trends in their data over time, and ultimately take steps to improve animal welfare.

A demo version of the website can be accessed at <https://www.shelternviz.com>.

Hongyi Dong. *A Task-Oriented Usability Study of the Carolina Digital Repository with Casual Users*. A Master's Paper for the M.S. in I.S. degree. April, 2019. 64 pages. Advisor: Bradley M. Hemminger

A series of in-person and task-oriented usability tests were conducted to evaluate the functional interface of the new Carolina Digital Repository system. The participants were ten students affiliated with the School of Information and Library Science at the UNC Chapel Hill, who were also casual users of institutional repository systems. This research generated a list of usability findings based on a compact task evaluation framework, and the results could serve as guidelines for repository interface designers.

Claire J. Du Laney. *Lifecycle, Affect, and Healing: Examining Sustainability in Community Archives and Cultural Heritage Projects*. A Master's Paper for the M.S. in L.S degree. April, 2019. 75 pages. Advisor: Denise Anthony

This research examines the role of sustainability in community archives, exploring the ways in which practitioners talk about sustainability in their work, with their communities, and with colleagues. Through researching relevant literature and conducting interviews with practitioners, it became evident that institutional sustainability is not a common or frequently examined idea in community archiving. Rather, when sustainability is discussed it is much more abstract, focusing on relationships within the community, legacy, and sustaining the spirit of the work rather than the individual projects. The most institutional-like

sustainability talk tends to focus on the digital. For these practitioners, sustaining the spirit and community momentum, focusing on relationship-building, education, trauma healing, and increasing visibility of minority narratives, allows for project flexibility and acknowledged lifecycle of individual initiatives.

Margaret Elizabeth Edwards. “What’s Going on in There?”: How Users Are Using Resources for Collaboration in Reservable Group Study Rooms in the University Libraries at The University of North Carolina at Chapel Hill. A Master’s Paper for the M.S. in L.S degree. April, 2019. 57 pages. Advisor: Rebecca Vargha

In an era where students rely on the academic library much more often for study space and services than for locating books, libraries have had to increase focus on what students need to successfully study. With a rise in collaborative assignments, one thing students need is collaborative group study space, but it is often difficult for library staff to discern what exactly students need from these necessarily private areas. This study sent surveys to group study room users at The University Libraries at The University of North Carolina at Chapel Hill and observed group study room sessions to learn how students use the resources in these spaces. Findings indicate that convenience is an important factor for resource use, remote collaboration and interviews occur in the spaces, and Google Documents are important parts of the student collaboration process. Use based on factors such as department affiliation is also discussed.

Emma K. Evans. Semantic Interoperability of Moving Image Records in Aggregating Digital Repositories: A Comparative Study of Dublin Core and PBCore Descriptive Metadata Schemas. A Master’s Paper for the M.S. in L.S degree. April, 2019. 44 pages. Advisor: Melanie Feinberg

This study examines the Dublin Core and PBCore metadata schemas as they are applied to publicly-accessible moving image records in four aggregating digital repositories. This research was conducted to determine which schema is optimal for moving image description based on the schemas’ level of semantic interoperability. In the context of this analysis, semantic interoperability is defined as the complete and consistent interpretation of elements across records.

Twenty-five records were sourced from each repository. Each record was mapped to the metadata schema employed by its repository. The selected records and their crosswalks were then analyzed for completeness and consistency. Upon

comparing the analyses of the Dublin Core-based records and the PBCore-based records respectively, it can be determined that both schemas face interoperability issues in the description of moving image records. Thus, optimality of a particular schema for moving image description must be discerned within the context of each particular use.

Margaret Foster. “Power to the People!”: Teen Experiences at a Chicago Public Library Open Mic Series. A Master’s paper for the M.S. in I.S. degree. April, 2019. 94 pages. Advisor: Dr. Sandra Hughes-Hassell

This case study looks at the experiences of young adults and librarians at a collaborative program for teens at the Chicago Public Library called OpenMike. Held at the Harold Washington Library Center and hosted by Chance the Rapper’s non-profit, SocialWorks, OpenMike is a monthly performing arts showcase event for high school students that provides a teen-only space for creative expression, networking, and community building. As a highly attended event with teens coming from all over the Chicagoland, OpenMike highlights some of the elements needed to create a successful public library program for diverse youth, including arts and digital media, mentors, peer support, and both a physical space for teens and metaphorical “safe space.” This case study adds to the growing body of literature regarding the current and future landscape of teen services in public libraries.

Lauren A Geiger. To Bot or Not To Bot: An Exploratory Usage Study of Digitized Materials from the North Carolina Collection. A Master’s Paper for the M.S. in L.S degree. April, 2019. 36 pages. Advisor: Anne T. Gilliland

Usage statistics have consistently been an integral part of collection development for libraries and archives, as they allow the staff to understand what kinds and types of materials their patrons want. As more of these institutions turn to digitization to make their materials accessible, usage statistics become more important as digital materials can be costly. In this exploratory paper, I tracked the usage of recently digitized materials from the North Carolina Collection at Wilson Library that were uploaded to both the Internet Archive and the HathiTrust. As the study lasted for two months and one month, respectively, I can draw no strong conclusions from the data, but rather a baseline for further studies for this collection.

Tessa B Gibson. An Evaluation of Young Adult Service and the Use of Policy in Central Appalachian Public

Libraries. A Master's Paper for the M.S. in L.S degree. April, 2019. 31 pages. Advisor: Mary Grace Flaherty

There is a considerable lack of formal research on youth services in rural public libraries, particularly those libraries in Appalachian regions. This paper introduces the subject of young adult services in rural Appalachia as a significant point of discussion, and aims to evaluate the use of policy for young adult services in Central Appalachia, a sub-region that is understudied and underserved. The websites of sixteen counties in southeastern Kentucky were explored to determine the presence of policy for youth services, as well as dedicated programming and space for teenagers. Policies, where they exist, were subject to a conventional content analysis. The findings of this study revealed that only one public library of the sixteen sampled utilized a policy for young adult services, while a total of two libraries offered a teen space, and three libraries conducted current programming for young adults.

Morgan M Goodman. "What is on this disk?" An Exploration of Natural Language Processing in Archival Appraisal. A Master's Paper for the M.S. in IS degree. April, 2019. 45 pages. Advisor: Cal Lee

This paper explores current processes in archival appraisal and selection and investigates the potential uses of automation in the processes. Through an exploration of the BitCurator NLP topic modeling tool, bitcurator-nlpgentm, I evaluated reactions by participants who agreed to an interview and exploration of the tool. I conclude that topic modeling can assist archivists through identification of like-collections and possible duplication within hybrid collections. Outside of appraisal, topic modeling tools may have uses for archival description and arrangement. Researchers and those with subject matter expertise may also benefit from these tools. This paper points to areas where topic modeling is effective and offers suggestions for making NLP and topic modeling more universally practical in archival workflows.

Yaxue Guo. ConnectCollege: Build a Web Application Promoting Instant Social Networking Based on Places for College Students. A Master's Project for the M.S. in I.S degree. April, 2019. 51 pages. Advisor: Ryan Shaw.

This paper describes the design, development and testing of a web application called ConnectCollege. This application can help college students who are interested in the same place at the same time to know each other and increase their possibility to hang out together, which solves a common issue that it is sometimes hard for students to find company to study or entertain together. Generally

speaking, ConnectCollege supports searching places, viewing place details, finding people also interested in the place, chatting and making appointments. User requirement analysis and usability study of this application were performed with UNC students.

Amanda R. Haddock A Bibliometric Analysis of Opioid Publications at the University of North Carolina – Chapel Hill. A Master's Paper for the M.S. in I.S degree. April, 2019. 52 pages. Advisor: Dr. Fei Yu

With the increasing severity of the opioid epidemic in America, there has been an increase in publications addressing this urgent issue. However, no systematic analysis has been performed to identify who the main researchers are, where these studies are published, and what topics are they publishing on. Objectives: This study conducted a bibliometric analysis on opioid-related research publications produced at the University of North Carolina-Chapel Hill (UNC-CH). Methods: Bibliometric methods were used to reveal the research productivity within opioid research at UNC-CH. Organizational and country collaboration networks were generated to show the collaborated working with UNC-CH researchers. The topic analysis illustrated the range in topics over the past 20 years. Results: The results demonstrate that there has been a shift in topics over the past 20 years as well as the increase in collaboration with other academic research institutions.

Caroline Hall. An analysis of information social exchange within the solar energy industry in North Carolina, USA. A Master's paper for the M.S. in I.S. degree. April, 2019. 87 pages. Advisor: Bradley M. Hemminger.

This study describes the information exchanges that occur between six of the key entities in the North Carolina solar energy industry. This study was conducted to better understand how policy makers, lobbyists, third-party data organizations, solar developers, utilities, and landowners interact, gather, and share information. This study seeks to analyze the purposes and strengths of relationships between these six entities to better understand the type and significance of the information shared within the solar industry in North Carolina, United States. Data used for this study was collected first hand from 15 interview subjects with an active role within the industry. Ultimately, the level and means of open communication between these entities varies depending on the intent of each actor, with open, frequent communication and information distribution praised as the fundamental element of the industry's success within the state.

Troy J Heilmann. Effects Field of Study and Level of Education have on Facebook Privacy Concerns and Actions. A Master's Paper for the M.S. in I.S degree. April, 2019. 43 pages. Advisor: Paul Jones

This paper examines university students and their knowledge, concerns and actions in regards to privacy of personal data on Facebook. As Facebook continues to grow, it is important that users are aware of the types of information Facebook is collecting and how users can protect themselves. This paper uses interviews to determine whether or not focus of study and level of education contribute to a Facebook users' level of knowledge on the data Facebook collects, their privacy concerns and their likelihood to act to protect their personal data. The interviews provided results showing that graduate students studying Information Science are more knowledgeable and act to protect personal information more than undergraduates from various majors. This arises the suggestion that undergraduate studies should require online personal privacy courses.

Kathryn R. Herring. How We Read the Soldier's Words: Subjectivity in Finding Aids Using Civil War Diaries From Academic Special Collections in the Mid-Atlantic Region. A Master's Paper for the M.S. in L.S degree. January 2019. 46 pages. Advisor: Casey Rawson.

This paper presents the results of a tiered study that investigated the presence of subjectivity in Civil War diary finding aids. This study focused on two things: usage statistics of the diaries and an analysis of the diary finding aids. The analysis of the finding aids consisted of both a content and observational analysis. Findings suggest that there were more similarities than differences between the different finding aids, and that, though minor, subjectivity is present in academic special collection finding aids.

Saumya Jain. Developing an Objective Framework for Measuring and Assessing the Implementation of Information Systems in a Healthcare Setting. A Master's Paper for the M.S. in I.S degree. May, 2019. 87 pages. Advisor: Dr. Lukasz Mazur

This study aimed to examine the feasibility of developing an objective framework to evaluate and measure various aspects of the implementation of an Electronic Health Records (EHR) system. To measure the performance of the implementation in a holistic manner, three aspects were chosen - project management practices, readiness of users and the outcomes of the implementation. Documentation from a real-world EHR implementation project was analyzed to understand the landscape of implementation, and thereafter, a framework was proposed comprising these

three aspects and their component factors. This framework was applied retrospectively to test if it could assess the said implementation realistically. The results demonstrate the feasibility of defining such a framework with which an implementation may be measured objectively. Additionally, the development of the framework revealed underlying component factors for each aspect which have a contributory effect to the success of EHR implementation.

Yiwen Jiang. Implementation of a High Recall Interactive Literature Retrieval System. A Master's Paper for the M.S. in IS degree. April, 2019. 43 pages. Advisor: Yue Wang

This project-based study implements a high recall and high precision interactive literature retrieval system based on the ReQuery-ReClassify (ReQ-ReC) framework proposed by Wang et al. in 2014. The study summarizes the challenges and difficulties of current methods of literature retrieval and review in achieving high recall in addition to high precision. Following the double-loop mechanism of the ReQ-ReC framework, the project applies the methodology of system design, database design and user interface design to turn the framework into a real-world web application. Heuristic evaluation for the user interface design indicates that the system is user-friendly and can be integrated with literature retrieval systems like PubMed.

Richa Kanwar. Identifying Facilitators and Barriers in the Application of Contextual Inquiry to Understand Provider Burnout. A Master's Paper for the M.S. in I.S degree. May, 2019. 70 pages. Advisor: Dr. Lukasz Mazur

The purpose of this study was to identify the factors and decisions that affect the implementation of Contextual Inquiry, and explain which factors act as facilitators contributing towards the success of the project and which factors act as barriers hindering the success of the project. To determine these factors this study observed the application of Contextual Inquiry in a real-world project where it was applied to understand the reasons behind healthcare provider burnout. Using methods such as interviews, surveys and group discussions with the implementation team of the real-world project, this study was able to identify 18 Facilitators, 9 Barriers, and 3 Critical Decisions that impact the outcome of a Contextual Inquiry implementation in a healthcare setting.

Caitlin K. Kennedy. Evaluating and Addressing the Special Collections Needs of Rhetoric and Composition Instructors in University First-Year Writing Programs. A Master's Paper for the M.S. in L.S degree. April, 2019.

140 pages. Advisor: Mary Grace Flaherty

This research considers the role of collaboration in library instruction and archival pedagogy for first-year undergraduate students. To move beyond the archival orientation and one-shot instruction session, special collections librarians must work proactively with instructors to develop assignments, plan and deliver lessons, and measure student learning outcomes. They must also consider and counteract significant barriers to archival research, such as lack of representation and accessibility in the archives. Based on seven interviews with faculty and graduate student instructors in UNC's First-Year Writing Program, this research considers the possibilities and challenges of curriculum co-development and other instructional collaborations between special collections librarians and rhetoric and composition instructors. It also analyzes instructors' responses to a set of digital learning modules that were created specifically to facilitate archival pedagogy within the curriculum and learning context of the First-Year Writing Program.

Tianlin Lan. Does the Customer Review of Airbnb Homes Correspond to their Aspect Scores? Sentiment Analysis using a Proposed Sentence-to-aspect Relevance Model. A Master's Paper for the M.S. in I.S degree. April, 2019. 64 pages. Advisor: Stephanie W. Haas

Most Airbnb homes have high ratings with a large proportion of positive reviews from users. However, the Airbnb website only releases the rating score of each aspect for each home. The aspect scores given by each reviewer are not available on the website. It is possible that the overall aspect score does not really reflect users' sentiment as represented in their comments about that aspect.

This paper proposes a methodology for finding the correspondence between aspect scores of Airbnb homes and the sentiments of their reviews. I set the sentiment analysis at the sentence level and proposed a sentence-to-aspect relevance detection approach for subjectivity classification step. The distributions of the sentiment polarities found in aspect-relevant for both the cleanliness and the location aspect show an apparent correspondence between review text and the aspect score.

Zimu Li. An Exploration of Career-related Information Seeking Behavior on International Graduate Students at University of North Carolina, Chapel Hill. A Master's Paper for the M.S. in I.S. degree. April, 2019. 45 pages. Advisor: Bradley Hemminger

In this study, the researcher conducts semi-structured interviews with sixteen international graduate students at

University of North Carolina, Chapel Hill to understand their information seeking behavior when choosing a career path. A detailed investigation of their information needs, information resources, and information barriers is done to understand international graduate students' academic information use. The result of this study shows that the use of information resources by international graduate students varied between master students and doctoral students. In situations where they had difficulties in defining a career path from their chosen resources, many of them reported their expectation for the campus career consulting services.

Veronica D. McGurrin. A Content Analysis of Digital Art History Publishing Platforms. A Master's Paper for the M.S. in L.S degree. May, 2019. 49 pages. Advisor: JJ Bauer

The landscape of art history publishing has vastly shifted in the past decade as it transitions to a digital world. While various constraints have hindered the growth of digital art history publishing, cultural institutions have now started to create comprehensive publications. This paper presents a content analysis of three different art history publishing platforms: the Getty Institute's Online Scholarly Catalogue Initiative, Canadian Online Art Book Project, and Artifex Press. The results of the study show that the majority of the publications focus on white, male, Western artists reinforcing canonical ideas of art history. Important structural trends are apparent from the analysis that can be utilized to examine future publications. The conclusion of the paper highlights the various new publications that have emerged since the start of the project, further reinforcing the idea that art history publishing is truly at a tipping point in regard to the proliferation of digital formats.

Amelia Midgett-Nicholson. Engagement across the Globe: Academic Library Support of Study Abroad Students. A Master's Paper for the M.S. in L.S degree. April 2019. 54 pages. Advisor: Casey Rawson.

Study abroad is playing an increasingly important role in the academic mission of higher education institutions in the United States. According to the Institute of Higher Education, more than 325,000 students studied abroad in the 2015-2016 academic year. Academic libraries have started to create programs and services to support the information needs of this growing population. In this study, five academic librarians were interviewed to find out if academic libraries support study abroad students, how they make decisions about that support, and what best practices exist for this type of library service. Suggestions for best practices and further research are included.

Rachel A. Morris. *Liminal Space: Identifying Bisexual Materials in Public Library Catalogs. A Master's Paper for the M.S. in L.S degree. April 2019. 60 pages. Advisor: Casey Rawson.*

This study aggregates and analyzes the bisexuality-related subject headings used by three database types: folksonomies, public library catalogs, and a private subscription database. One folksonomy, one subscription database, and five public libraries (one from each region in the United States) were sampled to triangulate existing subject headings and how discoverable they are by database users. The folksonomy, which described only bisexual materials, was used to create a recommended reading list. These books were then searched for in the public library catalogs and the subscription database for sexuality-related subject headings and other descriptive metadata. Though each database contained at least some of the suggested materials, none correctly described each item; some were not described with bisexuality-related terminology at all, while some were misidentified as solely heterosexual or homosexual.

Rebecca J Mullins. *Three-Dimensional Modeling Usage in Higher Institution Classrooms. A Master's Paper for the M.S. in L.S degree. April, 2019. 44 pages. Advisor: Ryan Shaw*

This study examines a series of interviews concerning the creation and utilization of three-dimensional objects in higher institutional learning. It examines how three-dimensional models are created, how objects are made available through copyright standards and future implications for three-dimensional technology.

Brittany Norwood. *Haunted Collections: The Representation of Female Horror Authors in Public Library Collections. A Master's paper for the M.S. in L.S. degree. April 2019. 84 pages. Advisor: Brian Sturm*

While several women are writing or have written in the horror genre, the stereotype that women do not write horror remains prevalent. This perception can lead to these female horror authors being overlooked in library collections. As underrepresenting female horror authors can negatively impact their addition to the horror canon as well as strengthen the stereotype that women do not write horror, it is important to examine library catalogs to see if they are representing female horror authors in their collections. This study performed a modified list-checking format of collection assessment to analyze the representation of female horror authors in the collections of five public libraries in North Carolina. Overall, female horror authors appeared

to be more likely to be excluded from library collections than included, with levels of exclusion in library catalogs increasing for women of color who have written or are currently writing in the horror genre. Recommendations for how libraries can represent female authors in their collections are provided.

Katie M. M. Odhner. *Subject Trends in Chinese Studies Academic Monographs and Library Collections: A Case Study. A Master's Paper for the M.S. in L.S degree. April, 2019. 79 pages. Advisor: Mary Grace Flaherty*

This paper explores how growth in the field of Chinese Studies has affected subject trends in academic publications, library holdings, and usage of Chinese Studies materials from 1992 to 2017. Using data on academic monographs published from EBSCO's GOBI (Global Online Bibliographic Information), comparisons were made with subject trends found in the Chinese Studies print collection at the University of North Carolina at Chapel Hill. Contrary to expectation, there was no discernible increase in social science literature relative to other subjects. Meaningful findings included an increased diversity in topics covered and the continuity in traditional areas of strength for Chinese-language resources. This paper also describes the methodology for using library metadata to measure subject trends, and discusses potential explanations for specific findings.

William G. Osborne. *Collection Analysis of Sex Education Print Materials in North Carolina Public Libraries. A Master's Paper for the M.S. in L.S degree. April, 2019. 55 pages. Advisor: Mary Grace Flaherty*

Sex education print materials serve an important function in public libraries, as they provide youth with a safe, confidential way to obtain information regarding sexual health and behavior. However, public libraries have faced challenges developing these collections. This study compiles a checklist of sex education titles recommended by professional sources. Public library collections in North Carolina are selected through purposive sampling to account for library size and geographic region; titles from the checklist are searched for in these collections via electronic catalog. Results reveal that little uniformity exists between sex education collections in North Carolina public libraries, with no apparent correlation between collected recommended titles and collection size or regional location.

Paige E Ottmar. *Overloaded in the ICU: Measuring Information Overload in Critical Care Physicians at UNC Hospital. A Master's Paper for the M.S. in I.S*

degree. April, 2019. 108 pages. Advisor: Saif Khairat, PhD, FAMIA

This study describes a questionnaire and simulation study of physicians working in the Intensive Care Unit at University of North Carolina Health Care. The questionnaires were employed to determine physicians' overall perceived feelings of information overload, satisfaction, and usability of Electronic Health Records, as well as to determine if differences exist between groups. The simulation study was conducted to determine physiological signs of information overload and its effect on task performance. Twenty-five physicians completed the questionnaires and the simulation study. Overall, physicians reported high levels of perceived information overload, with males reporting significantly higher overload than females. Additionally, pupillometry data suggested that almost all physicians experienced information overload at least once during the simulation study. Though information overload did not affect accuracy, results suggest that it made physicians significantly less efficient. Future studies are needed on the gap between subjective and objective measures of information overload.

Kun Qian. Data Visualization in the Web-based Platform: Comparisons of Different Techniques / Data formats that Suit Web Information Design and Their Development. A Master's Paper for the M.S. in I.S degree. April, 2019. 44 pages. Advisor: Ryan Shaw

Data Visualization has become an important way of visual communication today with the assistance of different media. The computer, because of its interactive features, has become a useful tool to help people analyze data, design visualized and interactive graphs and publish data visualization work for the public to view. The main goal of this research is to provide an overview of the development of data visualization techniques especially in the web platform. An analysis result was generated to give future technique development suggestions for both web-based data visualization producers and web developers.

Yuwei Qian. How do freshmen find information orienting themselves in their first year of college? An investigation of the information seeking behaviors of first-year undergraduate students. A Master's Paper for the M.S. in I.S degree. April, 2019. 57 pages. Advisor: Ronald Bergquist

Information seeking behavior (ISB) has been a popular topic to study for researchers in the information field over the years. College students, who are often referred to as millennials, are one of the most studied information user

groups. Their academic needs, social life and knowledge of technology have granted them different worldviews and information seeking habits. This study investigates the information seeking behaviors of first-year undergraduate students at UNC in terms of finding orienting information to better adjust to college life.

13 undergraduate students currently enrolled at UNC were interviewed in the study. The participants were asked a series of questions about their first-year experiences at UNC. Results indicate some common patterns among freshmen information seeking behaviors, which may then inform the university to provide better information access for future students.

Jiaming Qu. A Medical Literature Search System for Identifying Effective Treatments in Precision Medicine. A Master's Paper for the M.S. in I.S degree. April, 2019. 58 pages. Advisor: Yue Wang

The Precision Medicine Initiative states that treatments for a patient should take into account not only the patient's disease, but his/her specific genetic variation as well. The vast biomedical literature holds the potential for physicians to identify effective treatment options for a cancer patient. However, the complexity and ambiguity of medical terms can result in vocabulary mismatch between the physician's query and the literature. The physician's search intent (finding treatments instead of other types of studies) is difficult to explicitly formulate in a query. Therefore, simple ad hoc retrieval approach will suffer from low recall and precision.

In this paper, we propose a new retrieval system that helps physicians identify effective treatments in precision medicine. Given a cancer patient with a specific disease, genetic variation, and demographic information, the system aims to identify biomedical publications that report effective treatments. We approach this goal from two directions. First, we expand the original disease and gene terms using biomedical knowledge bases to improve recall of the initial retrieval. We then improve precision by promoting treatment-related publications to the top using a machine learning reranker trained on 2017 Text Retrieval Conference Precision Medicine (PM) track corpus. Batch evaluation results on 2018 PM track corpus show that the proposed approach effectively improves both recall and precision, achieving performance comparable to the top entries on the leaderboard of 2018 PM track.

Leah E Ramsier. Evaluating the Usability and User Experience of a Virtual Reality Painting Application. A Master's Paper for the M.S. in I.S. degree. April, 2019.

84 pages. Advisor: Bradley Hemminger

The purpose of this study is to identify the factors that contribute to and detract from the usability and experience of Tilt Brush. It compares usability issues between users with formal training in art, and users with no formal training. Twenty participants were observed creating artwork in Tilt Brush and interviewed about their experience. They also answered a questionnaire based on the System Usability Scale.

The data collected identified that conventions from 2D apps and a sense of presence in the 3D virtual environment positively impacted usability. A lack of control, issues navigating virtual reality, and a lack of familiarity with Tilt Brush negatively impacted usability. The group with formal training overall wanted more tools that increased control over the artwork than the group without formal training. Finally, the user experience of Tilt Brush was positively impacted by immersion, novelty, tools, possibilities, and potential as a creative outlet.

Alexander Reher. Reorienting the VR Studio Orientation: A Contextual Design Study of a Virtual Reality Orientation Program in an Academic Library. A Master's paper for the M.S. in I.S. degree. April 2019. 77 pages. Advisor: Andreas Orphanides

This case study describes an analysis and proposed redesign of the of the orientation process for the VR Studio in the D. H. Hill Jr. Library at North Carolina State University, using the contextual design methodology as described in *Contextual Design: Defining Customer-Centered Systems* (Beyer & Holtzblatt, 1998). Semi-structured interviews and contextual inquiry were used to study the orientation its surrounding operations. The author identifies several opportunities to improve workflows and enhance participant experiences and education. Key findings include the effects of variations caused by changes in presentation setting, the effect of audience size on learning opportunities, the instructional efficacy of the orientation structure and format, and the challenges in managing data collected over the course of orientations. The paper concludes with a series of recommendations for improving the orientation and its associated processes.

Kimberly J. Reisler. Cognitive Authority and the Christian Worldview: An Examination of Goodreads Reviews of Christian Books. A Master's Paper for the M.S. in I.S. degree. March, 2019. 81 pages. Advisor: Ryan Shaw.

This study examines how individuals engage with and evaluate Christian books and the cognitive authorities referred to when assessing these resources. 816 book reviews

pulled from the reviews for 10 books identified as Christian on the social media book site Goodreads were analyzed by qualitative coding. This content analysis identified themes relating to reader awareness of worldview, evaluative measures used to assess resources, and cognitive authorities referenced.

Evaluation of Christian books largely aligns with existing understanding of the general process of information assessment, with a few exceptions. The spiritual nature of the text, for many reviewers, led them to consider the information in light of personal spiritual experience and lent spiritual overtones to their evaluation of the author's character and expertise. Reviews also demonstrate the way in which individuals can weigh cognitive authorities differently within a shared worldview, resulting in differing information assessments.

Caitlin Rivas. Understanding the Archivist's Role in the Contextualization, Removal, and Relocation of Confederate Monuments at Cultural Heritage Institutions. A Master's paper for the M.S. in L.S. degree. April, 2019. 53 pages. Advisor: Denise Anthony.

This paper presents a study that explored five archivists' experiences with Confederate monument contextualization, removal and/or relocation at the cultural heritage institutions where they work. The findings reveal key themes and shared experiences among the five archivists, while highlighting individual experiences arising from each institution's unique circumstances. For example, although each institution considered the archives as a serious relocation site for the Confederate monuments in question, the archivists themselves had varying levels of involvement in the removal process despite their firm understanding of the history and conflict surrounding the monument. The archivists believed their unique insight into the monument at their place of work derived from their access to and knowledge of essential records and contextualizing artifacts as well as observation of public interest through research requests in their reading rooms. These archivists were also aware of safety and security concerns, the emotional impact Confederate monuments might have on their patrons, and the reality of whiteness in archives. Consequently, all of the archivists expressed strong beliefs that decision makers should consult archivists before, during, and after the monument removal or relocation process.

Diane Judith Rodden. What Presentation of Search Engine Results Do Health Information Searchers Prefer? A Master's paper for the M.S. in I.S. degree. January, 2019. 258 pages. Advisor: Dr. Robert Losee

A study of a sample of online health information searchers was conducted to see what their preferences are with respect to four different display styles for search engine results on health topics. Screen shots of search result display screens were presented to the participants via a Qualtrics (www.qualtrics.com) online survey. The other display types were Display 1: Google standard display, Display 2: Google enhanced with faceted browsable categories, Display 3: Google enhanced with a word cloud for each search result, and Display 4: Google enhanced with an overview word cloud for collection of search results. For each search task, participants were asked to rate the search engine results displays for quality indicators, using Likert-type item rating scales. At the end, in three concluding questions, the participants were asked to choose the display(s) that were best at meeting three specific criteria, based on overall impressions. The evaluations by the participants suggest that the standard Google search results display and the Google screen enhanced with faceted browsable categories were favored over the other two display types.

Elizabeth L Roknich. Visual Techniques for Stormwater Management: Creation and Usability Study of a Stormwater Fee Dashboard. A Master's Paper for the M.S. in I.S degree. April, 2019. 37 pages. Advisor: David Gotz

This study details the creation and subsequent usability study of a Stormwater Fee dashboard created for the Environmental Finance Center (EFC) at UNC Chapel Hill. The dashboard was created to assist leaders at stormwater utilities in North Carolina in assessing their financial health and setting their fees. The EFC has created several other dashboards over the years, but has never conducted any usability testing with their primary user groups. In order to elicit relevant feedback for improving the Stormwater Fee dashboard, I recruited three staff members at nearby stormwater utilities to complete a task-based think-aloud usability study. After collecting data, I synthesized it to identify actionable next-steps for improving the design and functionality of the stormwater dashboard. This study provides not only a user-tested design for the stormwater dashboard, but serves at a starting point for similar user research efforts for other EFC tools.

Mara R. Rosenberg. Collective Biographies of Women Written for Children: A Project to Create a Selection Tool and Annotated Bibliography. A Master's Paper for the M.S. in L.S degree. March, 2019. 46 pages. Advisor: Casey Rawson

The purpose of this project was to develop a selection tool and annotated bibliography of collective biographies

of women written for children. This paper provides a research base for and rationale of an online resource that librarians may use to support children in their research of women throughout history. The tool may also be used to support collection development. The website invites librarians to submit completed schema for collective biographies outside the scope of this project. Included within this paper are the elements of this master's project: the descriptive schema, directions for its use, the coding scheme used within the schema, and guidelines for evaluating text for problematic representation.

Sarah Sculnick. "I don't want us to be ashamed anymore": Representations of Latinx Teenage Girls in Young Adult Literature. A Master's Paper for the M.S. in L.S. degree. April, 2019. 92 pages. Advisor: Sandra Hughes-Hassell.

Latinx individuals are part of the youngest and largest minority group in the United States. Despite comprising a large part of the population, Latinx adolescents are largely underrepresented in literature. This content analysis examined twenty young adult books published between 2014, the year that the organization "We Need Diverse Books" was created, and 2017, all of which featured Latinx female protagonists. The study analyzes overarching themes present across the texts, and discusses how representations of Latina teenagers relied upon, or refuted, common stereotypes surrounding that community. It also discusses how representation differed depending on whether or not the authors were members of the Latinx community.

Rachel~Anne Spencer. Creating Friendly Packets: Towards More Accessible Materials in Digital Literacy Instruction. A Master's Project for the M.S. in I.S. degree. April, 2019. 273 pages. Advisor: Paul Jones

This Master's Project was centered around a redesign and usability test of instructional packets for the Community Workshop Series. The Community Workshop Series is a partnership between the School of Information and Library Science and three local public libraries, that allows students to teach digital literacy classes to community members. Packets that were created over the past 12 years were dense with text and around 20 pages long each. Six of the packets were redesigned to incorporate more visual elements, whitespace, and larger font, to make them easier for older adult learners to interact with.

Elizabeth A. Stillwell. Digital Collection Evaluation: A Rubric for Holistic Evaluation. A Master's Paper for the M.S. in L.S. degree. May 2019. 50 pages. Advisor: Ryan Shaw

Digital collections have been a rising trend in library sciences for over a decade. However, analysis of these collections has still largely been limited to the digital specialists and the digital humanists. This paper summarizes the existing evaluation literature to propose a tool for librarians to use for their own individual collections' evaluations. It also examines the difficulties of evaluation and emphasizes the need for further research into librarian conducted analyses, as their evaluations differ from the evaluations of an expert. It also explains the development of digitization, digital collections and digital evaluation until this point.

Edward H Stocking *Rarity Assessment in Law Libraries: A Survey of Criteria, Procedure and Qualifications. A Master's Paper for the M.S. in L.S degree. April, 2019. 26 pages. Advisor: Denise Anthony*

Researchers aimed to establish current criteria, procedure and qualifications for rarity assessment in law libraries through a survey of law school library staff. Seventeen librarians from relevant departments responded to the survey. While only about half of respondent institutions conduct rarity assessment, there is a degree of commonality to the criteria used in these assessments. Responses indicate that age and item status at sister institutions are the most common criteria in determining rarity. Survey responses also indicate that while rarity assessment is a task conducted by multiple staff members, little time is actually spent conducting assessments. Moreover, while respondents hold relevant, full-time staff positions and, in some cases, upper and middle management roles, very few have any formal education in rarity assessment.

Katie Tirtanadi. *Bewitched, Bothered and Bewildered: The Allure of Misinformation in a Postmodern Healthcare Age. A Master's Paper for the M.S. in I.S. degree. April, 2019. 52 pages. Advisor: Brian Sturm*

Misinformation is publicized as the next big public health crisis. Its exploitative nature allows it to both embed in seemingly legitimate facets of public discourse and disrupt public health initiatives. It collectively influences individual health decisions through a strategy of personal, message-oriented and emotional narrative. Utilizing the lens of vaccines, specifically the controversy surrounding the HPV vaccine in North Carolina, this study illuminates on health misinformation as an instigator of public conversation, vaccine hesitancy, and its subversion of evidence-based authority. This study provides a comparative analysis of both public and legislative perspectives, revealing a mismatch between the information needs of the public and the information written into state vaccine law. The findings

offer a preliminary step towards understanding how misinformation persists in the public sphere and affords insights into how public health can evolve to better encourage autonomous health decision-making, minimizing the influence misinformation holds over its audience.

Faith D Wahlers. *Availability and Range of Large Print Books for Children and Teens in North Carolina Public Libraries. A Master's Paper for the M.S. in L.S degree. April, 2019. 52 pages. Advisor: Mary Grace Flaherty*

Several studies have shown that large swaths of our younger patrons suffer from vision issues, and especially undiagnosed vision issues. Additionally, research has shown that large print books can help children with vision issues, like low vision and dyslexia. This study examined the catalogs of five of the best funded public libraries in North Carolina, searching for books labeled both as large print and for children and teens. The available items meeting this criteria did not meet the collection development policies set out by the libraries. Of the five total libraries surveyed, there were only 52 books that appeared when searching for large print and children or teens. Furthermore, adults make up 55-80% of the readership for YA books. For these reasons, large print versions of children and teen books should be collected.

Mengnan Wang. *Design and Implement a New Remote Web-Based Visualization System for the Clinical Examination and Treatment of Skin Lesions. Evaluate the System Based on Interview Feedback. A Master's Paper for the M.S. in I.S degree. April, 2019. 47 pages. Advisor: David Gotz*

In the field of dermatology research, researchers commonly take pictures of the skin lesion area with traditional cameras and measure its size over time to determine the effectiveness of the treatment process. To revolutionize this current practice, along with the help of an application that takes 3D captures and AR measurements, the proposed web-based visualization system follows user-centric design principles to clean, re-structure, process, and present the collected raw data in an intuitive, interactive, simplistic, and responsive manner. The system couples state-of-the-art modern web development with a secure and robust logical server through application programming interfaces (API) designed following best practices in the industry. An evaluation study with five participants was conducted to assess certain design choices of the system. Subjective feedbacks on the system were positive overall, with suggestions toward certain detailed aspects of the system that can be implemented in future development.

Devon Waugh. Site Unseen: Website Accessibility Testing for Academic Libraries with Visually-Impaired Users. A Master's Paper for the M.S. in I.S degree. April, 2019. 67 pages. Advisor: Sarah Arnold

Research was conducted to evaluate the accessibility at the University of North Carolina at Chapel Hill by having users with visual impairments answer questions about the use of the library website and use of assistive technologies in a questionnaire and following-up with a usability test. The usability test involved having participants complete tasks that were guided by a sample research question. Throughout the test, they navigated a database access page, a subject guide, and two databases to find research articles that related to the question. The resulting data indicated users preferred the organized layout of the database access page, but overall participants were frustrated with navigating the interfaces of databases, which varied in their design and delivery of accessible PDFs. Making changes to the database access page's code and structure also ensured that the page was accessible prior to confirming with participants in the testing environment.

Courtney L Werner. The Role of Graduate-Level Archival Education in Preparing Archivists. A Master's Paper for the M.S. in L.S degree. April, 2019. 36 pages. Advisor: Denise Anthony

This study describes a questionnaire survey of archivists currently working in their first professional position after graduating from an archival master's program. The survey was conducted to determine how prepared the archivists felt starting their current roles, the types of institutions archivists are working in, and what factors contributed to feelings of preparedness. The survey responses demonstrated the range of opinions and experiences of archivists who have graduated from programs throughout the country. The levels of preparedness felt by archivists vary, but generally show that most feel prepared enough to transition from student to professional archivist after graduating from an archival master's program.

Gina Wessinger. Readers' Advisory in the Public Library: A Look at the Promotion of Diverse Literature to Teens. A Master's paper for M.S. in L.S. degree. April, 2019. 35 pages. Advisor: Sandra Hughes-Hassell

Teens are reading, and libraries are helping teens read. One way that libraries are helping teens read is through readers' advisory, the recommendation of books to readers for the purpose of pleasure reading. In the library field, there is a recognition of the need for diverse literature and its positive impacts. This study investigates the perspectives

of librarians and library staff on readers' advisory, with special attention to the promotion of diverse literature. Interview data and document analysis showed that librarians are performing readers' advisory often, and teens are taking advantages of the different advisory opportunities provided by the libraries. The librarians view diverse literature as valuable and do promote it, though none cited promoting diverse literature as a guiding principle in readers' advisory.

Caitlin White. The Perception and Purpose of Archival Power as Viewed by State Records Appraisers in Comparison to Theoretical Literature. A Master's paper for the M.S. in L.S. degree. April, 2019. 49 pages. Advisor: Helen R. Tibbo.

This paper describes how archival power has been understood in terms of archival appraisal from the creation of the proto-archive to modern institutions. Archival theorists have emphasized the importance of archival power and the recognition of it by practicing archivists. A short series of interviews with practicing archival appraisers in southeastern state government records archives was conducted to understand the practical perspective of archival power.

The three appraisal archivists did agree that they had power, although they agreed that there were limits to it. This is in contradiction with the archival theorists who seem to suggest that the archivists have not realized the power that they possess. The archivists believed that their power should be used for the public good, a sentiment echoed by the theorists.

Steven S. Wilcer. Preserving Performance and Purpose: An Audio and Audiovisual Digitization Cross-Analysis within the Performing Arts. A Master's Paper for the M.S. in L.S degree. April, 2019. 52 pages. Advisor: Denise Anthony

This study explores the topic of audio and audiovisual digitization as it pertains to the performing arts. Three fields in the performing arts—music, dance, and theater—were selected to examine the digitization challenges from a more interdisciplinary perspective. Specialists involved with organizations active in performing arts digitization were consulted regarding their experiences and workflows using questionnaires and interview sessions.

The subject sessions revealed similar concerns and hurdles existing between each of them while being influenced by different organizational and personal priorities. The subjects emphasized a strong need for coordination and networking between specialists to ensure effective digitization and

preservation. They also recognized similar areas of concern, such as copyright and ownership of materials and degradation of magnetic tape media formats.

Hayley Wilson. March for Archives: An Examination of Five Different Institutions and Their Collecting Efforts of Material from the March for Our Lives protests. A Master's Paper for the M.S. in Library Science degree. March, 2019. 52 pages. Advisor: Denise Anthony

This study describes the collecting efforts by five different institutions across the United States of material from the March for Our Lives protests that took place in March of 2018. Interviews were conducted with staff at each of the following institutions: The North Carolina Collection Photographic Archives at the University of North Carolina at Chapel Hill, Nashville Public Library's Special Collections, University of Southern California's Special Collections, Parkland Historical Society in Parkland, Florida and a government archive in Florida. The interviews highlighted how limited resources such as lack of funding and staff effect the ways in which institutions are collecting material from protests and current events across the country, the different types of material that is being collected, the manner in which these items are accessioned as well as the appraisal criteria. These findings can help archivists, historians, librarians and other information professionals better understand the variety of issues that exist regarding collecting from protest movements.

Lu Xu. A Visual Analysis of EHR Flowsheet to Assist Clinicians' Interpretation of Health-related Data. A Master's Paper for the M.S. in I.S degree. April, 2019. 32 pages. Advisor: David Gotz

This project designed and implemented visualization interface of EHR Systems based on the requirements of the doctors. The visualizations combined both clinic-reported data and patient self-reported data to provide a better representation of patient health related information for the doctor to make decisions. The visualizations highlighted the trend of values, the outliers and make it possible to compare across time and measures. The user study of ten participants suggests that the visualization interface helped them find the information in an efficient way.

Zhen Xu. Visualizing Patient's Health Records in Clinical Decision Support System. A Master's Paper for the M.S. in I.S degree. May, 2019. 43 pages. Advisor: Robert Capra

Clinical Decision Support System (CDSS) is a system that can provide positive support for clinicians, including

avoiding medical errors, aiding decision-making, and improving the quality of medical care. As the vital evidence of decision-making process, Patient-level information plays an important part in this system. However, due to extensiveness and complexity of patient data, how to intelligently and automatically summarize patient-level information remains one of the top-ranked challenges. One solution is using data visualization to provide effective summarized report of patient-level information. This paper analyzes why this is a top-ranked challenge, how data visualization help solve the issue, and provides a design of interactive data visualization for patient-level information. Many features and components in this visualization are explored and evaluated.

Harish Yadav. Development of a Course Recommender System for Students. A Master's Paper for the M.S. in I.S degree. May, 2019. 69 pages. Advisor: Dr. Stephanie W. Haas

Students at the university have an information need to find the courses of their interest. The current university registration portals do not fulfill this information need completely. We have proposed the development of a recommender system which can take a course name and based on the description of that course recommend other courses to students. The recommended course list could help save time and effort for students registering for courses. The proposed system was trained with sample data collected from the course catalog of the University of North Carolina at Chapel Hill. We tested the recommender system with different courses as input and evaluated the resulting recommended courses.

Yu Yuan. An Exploration of User Engagement With a Search Assistance Tool in Different Positions on a SERP. A Master's Paper for the M.S. in I.S degree. April, 2019. 60 pages. Advisor: Robert Capra

This study aimed to explore the difference in user engagement with a search assistance tool in different positions on a SERP. A usability study with eye-tracker was conducted in a lab environment. Overall, there were 12 subjects participated in this study, each of them was asked to perform two tasks on a search system with a search assistance tool placed in two positions. Qualitative data collected from retrospective interview and quantitative data gathered from questionnaires, eye-tracking system and custom log system were analyzed to investigate the position effect. The results in this study showed that the search assistance tool placed in the middle is easier to get noticed while people are more likely to pay attention to it and use it when the search

assistance tool is placed on the right side of the page. Also, the source authority and the information foraging theories like Camouflage Links, Banner Blindness have impacts on the use of the search assistance tool.

Mackenzie S. Zalin. Measuring the Applications of the Subject Doctorate to Academic Librarianship in North America. A Master's Paper for the M.S. in L.S degree. March, 2019. 54 pages. Advisor: Mary Grace Flaherty

This work records and discusses the results of an anonymous web-based survey administered in January and February of 2019 to academic librarians with subject doctorates (i.e. PhDs in disciplines outside of library and information science) employed in North America. Respondents answered a mixture of quantitative and qualitative questions about the fields of their PhDs, their MLSs or equivalent degrees, their current positions in academic libraries, and the relevancy of their doctoral training to their current positions. According to the principal finding of this study, a majority of those librarians surveyed apply their doctoral training directly to their current positions in academic libraries, albeit at lower rates than those observed in the preceding decade. Statistically significant correlations were found between the relevancy of respondents' doctoral training to their current positions, the accreditation status of their MLS or equivalent, and the year they began their current positions.

Zhepu Zhao. A comparison study: Comparison Between Different Classifiers for Emotion Classification Using Real Human-to-Human Chat Log Dataset. A Master's Paper for the M.S. in I.S degree. April, 2019. 41 pages. Advisor: Jaime Arguello

In the field of emotion classification in natural language processing, researches usually concentrate on the datasets which are more academic and formal like Stack Overflow and general reviews on products or ideas like Tweeter and Amazon, but lack analysis in datasets which come from real, private, human-to-human chat logs or oral conversation. For this study, we implemented four types of commonly used classifier with a dataset which consists of both text from chat logs and oral conversations that are transformed into script. Meanwhile, we analyzed the performance of different classifiers across these two types of datasets. Specifically, we used BOW (Bag of words) and its extended version considering TF-IDF for future analysis. We found that the performance of the logistic regression does not depend too much on the dictionary size of BOW and all four types of classifiers perform better in text from user's typing than in text transformed from oral conversations.

Yiling Zheng. How Medical Students Perceive Learning Anatomy with a Virtual Reality Program: Virtual Medicine, Compared to Traditional Learning Approaches. A Master's Paper for the M.S. in I.S degree. April, 2019. 47 pages. Advisor: Bradley M. Hemminger

As a fundamental subject, anatomy has been an essential and must course for students in health science fields. VR emerges as a powerful technique for experiencing a virtual world. Nowadays, there are attempts trying to combine virtual reality with anatomy education, to have a thorough understanding of anatomy and to take advantage of this technology, this research was conducted to examine the perceptions of medical students about learning anatomy with Virtual Reality (VR), which could provide students with an immersive environment, compared to the methods they have previously used.

By inviting participants to come to the VR room and use the program themselves, this study used a mix-methods design, with a focus on the qualitative side in order to learn more about subjects' thoughts and thus provide an angle for the potential improvement of VR technology applied to education in the future. Three sets of data were collected from the beginning to the end of each 35-minute test sessions, including observed behaviors, test score and individual test. Results of the study shows the general opinions of students and implies that VR technology applied to anatomy could be very promising and positive.

Zheyong Zhou. Predicting Online Customer Reviews Helpfulness Using Readability, Review Rating, and Reviewer Features. A Master's Paper for the M.S. in I.S degree. May, 2019. 33 pages. Advisor: Stephanie W. Haas

Online review is widely used in online markets to help customers make their purchase decisions. The rapidly growing volume of reviews brought a challenge for businesses to analyze their content and provide the most helpful reviews to their customers. Using data from online book reviews at Amazon.com, I build predictive models using readability, review rating and reviewer features. I find that rating and readability do not have a direct significant impact on review helpfulness. However, reviewer information does have direct impact on review helpfulness. This suggests that reviews from reviewers who wrote helpful reviews in the past are more likely to be helpful to other customers. Based on these findings, online marketers could predict review helpfulness and rank reviews, which could benefit both vendors and consumers.

Research and Practice in Academic Libraries: A Case Study

From the pages of *North Carolina Libraries* Volume 59, No. 1 (Spring 2001): 4-9

In recent decades, as academic librarians have achieved tenure-track or even special faculty status, a growing professional consensus has emerged that they should uphold this status by actively engaging in research and publication. Beginning in 1971, with the enactment of ACRL's faculty status standards for research librarians, scholarship has been officially recognized as an important duty for academic librarians. The 1992 revised version of the standards confirmed this view by stating that "librarians add to the sum of knowledge through their research into the information process and other areas of study."¹ ACRL continues to emphasize the importance of this issue to the present day. In its most recent Statement on Professional Development, approved on July 8, 2000, ACRL expresses the opinion that:

Academic and research librarians have a responsibility to share what they have learned through writing, speaking, mentoring and modeling, in order to facilitate the learning of their colleagues and the advancement of the profession.²

In addition to the official position of organizations such as ACRL, a growing body of literature discusses the direct and indirect benefit to librarians of research and writing. In an article in the September 1986 issue of *College &*

Research Libraries, Dale S. Montanelli and Patricia F. Stenstrom refer to three benefits that librarians derive from engaging in scholarship. The first of these is that research promotes advancement. As they put it, "study after study indicates that successful librarians, as measured by professional advancement, publish more than their less successful counterparts." The second benefit cited by Montanelli and Stenstrom is that research "provides recognition when advancement is not possible." Research provides both an alternative means of gaining recognition, and a way for librarians to exercise autonomy and creativity, pursue challenge, and engage in professional learning. Finally, research enables librarians to develop the skills and analytical abilities necessary to cope in an environment of constant change.³

Yet, in spite of these potential benefits, many academic librarians continue to regard research as a necessary evil at best. For a large number of librarians, the prospect of engaging in research is daunting. It requires a major commitment of time, effort, and thought, one that many librarians are reluctant to make. Possibly the biggest obstacle to persuading academic librarians of the importance of pursuing research is the way in which they perceive research relative to their other duties. It is regarded as a burden of

time and effort, a distraction from their normal duty of serving their users, a distasteful necessity imposed by the demands of tenure. Yet research can be much more than a way to satisfy tenure requirements or an esoteric pursuit apart from professional practice. It can also be an excellent way to gain understanding of issues and problems that confront us on a daily basis and to further our growth and development as librarians.

For academic librarians, research should be regarded not as something separate from our normal public or technical service tasks, but rather as an integral part of those duties. In the words of William K. Black and Joan M. Leysen, "there should be a real continuity between professional practice, research, and service, and we need to appreciate the benefits inherent in this relationship."⁴ Through engaging in the research process and accompanying literature search, academic librarians can gain a deeper understanding

“...research enables librarians to develop the skills and analytical abilities necessary to cope in an environment of constant change.”

1. Association of College and Research Libraries, "Standards for Faculty Status for College and University Librarians," January 1992. <<http://www.ala.org/acrl/guides/guifacst.html>> (November 29, 2000).
2. Association of College and Research Libraries, "ACRL Statement on Professional Development," July 8, 2000. <<http://www.ala.org/acrl/profdevlp.html>> (November 29, 2000).
3. Dale S. Montanelli and Patricia F. Stenstrom, "The Benefits of Research for Academic Librarians and the Institutions They Serve," *College & Research Libraries* 47 (September 1986): 282-85.
4. William K. Black and Joan M. Leysen "Scholarship and the Academic Librarian," *College & Research Libraries* 55 (May 1994): 232.

of an issue or problem related to their work routines. As Black and Leysen put it, “scholarly projects should come...from the daily work of the librarian who is involved in planning and developing services and programs and in making decisions related to them.”⁵ For example, a reference librarian doing a research study on the reference interview can use that research as a means to improve his or her ability to work with patrons at the reference desk. By having this research published as a journal article or in some other format, he or she then allows other librarians to benefit from it. As Rebecca Watson-Boone describes it, this is the model of the academic librarian as “practitioner-researcher,” who is able not only to use research as a means of improving professional practice, but also to incorporate research methods into their daily work habits and problem-solving skills.⁶

Currently, the authors, who work at Joyner Library, East Carolina University, are engaged in a research project analyzing free scholarly electronic journals. We feel that this project provides a case study as to how academic librarians can integrate research into their overall professional duties, and in particular use research as a tool for gaining insights into issues of major importance for the library profession. This study arose directly from a project to create a searchable database of all e-journals available to Joyner Library’s user community. As part of this project, we compiled a list of free e-journals and e-zines. During this fairly straightforward collection evaluation and development task, a number of interesting issues regarding these e-journals became apparent, issues of direct relevance to academic libraries. This realization proved the starting point for

our research. By collecting a much larger sample of free scholarly e-journals and doing a detailed analysis of them, addressing questions such as who publishes these journals, what subject areas are most represented, and how many are still being actively updated, we hope to gain some understanding of the viability and duration of these journals. In particular, we wish to see if free e-journals are indeed emerging as a legitimate, alternative form of scholarly communication. Once our research is completed, therefore, we will both have collected additional free e-journals that we can make accessible to our users, and have a more thorough understanding of the above issues. Having arisen from our professional practice, this research project will hopefully enable us to improve that practice. In this way, research and professional practice are not opposites, but rather mutually reinforcing elements of a single process.

Origins of the Project

Like most academic libraries, Joyner Library has been deeply impacted by the exponential growth of electronic journals. Currently, Joyner Library provides full text, electronic access to well over 8,000 magazines, journals, and newspapers. Providing access to these titles has been a problem, as until now there has been no single place where a user can search to see if we have full text, electronic access to a particular journal, and if so, where it can be found. Therefore, in June 2000, the authors were among a project team that began work on an E-Journal Locator <<http://www.lib.ecu.edu/locator/>>, which would provide users with “one stop shopping” in terms of finding e-journals available through Joyner Library.

For this project, it was decided to include those publications that provide free, full-text access to most or all of their content, going back at least one year. For example, a user looking for *Time* in the E-Journal Locator would find links both to full text aggregators such as ProQuest that include *Time*, and to *time.com*, which has complete full text coverage of the magazine from January 1994 to the present, except for the current issue. We decided to include free electronic journals in this project for several reasons. For publications such as *Time*, available both for free and through subscription databases, linking to the free Web site gives users an alternate means of access. This is especially important for those users having problems with remote authentication through our proxy server. This is the only way to make our users aware of free electronic journals, unavailable through any other means, and provide them with access.

In June, one of the authors began compiling a list of electronic magazines and journals meeting these criteria. He collected seventy-six titles, which were then added to our overall e-journal database. Of these seventy-six electronic publications, fifty could be classified as scholarly e-journals. We defined free scholarly e-journals as “English language scholarly journals that make most or all of their content freely available via the World Wide Web, without requiring registration or imposing other barriers to access.” These items varied greatly in terms of currency, publication schedule, formatting of articles (HTML or PDF), frequency of publication, and other factors. Thus, even a seemingly routine, mundane, task was able to spark some interesting research questions.

5. *Ibid.*, 231.

6. Rebecca Watson-Boone, “Academic Librarians as Practitioner-Researchers,” *Journal of Academic Librarianship* 26 (March 2000): 85-93. <MasterFILE Premier. EBSCOhost. File #3048506> (December 2, 2000).

Background Issues

Simply analyzing a relatively small sample of scholarly e-journals raised a number of interesting issues, and the authors felt that attempting a more thorough study of these publications promised to yield some useful insights. Among the issues raised were the nature of publishing in the Web environment, the stability of that environment, the economic viability of free e-journals, the publisher, the potential for using links and multimedia content, and finally, the question of whether free e-journals can provide an alternative to the current commercially-driven scholarly publishing system.

Most of the e-journals we found, even newer electronic-only ones, conform to the traditional model of the scholarly journal. That is to say, collections of articles were published periodically as separate issues and/or volumes. There were several, however, that published articles as they came in, and did not organize their articles into issues or volumes. Even among those journals that did use the traditional model, many published new issues on an infrequent basis. This raised the question of whether, in an electronic environment, the traditional model of journal publishing is still necessary.

Closely related to this issue is that of new versus preexisting journals. Many of the e-journals we found are new, Web-only publications, such as the *Journal of Mundane Behavior*.⁷ Others, however, like the *British Medical Journal*, are both published in print and made available for free via the Web.⁸ Finally, a third category of journals, those that have migrated from print to free electronic-only access, was also discovered. *Essays in History*, from the University of Virginia's History

Department, is an example of such a "migratory" journal.⁹

Another issue that arose while gathering free e-journals for the locator database is the question of the differences between Web-based and print content. As we all know, one of the great advantages of Web pages is that they are active documents that can be easily altered when necessary. Unfortunately, this can also be a disadvantage in terms of the consistency and reliability of the information offered. Some of the e-journals we found attempted to address this problem by presenting articles in Portable Document Format (PDF). In addition, Web-based publishing allows the use of a variety of audio, visual, and other interactive and multimedia content not available to print journals. Most of the journals we found included only text articles. Some, however, did offer links to related resources, and several even featured multimedia content. This raised the issue of how widespread the use of non-text content is among free e-journals.

The issue of archiving Web-only publications is also a concern. What if the e-journal should cease publication and stop maintaining its Web site? *History Reviews Online* is an example of a free e-journal that literally disappeared from the Web overnight. A related issue is whether free e-journals can be economically viable. As will be discussed below, these are questions we sought to pursue in our literature search on this topic.

Another interesting question that arose is who is producing free scholarly e-journals. Not surprisingly, scholarly societies or academic institutions created almost all of the ones we found. Only two or three were maintained by

commercial publishers or other for-profit organizations.

The issue of the authorship of free e-journals led us to arguably the most important issue that arose during this process: the current crisis in scholarly communication and the possible role of free e-journals in helping provide a solution. Scholarly communication refers to the process by which researchers and scholars share ideas and research findings with each other. The traditional scholarly journal has been the primary vehicle for communicating such information in many academic fields, and is therefore an integral part of academic and research library collections. In the last several decades, however, two major developments have brought this system into crisis.

The first of these developments is the rapid growth in the number of scholarly journals. Since the mid-1980s, the number of journals published worldwide has approximately doubled. A major part of this proliferation of academic journals has been the entry of commercial publishers such as Elsevier into the realm of scholarly publishing, often creating "niche" and "rapid communications" journals, especially in the sciences, with high impact factors and, not surprisingly, high prices. Ironically enough, the goal of the rapid communications titles is to make research findings more readily available to researchers worldwide. The financial burden of maintaining these subscriptions, however, weighs heavily on academic libraries, as these publishers have found scholarly communication to be extremely profitable, earning profit margins of up to 40%.¹⁰

This situation has led to the second major element of the scholarly communication crisis: the dramatic increase

7. *Journal of Mundane Behavior*. <<http://www.mundanebehavior.org/>> (December 3, 2000).

8. *British Medical Journal*. <<http://www.bmj.com/>> (December 3, 2000).

9. *Essays in History*. <<http://etext.lib.virginia.edu/journals/FH/>> (December 3, 2000).

10. "Scholars Under Siege." <<http://www.createchange.org/librarians/issues/silent.html>> (September 18, 2000).

“Unfortunately, the hope of many that electronic journals would provide a solution to the scholarly communication crisis has proven to be forlorn...[and] has stretched academic library acquisition budgets to the breaking point.”

in serials subscription costs. During the period 1986-1999, serial costs increased by an annual average of 9%, well beyond the rate of inflation. This has resulted in a situation where ARL libraries are spending 2.7 times more on serials than in 1985-86, while actually subscribing to 6% fewer titles. Thus the cruel paradox at the heart of the serials crisis: while more journals are available than ever before, libraries are subscribing to fewer and fewer.¹¹

Unfortunately, the hope of many that electronic journals would provide a solution to the scholarly communication crisis has proven to be forlorn. Academic libraries are spending just as much money, if not more, maintaining subscriptions to both print and electronic journals. In most cases, electronic access to a fee-based title is contingent upon maintaining the print subscription; predominantly among the sciences, obtaining electronic-only access is, in fact, more expensive than maintaining the print subscription alone. Finally, acquiring access to full text article aggregators such as ProQuest or EBSCOhost has merely added to the budgetary burden. In short, the crisis in scholarly communication has stretched academic library acquisition budgets to the breaking point.

This has definitely been the case at Joyner Library. New print journal subscriptions have been frozen for several years now, with departments forced to exchange current titles for new ones on a one-to-one dollar basis. As with many other libraries, Joyner is beginning to examine critically its serials and electronic resources budget while simultaneously engaging in serious evaluation of print journal holdings and electronic databases using various quantitative methodologies. At Joyner, as at most academic libraries, the fiscal effects of the scholarly communication crisis are felt on an almost daily basis.

As we gathered free e-journals for our locator project, the issue of such journals providing an alternate form of scholarly communication, free from the control of commercial giants such as Elsevier, arose almost immediately. Several free scholarly e-journals, such as the *Electronic Journal of Sociology*, have as their explicit objective taking back control of the scholarly communication process from the commercial publishing houses.¹² By analyzing a larger sample of free e-journals to see how many have been actively maintained, and how many new ones have been started, we can hope to determine whether these publications

are indeed emerging as a possible alternative means of disseminating scholarly research, or if they are merely a brief experiment destined for failure.

In light of the issues discussed above, free e-journals were clearly a research topic worthy of further exploration. We decided, therefore, not only to continue collecting additional journals, but to expand the process from a practical, collection development project to one also incorporating a research component. Thus, we were able to successfully integrate research with practice. The next step was to decide on our research methodology and begin the actual research process.

Methodology

Our first task was to define the phrase “free e-journal.” At the University of Houston’s Web site, we found a very detailed set of selection criteria that described our phrase.¹³ We further refined our definition after examining the Sociocite/ICAAP Journals Database and Distribution Centre criteria.¹⁴ Our final definition encompassed the following criteria: Most of the title in question must be offered on the Web; the journal must be peer-reviewed; the majority of the articles must be in English; the title must be published regularly rather than existing as a solitary publishing exploit; and finally, no fees or registration are required to access the articles published within. This formed the basis of our definition; however, we were to find that some of these criteria lent themselves to further investigation. We also discovered other criteria to include for further research, as discussed below.

11. “Journal Costs: Current Trends & Future Scenarios for 2020,” *ARL: A Bi-monthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC* 210 (June 2000): 10.

12. Sosteric, Mike. “Electronic Journals: The Grand Information Future?” *Electronic Journal of Sociology* 2 (November 1996). <<http://www.sociology.org/content/vol002.002/sosteric.html>> (December 3, 2000).

13. “Detailed Journal Selection Criteria,” in *Scholarly Journals Distributed Via the WWW: Detailed Journal Selection Criteria*. <<http://info.lib.uh.edu/wj/selection.html>> (September 12, 2000).

14. International Consortium for Alternative Academic Publication, “The Sociocite/ICAAP Journals Database and Distribution Centre.” <http://www.icaap.org/database/journals.html> (September 19, 2000).

Previously, one of the article authors had compiled a list of free e-journals falling into various subject categories for the ECU E-Journal Locator project. In order to gather a more substantial amount of data for this project, we investigated various Web sites that proved invaluable for extending our initial set of titles. Among these sites are the University of Houston's *Scholarly Journals Distributed Via the WWW*,¹⁵ the International Consortium for Alternative Academic Publication (ICAAP),¹⁶ the *Directory of Electronic Health Sciences Journals* at Monash University of Australia,¹⁷ AcqWeb's *Directory of Journals, Newsletters and Electronic Discussion Archives*,¹⁸ *Internet Free-Press Journals*,¹⁹ and finally, titles discovered through other resources or via serendipitous Web browsing. Of these titles, we eliminated all that were described as offering free full-text access for a limited time, the logical conclusion being that the titles would then transition to a fee-based format.

Another issue of some concern was that of registration. Many medical titles are currently offered via Medscape, an online medical community that requires user registration for access to the free content within. While this does pose a barrier to access, the material within remains peer-reviewed as well as timely. It was felt that for undergraduates this would indeed become an obstacle, but the targeted community would simply take the registration in stride. This belief was confirmed through anecdotal evidence in our

discussion of the topic with some residents and physicians affiliated with the nearby teaching hospital. While these titles will most likely be added to the locator database, it remains undecided whether to include these titles in our formal study.

Due to the increasing number of titles to investigate, it was necessary to divide the research process between the authors. The logical division was by broad subject categories since our titles fell within the social sciences and sciences. The subject librarian with responsibilities in the social sciences evaluated the social science and humanities titles, while the librarian with science responsibilities assessed those titles.

At this time, we engaged in a literature review to investigate various facets of our topic, including the evolving nature of scholarly communication in an increasingly digital academic society and the eventual economic impact of free e-journals upon the publishing industry. Another issue we investigated was the stability of Web-based serial publications, one related to the concern of archival access. This issue is of utmost concern to the academic community at large, for if a title offers unique and valuable information, yet provides no archival assurance and ultimately disappears, so, obviously, does the content. This issue underscores the oftentimes ephemeral nature of Web publishing, a subject that causes information professionals to proceed with caution as we move

toward formally selecting free materials for our user communities.

We also searched for articles discussing the research process itself and the necessity of publishing as a form of scholarly communication among academic librarians. Our search comprised database searching (*Library Literature* and EBSCOhost's *MasterFILE Premier*), as well as browsing various Internet sites. Using the latter approach, we found a great deal of information at the Harrassowitz Web site, *Electronic Journals: A Selected Resource Guide*.²⁰ This site included valuable information regarding locating electronic journals, lists and directories, electronic journal providers, definitions and a history of electronic journals, usage studies of electronic journals, standards, legal and academic issues, archiving, reference linking and preprint servers, and current awareness information on the issues surrounding electronic journals.

Another key source was the *Journal of Electronic Publishing*,²¹ itself a Web-based publication, and the University of Houston's *Scholarly Electronic Publishing Bibliography*,²² as well as various discussion threads on the *Serialst* listserv. The discussions from the listserv mostly focused on the economic impact of e-journals on the publishing industry, although a few were directed at the use of multimedia within the e-journals. All of these sources inspired a number of thought-provoking brainstorming sessions that gave our project impetus for future directions.

15. "Scholarly Journals Distributed Via the WWW." <<http://info.lib.uh.edu/wj/selection.html>> (September 12, 2000).

16. International Consortium for Alternative Academic Publication, "The Sociocite/ICAAP Journals Database and Distribution Centre." <<http://www.icaap.org/database/journals.html>> (September 19, 2000).

17. "Directory of Electronic Health Sciences Journals." <<http://www.med.monash.edu.au/dehsj/>> (December 2, 2000).

18. "AcqWeb's Directory of Journals, Newsletters and Electronic Discussion Archives." <<http://acqWeb.library.vanderbilt.edu/acqWeb.journals.html#journals>> (December 2, 2000).

19. Internet Free-Press, "Journals." <<http://www.free-press.com/journals/>> (December 2, 2000).

20. Harrassowitz, Booksellers and Subscription Agents, "Electronic Journals: A Selected Resource Guide," May 4, 2000. <http://www.harrassowitz.de/top_resources/ejresguide.html> (December 2, 2000).

21. "JEP, The Journal of Electronic Publishing." <<http://www.press.umich.edu/jep/>> (December 2, 2000).

22. Bailey, Charles W., Jr., "Scholarly Electronic Publishing Directory." Version 34 (12/1/2000). <<http://info.lib.uh.edu/epb/sep.html>> (December 2, 2000).

For the purposes of the initial project, however we decided to focus on basic quantifiable data, and thus gathered the following: number of journals by discipline; number and percentage of Web-only journals versus electronic versions of print publications; number and percentage of journals offering multimedia content (streaming audio and video); number and percentage of journals offering interactive access (allowing readers to comment on articles either as a separate component or via an interactive message board); statistical breakdown by type of publisher (university, professional society or for-profit); and a statistical breakdown by frequency and regularity of publication.

With respect to our actual research processes, the description by Rebecca Watson-Boone of “practitioner-researchers” is especially apt as “they approach projects and problems in ways that yield (1) solutions, (2) an enlarged understanding of their actual field of work—their practice—and (3) improvements in that practice.”²³ The research in which we are currently engaged is action research; as Watson-Boone points out, this type of research “presupposes that something will be changed as a result of applying this method to a problem and that those affected by the problem must be involved in the research effort.”²⁴ Our project is dynamic when viewed in these terms insofar that we are examining an issue increasingly integral to our daily professional activities as a reference librarian and a serials collection development librarian. This research will modify our understanding of free e-journals and the concomitant issues of selection, access, and impact on our fee-based serials collection. Accompanying these changes will be an enhanced knowledge of the free e-journal

phenomenon and improved access to these titles.

Interestingly enough, each author had a different approach in collecting the data, based upon his or her daily experiences in public and technical services. One made general notes including the title, URL, ISSN, publisher, frequency, archive dates, whether the title was electronic only or had a pre-existing print version, extra software requirements, and any special utilization of its Web format (links, searching, etc.). As a reference librarian with a humanities/social science background, his primary concern was with end-user access. His approach to the research and evaluation process was more intuitive and less quantitative than that of his colleague.

The other librarian noted the same information and developed an Excel file in order to track the above data and manipulate extra data. Because the second author was (1) responsible for examining the science and medical titles and (2) a technical services librarian, different issues came to the forefront of her research. These included the presence of a distinct ISSN for the electronic title; whether the title was indexed and where; the availability of TOC notification; the need for registration; the amount and type of advertisement (i.e., Java or Shockwave banners) within the journal; the availability of continuing medical education credits; and the availability of MARC records for the titles for future inclusion in the online catalog.

Our differing methodologies are a reflection of our vantage points (public services and technical services) within the library profession. This project is an excellent example of the value of collaboration between librarians in two very distinct areas of the field. The technical services librarian focused on

issues particular to providing access to the materials and their resulting impact on the rest of the collection. For example, if it were decided to include these titles in the online catalog, the catalogers would profit greatly from the availability of MARC records. If MARC records were not available, then a decision would need to be made regarding original cataloging. This would, in turn, be based on the amount of time the original catalogers would have available to dedicate to this project, the cost of uploading the records to OCLC, and the potential impact such OCLC inclusion would have on the interlibrary loan workload.

Another example is analyzing the effect of free titles on the remainder of the serials collection. Again, if it were determined that stable, free e-journal titles should be considered valid materials and formally added to the collection, we must incorporate these new tools into our methodologies for collection evaluation. This brings up the question of the impact of free scholarly e-journals on the use of our fee-based serials collection, especially if these journals begin to have an impact on scholarly communication and hence, an economic impact on the publishing industry. A number of methods, in combination, could give librarians an idea of this impact, including tracking hits through the local OPAC and via any Web-based mode of access; examining the impact of the titles on scholarly publication through citation analysis; and evaluating the relevance of the titles to the institution’s educational goals by assigning LC subject headings.

The public services librarian, on the other hand, approached this project from the perspective of the end-user, a view shaped by working directly with students and faculty at the reference

23. Watson-Boone, 85.

24. *Ibid.*, 87.

desk, in library instruction sessions, and as a subject specialist. He emphasized, for example, the issue of whether articles were provided in HTML or PDF and the impact this would have on end-users in terms of required hardware and software. Also, the question of barriers to user access was one he approached from a different perspective than his colleague. Required registration, for example, is much more likely to deter undergraduates or general users from a Web site than the medical specialists with whom his colleague is more familiar.

This divergence of background and outlook between the two authors has not been a problem or obstacle to progress. On the contrary, it has proven to be a tremendous advantage in terms of broadening the scope and understanding of the issues associated with this project. Both librarians have been exposed to a much wider understanding of the free e-journal question and its implications than had they pursued this research on their own or with a colleague of similar background.

In spite of their different service perspectives, both librarians share an overriding concern with access. Michael Fosmire and Elizabeth Young's essay in the most recent issue of *College & Research Librarians*²⁵ analyzed the amount of access ARL libraries provide to free scholarly e-journals and brings to the forefront of our professional discourse the overriding issue of access. Each library must struggle with the question of how best to support the needs of its user community by providing them the means of finding information. Many libraries use multiple methods to provide this information by using both the local online catalog and the library's Web site. This raises the issue

of selection and selection guidelines, however, as well as inventory control, as the URLs must be checked at all points of access on a regular basis to ensure stability of access.

The final stage of the research process will involve interpreting the data we have gathered and publishing our conclusions in an article. As we move toward the final process of analyzing our results, several trends are becoming apparent. We expect to find that the sciences are more inclined to use the Web as a method for scholarly communication. It appears that the medical sciences are particularly engaged in using the Web for communication. While medical journals are not the most expensive, with the average 2000 cost at \$663.21 (in comparison with chemistry and physics titles at \$1,302.79),²⁶ it will be interesting to see what their impact will be on serial costs and, hence, library acquisition budgets.

Many medical journals, such as the *British Medical Journal*, *American Family Physician*, *Canadian Journal of Rural Medicine*, and *Annals of Medicine*, offer free access to their electronic content while maintaining the alternative of a fee-based print subscription. Furthermore, 99% of the titles checked are indexed in Medline or EMBASE, thus increasing the potential for free scholarly and professional communication. In conjunction with the recent NLM venture into free scholarly communication via PubMed, we begin to see a change looming on the publishing horizon. With the advent of the Cross-Ref endeavor, fairly diverse types of journals will become more integrated with one another.

The evolving picture reveals the potential for both fee-based and free

e-journals being indexed in major A+I resources, and linking to one another as well, taking greater advantage of the Web's unique nature and thus improving the possibility for "virtual" scholarly communication. Among the primary influences on this potential scenario will be the researchers themselves as they choose where to publish their academic contributions. If such a model of academic communication prevails, the future ramifications will be in the scientific rapid communications journals and will subsequently have a financial impact upon commercial publishers. Unfortunately, according to Fosmire and Young's recent findings, libraries are not providing access to free e-journals commensurate with the notification provided by indexing services.²⁷ In order to effect any change in the prevailing scheme of academic communication, libraries will need to reexamine their selection criteria to include these free titles.

Conclusion

Research can become a natural extension of daily professional activities; seemingly mundane subjects can lead to informative research topics through the research process itself. Librarians especially can take advantage of being practitioners as the burgeoning nature of information technology affects both public and technical services. Whether teaching clients to locate and evaluate information from numerous diverse resources successfully, realigning budget expenditures, or selecting and providing controlled, standardized access to discrete bits of information in the catalog or at the Web site, all librarians must work at an almost frantic pace to maintain a working knowledge of resources, modes of

25. Michael Fosmire and Elizabeth Young "Free Scholarly Electronic Journals: What Access do College and University Libraries Provide?" *College and Research Librarians* 61 (November 2000): 500-508.

26. Barbara Albee and Brenda Dingley, "U.S. Periodical Prices-2000." *American Librarians* 31, 5 (May 2000): 78.

27. Fosmire and Young, 507.

access, publishing trends, and evaluation methods. It is possible, however, to realign our professional workflow to engage in scholarly communication through the research process.

The current project, which originated from selecting free e-journals for Joyner's E-Journal Locator database, contained a number of these diverse issues of interest to the library community: the economic impact of free e-journals on library budgets, the mechanisms providing access to information, the constantly evolving nature of scholarly communication, and collection evaluation methodologies. Ultimately, as Watson-Boone notes "continuous learning is seen as a particularly attractive part of being members of a chosen profession."²⁸ Librarians constantly engage in continuing education by virtue of the inherently mutable nature of information structure and access. Such a profession lends itself effortlessly to the integration of research and practice.

As a result of this experience, here are some lessons learned that may be applicable to other librarians wishing to engage in research, and to integrate research into their overall professional practice:

- Pick a topic arising from daily professional practice. For example, if you are having difficulty finding a suitable research topic, you can possibly find a topic in a practical project or study currently underway or already completed. The most effective and interesting research is often that which is tied directly to daily practice.
- Collaborate with colleagues possessing a different background and/or service perspective. This will yield both a broader perspective on the topic at hand, and give insight regarding how librarians in other fields approach their work.
- Find ways to integrate research into your daily workflow. For example, by pursuing projects offering both

research and practical benefits, you can successfully integrate both elements into a single worknow process.

- Remember that research is a dynamic process. During the course of the research project, some issues will fade in importance while newer ones will become apparent.

Above all, as noted at the beginning of this article, the best way to integrate research into one's overall duties is conceptually. Academic librarians must think of research and publishing as an integral part of their duties. Research and practice are best seen as two essential, synergistic elements of an overall work process, and not as polar opposites. By adopting such a view, librarians will find that their professional practice benefits, not suffers.

28. Watson-Boone, 86.

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Back issues are available from the North Carolina Library Association office at 1811 Capital Blvd., Raleigh, NC 27604, for \$8 an issue for those years prior to going online in 2002, or \$50 for the annual print compilation beginning with Vol. 60 (2002).

63RD NCLA BIENNIAL CONFERENCE

Biennium Reports

College & University Section

Over the 63rd Biennium, the College & University Section (CUS) has been active in launching a free biennial fully online conference focusing on a range of areas of innovation in academic libraries. CUS hosted its first biennial NCLA Sections Virtual Conference in 2017. The second NCLA Sections Virtual Conference occurred in 2019 in partnership with the NC Library Paraprofessional Association, Community & Junior College Libraries, Distance Learning Sections, and Appalachian State University's Center for Academic Excellence and drew participants nationally and internationally. CUS also made significant progress revising its bylaws with work on this initiative continuing into the 64th biennium. Most recently, CUS sponsored three sessions as well as a Wine & Cheese Reception at 63rd NCLA Biennial Conference.

Dawn Behrend

Librarians Build Communities

Over the past biennium, Librarians Build Communities has worked to transform how we fulfill our mission to support service and generosity across North Carolina. For example, in the fall of 2018, we helped organize a resource drive with Samaritan Ministries, a shelter and soup kitchen that each day serves hundreds of people experiencing homelessness. Though this was LBC's first non-Conference year fundraising activity, NCLA members exceeded our expectations by helping to purchase nearly \$1,000 of clothing, warm outer wear, and toiletries that were given at Christmas to the guests at Samaritan Ministries.

In 2019, LBC expanded on our fundraising work by also hosting a service activity during the NCLA Biennial Conference. In partnership with Forsyth Backpack Program—an all-volunteer non-profit that provides nutritious food to Forsyth County school children who face food insecurity—LBC hosted a “packing event” that brought over 150 Conference

attendees together to pack 400 cases of food into 3,200 backpacks; uniquely, we also included uplifting messages handwritten by hundreds of other conference attendees (including vendors) who stopped by the LBC table in the Conference registration area. Our food-filled backpacks were then distributed by FBP to hungry children over the next two months, including the Thanksgiving holiday.

To purchase the food for our packing event, LBC raised money in two ways. First, as in previous Conference years, we made a donation box available on-site for conference attendees to give directly to FBP, which (combined with matching funds from an anonymous donor) raised \$3,890; new this year, all donations of \$10 or more also qualified for an entry into a raffle. Second, LBC developed a Spare Change Drive in partnership with the media coordinators working in Forsyth County Schools; throughout September, twenty-one elementary, middle, and high schools participated in the drive, raising \$2920.76 for FBP. In recognition of their success, media

coordinators at the two schools that raised the most money per student were awarded Visa Check Cards of \$500 and \$150, which were funded by donations from the following NCLA sections: BLiNC, LiRT, NCLPA, PLS, REMCo, SCRT, TNT, and WILR.

Finally, LBC also opened an online print-on-demand store at <http://bit.ly/NCLA-LBC-Shop> to sell LBC-branded apparel and home accessories. The store generated \$186 in profits that will be used to purchase a new hand truck for FBP. Although the store was intentionally only available during the summer, it will open again seasonally in 2020 with new products.

As of December, 2019, LBC has four members: Rase McCray, High Point Public Library (Chair); Jessica Schaefer, Forsyth County Public Library; Jenneffer Sixkiller, Mooresville Public Library; and Stephanie Turner, Jefferson Middle School in Forsyth County.

Rase McCray

Youth Services Section 2017-2019

The Youth Services Section supports library professionals, at all levels, dedicated to providing quality services to children, young adults, and families across North Carolina. We provide opportunities for our members to increase their knowledge and understanding of library related issues, materials, services, and trends related to youth and families.

- The YSS Executive Board for 2017-2019:
- Meg Smith, Chair
- Lisa Donaldson, Vice Chair/Chair Elect
- Tanika Martin, Past Chair
- Helen Yamamoto, Secretary/Treasurer

- Julianne Dunn, Scholarships Chair
- Janet West, North Carolina Children's Book Award Representative
- Jen Dickenson, Director of Membership and Communication
- Jasmine Rockwell, State Youth Consultant
- Joan Sherif, PLS Liaison

The Youth Services Retreat was held October 18-19, 2018 at the YMCA Blue Ridge Assembly in Black Mountain. The theme was Youth Centered, Library Focused. 88 Youth Services staff from across the state were in attendance. Recipients of the 2017 YSS Maker Kit Grants shared how they used the Maker Kits in their libraries. Other presentations covered Autism in the Library, Community Partnerships, Youth Activism, and Bilingual Storytimes. There were also opportunities for sharing program ideas and best practices.

YSS worked with the State Library to offer another grant opportunity in 2019 to North Carolina Youth Services staff. Five Diverse Books grants were awarded to libraries across the state. The recipients of these grants were announced at the 2019 NCLA Conference.

YSS sponsored five sessions at the 2019 NCLA Conference, and also co-sponsored a Wine and Cheese reception with PLS and REMCo. YSS staffed a table at conference to promote the section, conference sessions, and held a raffle to give away sets of North Carolina Children's Book Award books. The incoming board members were announced at the Wine and Cheese reception and are as follows:

- Lisa Donaldson, Chair
- Matt Mano, Vice Chair/Chair Elect
- Jewel Davis, Secretary
- Helen Yamamoto, Treasurer
- Jen Pace Dickenson, Director of Membership and Communications

- Jessica Reid, Director at Large
- Julianne Dunn, Scholarships Chair
- Janet West, NC Book Award Rep
- Jasmine Rockwell, State Youth Consultant
- Joan Sherif, PLS Liaison

Lisa Donaldson

Scholarships Committee

The 2019 Scholarships Committee members were:

- Amy Funderburk, Wake County Public Libraries (Chair)
- Katy Henderson, Chatham Community Library
- Virginia Martin, Duke University Libraries
- Rachel Olsen, UNC Greensboro
- Jennifer Winford, Charlotte Mecklenburg Libraries
- Monica Young, Guilford Technical Community College

After learning from Finance that the McLendon Fund needs more time to mature before being used to fund scholarships, the Committee decided on three scholarships of \$1000 each. The Finance Committee approved our request for \$3,000, so on approval by the Board, we began promoting the scholarships and accepting applications in early February. By the May 31st deadline, the committee received 19 complete applications. These applications were reviewed and evaluated, and winners chosen by mid-July. They were:

- NCLA Memorial Scholarship, \$1000—Patricia Shimano Lyons
- Query-Long Scholarship, \$1000—Adrian Zeck
- Appalachian Scholarship, \$1000—Alison P. Norris

Once the winners were notified and provided the requisite proof of library school attendance, the checks were sent out. Winners were announced and

presented with certificates at the annual conference in October.

All the applications and recommendations for 2019 were submitted through forms on the old website, which were exact replicas of the original pre-internet paper scholarships applications. With the move to a new website, a new application was needed. In creating this application, the committee was able to review and remove superfluous questions, and also to clarify and highlight the more important sections of the application. The goal is to make the application more efficient and effective for both applicants and the committee, so we look forward to seeing how these changes impact the quality and numbers of applications received in 2021.

At the end of 2019, two committee members reached the end of their 6 year term, but both opted to renew their involvement for a second term. We thank both Jennifer Winford and Monica Young for all their years of service, and for choosing to continue their work with the Scholarships Committee!

Amy Funderburk

Technology & Trends 2017-2019

The members of the 2017-2019 Technology & Trends (TNT) Executive Board were as follows:

- Chair: Julie Raynor, High Point Public Library
- Vice Chair/Chair-Elect: Chad Haefele, UNC Chapel Hill
- Secretary/Treasurer: Kate Hill, UNC Greensboro
- Director: Sarah Arnold, UNC Chapel Hill
- Director: Amanda Glenn-Bradley, UNC Asheville
- Immediate Past Chair: Jenny Dale, UNC Greensboro

2017

In Dec. 2017 the Executive Committee met and discussed the Biennial Conference activities and discussed webinar topics for the year, based on member survey results. The Board made the decision to invest in a TNT webpage: <https://nclatnt.org>. This webpage would include our blog, webinar archive (You Tube channel), and have the ability to communicate with TNT members. We also decided to continue our bi-weekly Tech Event Tuesday email messages to help sustain member engagement.

2018

In early 2018 the group discussed exploring options for adding a social media presence. We will poll our members about their platform of choice. We also discussed ideas for in-person training sessions to offer during the off-conference year. Finally, we began consideration of starting a mentoring-type program for librarians new to tech roles in their libraries.

In summer 2018 the group met to de-brief the webinars offered in spring 2018 and to discuss upcoming webinar topic ideas. We also started making plans for the presentations we had been asked to make for the Fabulous Fridays events in fall 2018. In addition, TNT had a presentation proposal accepted for the upcoming NCSLMA Conference in Oct. 2018. As a result of our member poll, we decided to add a Facebook page as our social media presence to launch on Sept. 4th, 2018. We will also post abbreviated versions of our Tech Event Tuesday messages on our Facebook page (bi-weekly). Finally, we voted to participate as a sponsor for the upcoming Leadership Institute in November and contribute funding for BINGO prizes.

In fall 2018 the group met to de-brief the Fabulous Friday event and the NCSLMA presentations. We also

received a summary of the Video Streaming webinar series that we sponsored with RTSS. We discussed setting up a social media task-sharing plan so that the posting responsibilities were fairly distributed among the Exec. Cmte. Also, we began making plans to bring Library Technology expert David Lee King to NC for a series of workshops in spring 2019. The State Library had offered to co-sponsor these workshops and would cover handling the arrangements with David and taking care of registration. These events would be FREE of charge through a Federal IMLS grant. Finally, we began making our initial plans for the 2019 NCLA Conference and we asked Noah Lenstra to make a presentation similar to his Jan. 2018 webinar. We also planned to offer a “Top Tech Tools of 2018” webinar in December, but delayed it to January due to weather.

2019

In early 2019, the group decided on presentation proposals for the upcoming 2019 NCLA Conference. We planned to present a preconference session on web accessibility, Noah Lenstra agreed to revisit his webinar from 2018 and is coordinating a panel discussion for us. We will also be presenting a Lightning Round session and a Conversation Starter session in conjunction with the Library Tech Resource List, an effort to recruit librarians in tech roles who would be willing to advise and “mentor” early career librarians in technology positions, library students, and any other librarians having questions about technology issues.

We were approached about offering two conference related webinars, one on poster session best practices and one on the new Conference app, Sched. Finally, the Chair of the Conference Programs Cmte. asked us to co-sponsor a “Re-Charge” Space at the

Conference with NMRT. This space would be a comfortable, informal space for people to gather, relax and re-charge their devices. We committed to purchasing two charging towers for this space. Conference attendees would also be able to use this space for networking and impromptu meetings. TNT and NMRT would have a presence in this space for interacting with their members. Finally, we committed to participate as a sponsor for the Librarians Build Communities prize for their spare change drive to benefit Forsyth County schools.

2019 NCLA Conference activities

Technology and Trends had an Information table where we used our iPad spinning wheel app to give away TNT “swag”. We plan to staff it in between sessions and during the lunch time hours with TNT member volunteers and Exec. Cmte. members. We will also have a presence in the TNT/NMRT Re-Charge Space and will hold our Business Meeting in that space.

Conference programs:

- Pre-Conference, “Libraries: Spaces for Everyone – Web Accessibility Basics and Beyond”
- “Libraries: Spaces to Teach and Troubleshoot Technology”
- “TNT’s Library Tech Resource Networking Meetup”
- “Tech Tools Lightning Talks from TNT”
- Re-Charge Space (Co-sponsored with New Members Roundtable)– Are you looking for a quiet space to catch up on emails, re-connect with former co-workers and library school friends? Then the NCLA Re-Charge Space is for you! This space will be open to you for the majority of the conference and will be setup for informal conversations and time to “get away” from the conference hubbub. There will be plenty of

round tables and chairs, extra outlets, and two charging towers to help you stay connected with the world outside the conference.

TNT Business Meeting

In this meeting we will:

- Elect four Executive Committee Officers for the 2019-21 Biennium: Vice Chair/Chair-Elect, Secretary/Treasurer and two Directors
- Hear from the Outgoing and Incoming Chairs about the TNT’s accomplishments and goals going forward
- Answer any questions from TNT members and potential members
- Solicit feedback about new events/programs, etc. for the next Biennium

This meeting is open to all current and past members and any potential members.

The Chair of the TNT Executive Board for the 2019-2021 Biennium will be: Chad Haefele from UNC Chapel Hill and the Immediate Past Chair will be: Julie Raynor, High Point Public Library

Webinars

- Jan. 17, 2018: “Reconceptualizing Reference as Tech Support” presented by Noah Lenstra from UNCG
- Mar. 19, 2018: “More Fun with Summon! Going Beyond the Trainings” presented by Kate Hill from UNCG and Jake Vaccaro from Meredith College (to be presented again at the NC Live Annual Conference on May 14, 2018)
- May 16, 2018: “Bootstrap Basics for LibGuides 2.0: Accessibility and Dynamic Design for Libraries” presented by Amanda Glenn-Bradley, UNC Asheville, and John Michael Bradley, Asheville-Buncombe Technical Community College

- May 22, 2018: “Streaming Video: So Many Options, How Do I Choose?” presented by Angela Dresselhaus, East Carolina University, Dianne Ford, Elon University, and Julie Raynor, High Point Public Library (Part I in a Streaming Video webinar series, co-sponsored with RTSS)
- August 8, 2018: “Streaming Video 101 for Academic Libraries: Choosing, Paying, Delivering” presented by Winifred Metz, UNC-CH and Danette R. Pachtner, Duke University (Part II in a Streaming Video webinar series, co-sponsored with RTSS)
- August 15, 2018: “Getting Started with a 360 Degree Camera” presented by Ian Boucher, Dickinson College
- October 3, 2018: “Streaming Video 101 for Academic Libraries: Life after Purchasing (Or We Have Streaming Media, Now What?)” presented by Kate Hill, UNC Greensboro and Elizabeth Cramer, Appalachian State University (Part III in a Streaming Video webinar series, co-sponsored with RTSS)
- Jan. 19, 2019: “Top Tech Tools of 2018” presented by Chad Haefele, UNC-CH, Sarah Arnold, UNC-CH, Jenny Dale, UNCG, and Julie Raynor, High Point Public Library
- Aug. 14, 2019: Conference Prep, Part 1: “Level Up Your NCLA Cred With Sched!” presented by Julie Raynor, High Point Public Library
- Sept. 19, 2019: Conference Prep, Part 2: “Poster Presentations & Design” presented by Amanda Glenn-Bradley, UNC Asheville

In-person Workshops and Presentations

- May 14, 2018, NC Live Annual Conference: “More Fun with Summon! Going Beyond the Trainings” presented by Kate Hill from UNCG and Jake Vaccaro from

Meredith College (a “command performance” of the webinar from March, based on interest)

- Fabulous Friday 2018 event (Oct. 5th & Oct. 12th) presentations
 - o Tools of the Trade: Technology Tools and Training YOU can access from YOUR Library!” presented by Jeffrey Hamilton, State Library of NC and a member of the TNT Exec. Committee

- o “You Can Believe It If It’s Online (And Other Lies We Tell Ourselves): Information Literacy, Social Media, and the Modern Internet” presented by a member of the TNT Exec. Committee
- Oct. 5, 2018, NCSLMA Conference: “Amazing Things start with... Wikipedia?!” presented by Aislynn Denny, Western Guilford Middle School and Julie Raynor, High Point

Public Library (TNT-sponsored presentation)

- May 21-23, 2019, three half-day in-person workshops: “Emerging Technology Trends in Libraries”, presented by David Lee King (partnering with the State Library’s Library Development Department).

Julie Raynor



***“Emerging Technology Trends in Libraries”,
Cumberland County May 2019***



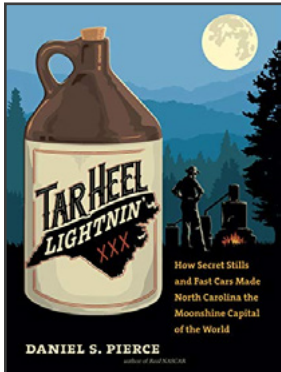
***“Emerging Technology Trends in Libraries”,
High Point May 2019***



“Emerging Technology Trends in Libraries”, Asheville May 2019

North Carolina Books

Compiled by Al Jones



***Tar Heel Lightnin':
How Secret Stills and Fast Cars
Made North Carolina the
Moonshine Capital of the World.***

Daniel S. Pierce
Chapel Hill: University of North
Carolina Press, 2019. 303 pp.
\$30.00. ISBN 978-1-4696-5355-6.

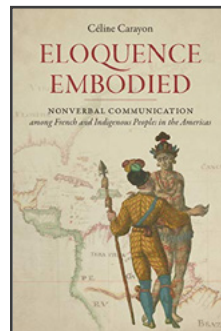
This volume tells the story of two centuries of moonshine production in North Carolina, presented in a generally chronological format, from the arrival of British immigrants in the 1700s to the bootleggers of the 1960s. In addition to the 15 chapters, there are 27 “sidebars.” Most of the latter are brief biographies of moonshiners, including some who have been named to a hypothetical Moonshine Hall of Fame by the author! One sidebar, however, discusses the numerous terms that have been used to describe the alcoholic beverages, some of which are 160 years old, while others are as recent as the 1950s.

One impressive element of the book is the excellent use of newspaper articles to recount numerous events throughout the state over more than a century. The articles capture the range of bootleg liquor activities, from obtaining supplies to make moonshine to different modes of distribution methods in different regions of North Carolina. In addition, numerous photographs show sites where moonshine was produced, famous moonshiners, scenes from movies such as “Thunder Road” with Robert Mitchum, and other items, such as souvenirs and posters connected with the industry. This book provides a rich, detailed portrait of the moonshine world in North Carolina, explaining why some Tar Heel citizens took up making alcoholic beverages, because of economic necessity. After World War II, North Carolina’s moonshine industry was among the largest in the country. The struggle between moonshiners and the law is a major theme throughout the book, with constantly evolving situations depending on changing laws and contemporary attitudes. At times bootleggers got away unscathed, but often frequent, well-organized raids led to the destruction

or seizure of equipment.

The author is a professor of history at UNC Asheville, focused, not surprisingly, on the South Appalachian Region, both its history and the environmental issues in the area. He has published books on the Great Smoky Mountains and NASCAR racing, as well as articles on these topics. Readers interested in the various aspects of North Carolina history will find this book a fascinating look at a subculture that has existed for almost 200 years.

Mark Schumacher
University North Carolina Greensboro



***Eloquence Embodied: Nonverbal
Communication Among French and
Indigenous Peoples in the Americas***

Celine Carayon
Chapel Hill: Omohundro Institute of Early
American History and Culture and the
University of North Carolina Press, 201.
472 pp., 22 illus., 2 maps.
\$49.95 ISBN: 9781469652627.

Communication between the New World inhabitants and those of the Old European World was difficult due to linguistic differences. Using tools of paralinguistics, Celine Carayon relays a story of mutual bonding via nonverbal communication among the French settlers in the New World. Contemporary French written accounts and copper plate illustrations in the book show that nonverbal communications prevented misunderstandings and enabled the French to gain a toe hold on the Americas in a way other European colonists were unable to surmount. Some of this success can be credited to the type of French settler who tended to be independent back woodsmen who had of necessity to communicate with First Nations Peoples.

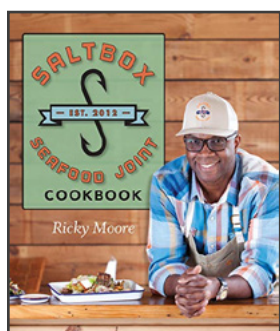
Spanish and English settlers tended to be more organized and regimented in their dealings with New World peoples. While the French were moving ever westward in Canada with their First World allies, the Spanish and English engaged in looting what the natives had. The

noted 19th century historian Francis Parkman noted that “Spanish civilization crushed the Indian; English civilization scorned and neglected him; French civilization embraced and cherished him.” Part of the success of the French in the New World, Carayon argues, can be traced to their use of nonverbal communication.

Accounts of French colonists in Canada and in Brazil relate how the two groups communicated through rudimentary signs. Anyone traveling along I-40 and gets cut off in heavy traffic, will recall the power of paralinguistic signs given and received (think birds here). Carayon cites many books and charts that catalog and illustrate the nonverbal signs used by the French. These communications created unique personal bonds between the two groups that facilitated expansion of the French culture into the New World. At times Carayon relates this ability to communicate that enabled the groups to demonstrate their hostility toward each other in ways the English and Spanish could not do.

At the end of her work the author encourages paralinguists to explore nonverbal communication among the Spanish and English settlers. Historians of First World Peoples in North Carolina would do well to explore the nonverbal interaction between the English and First World Peoples in our state.

Ralph Scott
East Carolina University Libraries



Saltbox Seafood Joint

Ricky Moore
Chapel Hill: University of North Carolina Press, 2019. 160 pp.
\$25.00. ISBN 978-1-4696-5353-2.

Ricky Moore calls himself an evangelist for local North Carolina seafood and his church is the Saltbox Seafood Joint, the restaurant he’s owned in Durham for the last 7 years. With his first cookbook, *The Saltbox Seafood Joint Cookbook*, Moore has gone ahead and created a bible for down east seafood cooking with an added historical perspective that only makes one crave salvation in some fried bone-in-fish and hushpuppies, or rather, Hush-Honeys, as Moore calls his version of the classic side dish.

This cookbook is more than a list of recipes, but a well-told history of his life intertwined with the history of southern seafood. His evolution from a young boy

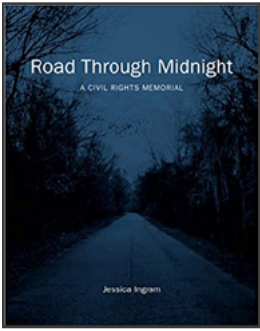
running down to the river to catch crab with a string to entering the Culinary Institute of America is rather awe-inspiring. The knowledge he acquired along the way expanded his horizons, yet he always found a connection to North Carolina and the native foods he loved as a young boy. These connections were leading him back home to teach and to feed the people of his home. The history he preaches talks of simple times and his recipes follow suit.

Moore says he asks himself, “What can I do better every day?” While he does this by improving his recipes and his menus, he also gives back, not because he’s required to, but because he feels intertwined with the community of Durham. From helping out the school district with dinner fundraisers to hosting The Green Book Supper Club to showcase African American chefs in North Carolina, Moore continues to educate and feed his community. His cookbook continues his need to teach, starting with the basic types of fish/shellfish out there; lessons on knife handling; and even how to store your used fish “grease.” He’s covered every aspect of working with seafood with very entertaining sidebars on his life growing up in North Carolina, his time served in the military and his time as a top French chef. In fact one of the lessons he learned in culinary school is to keep order, or “mise en place,” which means “everything in its place and a place for everything.” He was taught this too by the women who cared for him as he grew up, but when he learned this official phrase he saw all aspects of his life connect. In essence this “aha” moment opened his eyes to where his own “right place” should be--back in North Carolina.

And yes, it is not forgotten that there are also sixty recipes in the cookbook too! From frying fish to chowders to all the side dishes Southerners eat with seafood—the recipes are well-organized in a logical progression. His simple recipes by no means lessen the complexity of his great impact on the culture of North Carolina. He says in the book, “Change seems to happen if you put good food in front of people.” Reading Moore’s cookbook shows us a slice of what is good about growing up in North Carolina intertwined with some good home cooking. It connects all of us to that same sense of place, which can bring about only positive change for sure.

This book would be a delicious and meaningful addition to any public or academic library with a North Carolina history collection.

Maria C. Ramusevic
East Carolina University



Road Through Midnight: A Civil Rights Memorial

Jessica Ingram
Chapel Hill: University of North Carolina Press, 2020. 240 pp. \$35.00. ISBN 978-1-4696-5423-2

As the subtitle states, *Road Through Midnight: A Civil Rights Memorial* is a somber collection of photos and stories collected by the author that serves to memorialize many lesser known victims of Ku Klux Klan (KKK) violence in the South during the Civil Rights era. The author, Jessica Ingram, is an assistant professor of art at Florida State University. With her specialization in photography, her expertise shows with the thoughtful blending of image and text throughout the book. Although Ingram is an accomplished visual artist and scholar, *Road Through Midnight* is her first published book.

Road Through Midnight pairs images and text narrative to gather an assembly of stories about murder victims of the KKK. Many of the victims were targeted because of their activism during the Civil Rights movement and a vast majority of the victims were black. The pictures in the book are a mixture of contemporary photographs of key places taken by the author or archival images dating back to either the 1950s or 1960s. Each story focuses on a different case, many of which have either gone cold over the years or remain officially unsolved. The book includes a brief preface in the beginning to highlight the purpose of the title as an interpretive work and it concludes with an afterword that delves into how Ingram began the project that evolved into the book. The afterword delves into how the research took shape over time and the author's purpose behind telling the stories selected. Interspersed between the image-narrative pairings are excerpts of oral histories from surviving family members of the memorialized victims and a few from the journalists who worked and reported on many of the cases. The use of the oral histories enhances the stories told by allowing for voices that are not usually a part of many mainstream Civil Rights narratives.

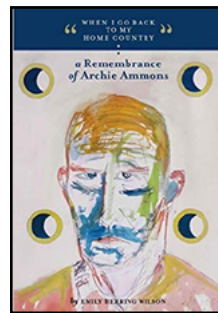
What makes Ingram's visuals so striking in *Road Through Midnight* is the connection the reader makes between the photographs and each narrative told in the book. In the afterword, Ingram describes coming across a former slave auction site while traveling in Alabama. The author notes how they could have easily not known the historical impact and significance of the spot if it was not for the newly added

historical marker. Many visual moments like these are present in *Road Through Midnight*—seemingly mundane or innocuous places hold histories that are seldom discussed or easily overlooked. The photos that Ingram selects are made powerful when paired with the accompanying narrative.

Due to the nature of the topic, *Road Through Midnight* is suited for older audiences. As a documentary styled work about violence that accompanied the Civil Rights movement, this title would be ideal for public, academic, or special libraries that collect works about the South, the Civil Rights era and movement.

Tiffany Henry

University of North Carolina Greensboro



“When I Go Back to My Home Country”: A Remembrance of Archie Ammons

Emily Herring Wilson
Fountain, NC: R.A. Fountain, 2019.
160 pp. \$20.00.
ISBN 978-0-9842-1023-7

Is it possible for an American poet to be influenced heavily by an encounter with another poet/painter? Throughout the pages of the book, *“When I Go Back to My Home Country”: A Remembrance of Archie Ammons*, author Emily Herring Wilson recounts the highlights of her 30-year friendship and association with Archie Ammons. Specifically, the friendship began in 1974 when Archie Ammons was on sabbatical from Cornell University and “came home” to North Carolina to teach some classes at Wake Forest University. After the friendship was solidified at Wake Forest, Emily Herring Wilson was later invited by Archie Ammons to Cornell University so that she could listen to lectures given by Archie Ammons and teach some one-semester classes herself.

The book is interspersed with author commentary as well as specific poems by Archie Ammons, including the following: “Still,” “Ten Years Ago I Was,” “For Emily Wilson, from a Newcomer,” “I Went Back,” “Chiseled Clouds,” and “My Father, I Hollow for You.” On several occasions in the book, the author includes her own literary works to illustrate the enormous impact that her friendship with poet/painter Archie Ammons had on her own literary development. Specifically, she includes several of her own poems, such as “Hairpin” and “The Bread and Butter of

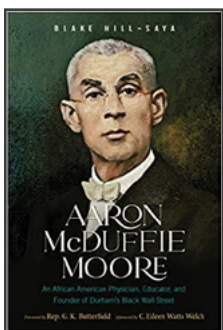
Life.” The book also includes 65 photographs and 3 color reproductions of Archie Ammons’s watercolor paintings.

Emily Herring Wilson still resides with her husband near the Wake Forest University campus in Winston-Salem, North Carolina. Besides “*When I Go Back to My Home Country: A Remembrance of Archie Ammons*,” author Emily Herring Wilson has written several other works, including the following: *Arise Up and Call Her Blessed* (1982), *Hope and Dignity: Older Black Women of the South* (1983), *For the People of North Carolina: The Z Smith Reynolds Foundation at Half-Century, 1936-1986* (1988), *Get a Good Life* (1997), *North Carolina Women: Making History (with Margaret Supplee Smith)* (1999), *Two Gardeners: Katharine S. White and Elizabeth Lawrence: A Friendship in Letters* (2002); *No One Gardens Alone: A Life of Elizabeth Lawrence* (2004), and *The Three Graces of Val-Kill: Eleanor Roosevelt, Marion Dickerman, and Nancy Cook in the Place They Made Their Own* (2017).

This book is intended to showcase the successful 30-year friendship between the author and poet/artist Archie Ammons. The interwoven poems, personal reminiscences of the author’s interactions with Archie Ammons, and the recollections of Shelby Stephenson, former North Carolina Poet Laureate, draw the reader’s attention to the content matter of the book. Because of its specific scope and subject matter, “*When I Go Back to My Home Country*”: *A Remembrance of Archie Ammons* would be suitable for inclusion in any academic library with a focus on North Carolina literature or poets/artists who have made a contribution to the state’s literary history.

David W. Young

University of North Carolina at Pembroke



Aaron McDuffie Moore: An African-American Physician, Educator, and Founder of Durham’s Black Wall Street

Blake Hill-Saya
Chapel Hill: University of North Carolina Press, 2020. 258 pp. \$26.95.
ISBN 978-1-4696-5585-7

Aaron McDuffie Moore, a notable contributor to African American medical history in North Carolina, intended to advance the condition of African Americans living in the area of Durham, North Carolina. Eventually, Dr. Moore attended Shaw University’s Leonard Medical School

(1885-1888). By his graduation date, Aaron Moore had to pay a \$20 graduation fee, defend a medical thesis, dissect a cadaver, and pass all exams with a 75% average or higher. Dr. Moore transported a dedicated work ethic from medical school with him directly into his medical practice. As Dr. Moore progressed in the medical field, he kept a “physician’s visiting book” in which he documented visits with patients and recorded his medical expenses. Dr. Moore only charged patients \$2.00/visit, but also accepted reluctantly a bag of grain or loaf of bread if patients couldn’t pay. Besides being a doctor for the African American community, Dr. Moore served as a Sunday School teacher at White Rock Baptist Church. Dr. Moore’s wife, Mrs. Sara McCotta (Cottie) Dancy Moore also performed extraordinary tasks for the times helping her husband sterilize instruments, sanitize linens, and make soap or disinfectant.

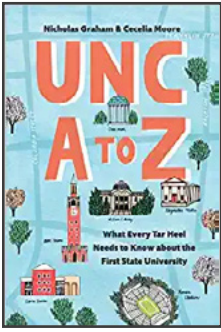
In this book, the author details specific accomplishments of Dr. Aaron McDuffie Moore during his lifetime, namely the following: Dr. Moore’s enrollment (in 1885) at Shaw University’s Leonard Medical School (the first Black medical school in North Carolina and the first four-year medical school in the United States); Dr. Moore’s collaboration with John Merrick and C.C. Spaulding to form the Old North State Medical Society (1887); the formation of the North Carolina Mutual and Provident Association in 1899; the founding of the Durham Drug Company (1895); establishing the Durham Colored Library (1913); working with John Merrick and C.C. Spaulding to form Durham’s Black Wall Street; and writing a speech in 1915 which was called “Negro School Problem Condition-Remedy: Let Us Reason” where he called for change in African American school conditions and funding.

Besides the rich narrative outlined in the pages of the book, the author includes a Dr. Moore family tree, several photographs/maps, a chronology of notable events in Dr. Moore’s life, and an extensive bibliography of both primary and secondary sources. Where possible, Blake Hill-Saya has included quotations from Dr. Moore as well as reminiscences from his two daughters, Lyda Vivian Moore Merrick & Mattie Louise Moore McDougald.

Blake Hill-Saya is a classical musician, opera singer, and creative writer who resides in Los Angeles, California. Because of its specific scope and subject matter, *Aaron McDuffie Moore: An African American Physician, Educator, and Founder of Durham’s Black Wall Street* would be suitable for inclusion in any academic or special library with a focus on the contributions of African Americans to the field of medicine.

David W. Young

University of North Carolina at Pembroke



UNC A to Z: What Every Tar Heel Needs to Know about the First State University

Nicholas Graham and Cecelia Moore
Chapel Hill: University of North Carolina Press, 2020. 296 pp. \$24.00.
ISBN 978146955833

It does not matter what shade of blue (or even red) you favor in North Carolina, *UNC A to Z: What Every Tar Heel Needs to Know about the First State University* is an interesting and fascinating read. Its short entries make the book very browsable and enjoyable. You never know when you will come across some interesting tidbit such as first users of email on the campus received a 38-page manual explaining how to use the service or that a creek (Meeting of the Waters Creek) runs under the campus.

UNC A to Z, as the title implies, is arranged alphabetically, but does not have to be read in order. Readers can use the index to locate a specific entry or thumb through the book and pick an entry to read. The book provides history on the major buildings, events, traditions, and leaders. It is not exhaustive in its coverage of sports or athletes as these are available in other sources. Neither are all of the academic departments and their accomplishments listed. The authors felt it would “oversimplify their work and leave out too many important people and accomplishments.”

No recent book on UNC would be complete without mention of “Silent Sam” and the controversy surrounding the statue. The book handles the question of race and race relations very subtly. There is an entry on “Silent Sam,” Confederate Monument controversy. There is an entry for slavery that provides a brief overview of slaves and slavery on the campus. Other entries mention whether slaves were used in construction of buildings or the proceeds from slavery were used to fund a builder. Entries on university leaders and major donors identify who served in the Confederacy. The entry on “Integration” is one of the longer entries in the book. This entry provides an overview but individual entries mention leaders, events, and buildings in the battle for integration and equal rights. Entries do not deify or demonize, simply present the information.

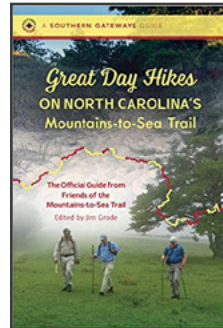
UNC A to Z was written by Nicholas Graham, university archivist at the University of North Carolina at Chapel Hill, and Cecelia D. Moore, former university historian at the University of North Carolina at Chapel Hill. Cecelia is also the author of *Federal Theatre Project in the American*

South: The Carolina Playmakers and the Quest for American Drama.

This book is recommended for all libraries. Graduates of UNC will read it to discover new facts about their university. Other readers will discover that the entries provide an insight into academic, social, and cultural history of North Carolina that have shaped numerous leaders of the state.

Robert Arndt

University of North Carolina at Pembroke



Great Day Hikes on North Carolina's Mountains-to-Sea Trail

Jim Grode, ed.
Chapel Hill: University of North Carolina Press, 2020. 256 pp. \$24.00.
ISBN 978-1-4696-5485-0

North Carolina's Mountains-to-Sea Trail (MST) stretches from west to east across the state beginning at Clingmans Dome in the Great Smoky Mountains near the Tennessee border and ending at Jockey's Ridge State Park on the Outer Banks. Its 1,175 miles of trails highlight the state's rich geographic, cultural, and natural history as it meanders through mountain vistas, piedmont farmlands, and coastal swamps while showcasing small towns, urban greenways, and cultural sites of interest along the way. Imagine the reviewer's surprise to find her own small hometown of Roseboro included as one of the day hikes in the Coastal Plain and Outer Banks region!

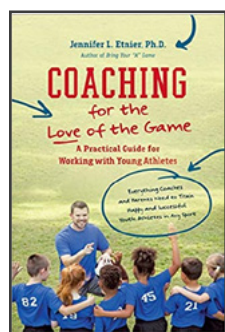
This well-organized guidebook begins with a history of the MST from its early beginnings in 1973, including the 1997 formation of the non-profit organization, Friends of the Mountains-to-Sea Trail. The Friends group builds, maintains, and improves the MST while promoting its use among North Carolinians. The book's editor, Jim Grode, is the trail resource manager for Friends of the Mountains-to-Sea Trail and all the hike descriptions were written by Friends members. The Friends previously published three regional guides to the MST in 2017 and maintain a robust website for persons interested in completing a thru-hike of the trail.

The forty hikes included in the guidebook can be easily completed in a day and are arranged by region: Mountain region, Piedmont region, and Coastal Plain and Outer Banks region. Each entry begins with a hike summary containing the following elements: distance, difficulty (from

easy to strenuous), type of trail, trailheads with GPS coordinates, elevation changes, MST segment, trail highlights, and whether man's faithful companion is allowed. The hike overview allows the reader to visualize the hike through its descriptive narrative. Each entry also includes driving and parking instructions, special considerations (weather, wildlife, bugs, closeness to private property or hunting areas), and links to additional information about that hike. Two especially valuable items in the guidebook are the hike table with distance and difficulty available at a glance and the hike finder that organizes the hikes by points of interest: birding, history, unique ecology or geology, waterfalls, wildflowers, small towns, water lovers, summer cooldown, and universal accessibility. Each hike includes a beautiful full-color picture and a clearly drawn topographical map featuring the route, its landmarks, and access points. The guidebook is supplemented by additional, up-to-date information for the entire MST at <https://mountainstosea-trail.org/the-trail/>.

This guidebook would be a welcome addition to libraries of all types across North Carolina, especially those that support active hiking communities. It would make a great gift for North Carolinians who want to explore the "real" North Carolina away from its busy interstate highways. Readers can choose to explore local trails through section hiking or, for the more ambitious, a thru-hike of the entire Mountains-to-Sea Trail utilizing the Friends website. Happy trails!

Teresa LePors
Elon University



***Coaching for the Love of the Game:
A Practical Guide for Working with
Young Athletes***

Jennifer L. Etnier
Chapel Hill: University of North Carolina
Press, 2020. 192 pp. \$16.00.
ISBN 978-1-4696-5483-6

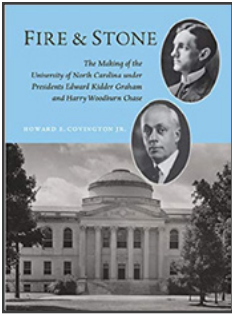
Contemporary youth sports are a multibillion-dollar business with over 45 million children participating in them. However, the parents and volunteers coaching these children receive little or no training and often over-emphasize winning, causing stress and burnout for kids and parents alike. As youth sports are professionalized and their fun and rewards are subordinated to winning,

young athletes become discouraged enough to walk away from sports entirely. Dr. Jennifer Etnier envisions a better world for youth sports and sees that change beginning with good coaching. Etnier's *Coaching for the Love of the Game: A Practical Guide for Working with Young Athletes* is a handbook to her system of positive coaching applicable to young athletes from beginners to high schoolers.

Coaching for the Love of the Game reads like a how-to guide, emphasizing practical tips, techniques, and activities while providing just enough theoretical grounding that a parent without formal training in teaching or coaching can situate herself in that context. In 12 brisk chapters, Etnier covers critical concepts in youth coaching that often go unexamined, including the stages of physical and mental development across childhood; gender biases in sports; developing a pedagogy of coaching; and the relationships between coaches and parents of athletes. Each chapter effectively coaches the reader through its topic, asking questions and encouraging the reader to ask more in return; highlighting key points and offering example scenarios; and concluding with "Why This Matters" wrap ups and an activity to help the reader synthesize each lesson. Moreover, the organization of the book mirrors tenants of Etnier's system, such as its progression from simple, discrete lessons in early chapters to complex, interconnected issues in its latter chapters. The result is a framework capable of empowering inexperienced coaches without overwhelming them with minutiae.

Etnier is a sports psychologist and professor of kinesiology at UNC-Greensboro. She is also a former athlete and coach, and now the parent of young athletes. This is her second book about youth sports, following 2009's *Bring Your "A" Game: A Young Athlete's Guide to Mental Toughness*. Her prose is straightforward and approachable. She explicitly repeats significant points and breaks-down abstract concepts without trivializing their formal definitions. These efforts, combined with her frequent use of pop-cultural analogies, keep the book's reading level accessible for a general adult audience. This book is recommended for adults interested in increasing their involvement in youth sports, as well as students in numerous degree programs such as exercise science, physical education, or sports psychology. *Coaching for the Love of the Game* would be a welcome addition in most academic and public libraries.

Jesse Akman
Elon University



Fire and Stone: The Making of the University of North Carolina under Presidents Edward Kidder Graham and Harry Woodburn Chase

Howard E. Covington, Jr.
Chapel Hill: University of North Carolina at Chapel Hill Library, 2018. 528 pp. \$35.00.
ISBN 978-1-4696-5182-8

Fire and Stone explores a remarkable era of challenge and growth in the history of the University of North Carolina under the leadership of two presidents with very different styles and strengths, who nonetheless shared a fierce devotion to the university and bold visions for its future. Edward Kidder Graham and then Harry Woodburn Chase led the school from 1915-1931. Graham was an alumnus, beloved UNC faculty member, and compelling orator, felled by the deadly influenza of 1918. Chase was a more reticent leader and a Yankee from Massachusetts of all things, but he wielded the written word on the University's behalf with consummate eloquence and skill. What Graham began, Chase continued and grew with consistent success, guiding the provincial Chapel Hill campus, founded in the 18th century "in a sylvan grove off the beaten path to keep it free from undesirable outside influences" into a true and top flight university, erecting new buildings, establishing new academic departments and professional schools, and increasing annual state support. Other key advancements included expanding the student body to represent all corners of the state and rungs of the social ladder, and hiring and retaining high quality faculty (Chase noting proudly in 1919 that "the University of North Carolina is no longer a training school of professors for the University of Virginia").

This progress positioned UNC to take its place as a leading research and teaching institution in the state, the south, and the nation. That this transformation occurred

in just over 15 years and against the backdrop of world war, disease, post-war social and civic upheaval, rapid technological advancements, battles over academic freedom, and pendulum political swings makes the history captivating, colorful, and appreciably relevant to issues in higher education today.

A North Carolina native, Covington is an award-winning journalist, historian, and biographer of the state, its people, and institutions. He has written or co-written more than fifteen works of North Carolina history and biography, each tapping richer veins of context, connection, and memory that make history come alive. *Fire and Stone* is the second volume in the UNC's Coates University Leadership Series and is meticulously researched and a pleasure to read, featuring black and white photographs, appendices, detailed notes, and a rich bibliography of primary and secondary sources.

A treasure trove of vivid facts and details (e.g., UNC's compulsory status as a training facility under complete military control in 1918), the book enriches context by weaving the story of UNC's advancement with North Carolina's own growing pains in shedding an unfortunate reputation for backwardness by modernizing infrastructure, grudgingly accepting the encroachment of secularism, and increasing public and private support and goodwill for higher education. The book is the story of two men and the extraordinary good works they did to ensure that the University of North Carolina positioned itself as a champion of continued advancement, internationally recognized standards of excellence, and indefatigable Tar Heel pride. Recommended for academic and public libraries.

Susannah Benedetti
University of North Carolina Wilmington

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/>.



Twitch and Discord

During building shutdowns due to COVID 19, several different online platforms are being used by library staff to connect with patrons. Face to face replicators such as Zoom and WebEx are among the most common internet tools used to meet with individuals. Some libraries however have experimented with using gaming platforms such as Twitch to reach out to groups of readers. Twitch enables the user to live stream or pre-record gaming sessions with viewers. You can also run a chat box on the side while the game is running. To use Twitch you need an internet enable device and a connection to www.twitch.tv. If you want to create your own library content on Twitch you need to sign up for an account at www.twitch.com

Examples of librarians running book clubs on Twitch include: ZoZee_Librarian, MysticsLibrary (with 21k followers), Pulp Comic book club. Twitch has a navigation bar to the left and a chat window on the right. This enable the readers to navigate through the game and chat while watching. You can broadcast via Twitch using a computer or a late model gaming console. So for example you could broadcast a children's book session where you read to your audience and they can interact/replay the session as they wish. You will need an open source broadcast software for your device or you can purchase a commercial package such as Xsplit Gamecaster. Twitch has a software support page that provides help with setting up your system with different software packages. In many cases you will need to install other software such as Direct X, and QuickTime.

Most of this software runs on Windows machines, but is possible to use Macs running WireCast software to run Twitch.

Discord, (www.discord.com) is like Twitch but is a more personal discussion group type of package. Discord runs on your computer and you control who can join in on the conversation. Discord was initially set up for gamers to use to discuss the operation of their games. Simple replace the games with books and libraries can use Discord as a book discussion platform. You can set up Discord groups dealing with cooking, COVID 19, bird watching, home schooling, etc. Discord was developed to help groups get together and not have VoIP charges for their group activities. Most VoIP services require a fee, but Discord is free since it is hosted on your own computer. Discord does have a premium service: Discord Nitro that offers some enhancements to the basic service. Discord replicates the chat functions in games, but provides a better quality audio service. Discord enable you to get a group of people together say for a book talk, and arrange a time for them to all meet at one time to talk about the book.

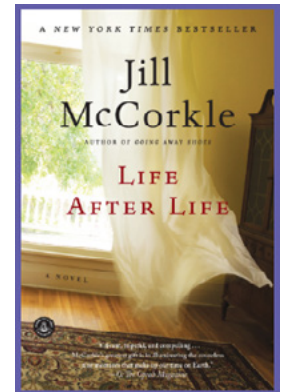
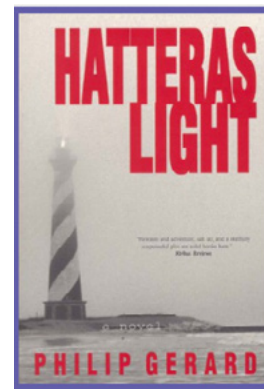
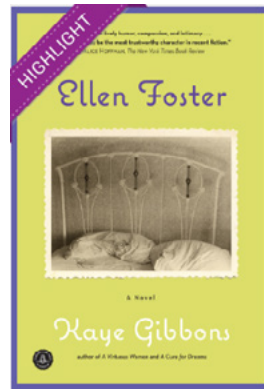
Both of these platforms will enable librarians to arrange groups for discussions on the web. They are ideal ways to connect with your patrons during the COVID crises. Even beyond the current circumstances, these platforms and others will provide libraries with another method of services and outreach to both current users and other users who have no interest in entering brick and mortar buildings.

William Joseph Thomas, Assistant Director for Collections and Scholarly Communications,
Joyner Library, East Carolina University

Highlighting NC LIVE's Home Grown eBooks

Have you read Kaye Gibbons' *Ellen Foster*? Philip Gerard's *Hatteras Light*? How about Jill McCorkle's *Life After Life*? What do these three have in common (apart from their NC authors)? They're all available in NC LIVE's HomeGrown eBooks collection, along with more than 4,500 other titles. Rob Ross, executive director of NC LIVE, says that the HomeGrown eBooks collection began in 2014 in order to collect and offer North Carolina-published popular and scholarly titles. He particularly highlighted their benefits across all NC LIVE communities of interest: perpetual ownership with unlimited simultaneous uses with no digital rights management means every book is always available, even popular and current titles that could be adopted by local book clubs or university classes.¹

HomeGrown titles are broadly divided among three "curations" or anthologies: Fiction, Nonfiction, and Young Adult and Juvenile Fiction and Nonfiction. Each anthology is further subdivided into collections, and all are browseable or searchable. The Fiction anthology contains more than 600 works in the following collections: Popular Fiction, Romance, Short Stories, Mysteries & Thrillers, Westerns, Horror, War & Military Fiction, Historical Fiction, and Sci-Fi &



Fantasy. Avid readers can dive into novels by Julia Alvarez, romance from Patricia Lee Macomber, or short stories by Curtis Smith or Michael Parker.

Nonfiction's twenty-one collections ramble across performing arts, North Carolina history, biographies and memoirs, folklore, and education. An avid cook, NC LIVE director Rob Ross mentioned a predilection for the Food & Wine collection, although additional notable collections include Cultural Heritage, Poetry, Religion, and Travel. From last year's additions, *Elvis Speaks from Beyond the Grave* caught the eye of our colleague at Durham Tech; this title, along with *Aliens in the Backyard*, is featured in the "Folklore & Supernatural" Collection.²

The over 200 titles within the Young Adult and Juvenile Fiction and Nonfiction anthology are grouped into the Children's Fiction, YA General Fiction, YA Mystery, Thriller, & Horror, YA Sci-Fi & Fantasy, and YA Nonfiction

collections. Heart-pounding adventures like Charles Grant's *He Told Me To* can be found there, or the light-hearted *Anton and Cecil: Cats at Sea*. YA Nonfiction includes literary criticism, science, a series on joining the US military, and more.

NC LIVE created HomeGrown eBooks after spending six months studying various consortial models, and piloting a small collection from North Carolina publisher John F. Blair.³ Staff determined that they would proceed with a plan to purchase perpetual ownership to the titles with unlimited simultaneous users, ensure MARC records were provided to aid discovery, on a platform that would permit authenticated users to search, browse, view and download content to their computers or mobile devices. From that small pilot and determination of the way forward, NC LIVE with an initial group of about 1200 titles, from a group of publishers that

1. Rob Ross, email message to author, June 29, 2020.

2. Brooks, Stephen, "NC LIVE's HomeGrown Collection Adds 495 Titles," Durham Tech Library Blog, May 30, 2019, <https://libraryblog.durhamtech.edu/?p=5038>.

3. Morris, Jill. 2015. "Home Grown Ebooks: North Carolina's Collaborative Ebook Pilot Project." *Collaborative Librarianship* 7 (1): 16–21.

included not only John F. Blair but also Algonquin Books of Chapel Hill, Crossroad Press, Gryphon House, Ingalls Publishing Group, McFarland, Press 53, and UNC Press.⁴ Duke University Press also began providing HomeGrown ebooks in recent years, and NC LIVE staff continue to seek out other publishers for content.

The Executive Director of NC LIVE leads negotiations with the publishers, and members of the Resource Advisory Committee select the individual titles to be purchased. On an ongoing basis, NC LIVE's objective is to add between 1,000 and 2,000 titles per year to HomeGrown, funding them from pledges by libraries from across the communities of interest. NC LIVE is occasionally able to apply unused grant funds or reserves funds to supplement the member library donations, according to Ross.⁵

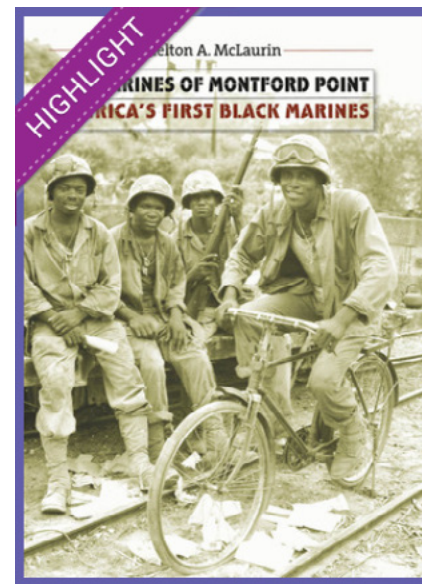
NC LIVE welcomes suggestions for publishers to work with, or specific titles to consider. Another way libraries can help is by supporting HomeGrown during the annual pledge drive that occurs. The base contribution request is only \$300 per year, a wonderful value of about \$15 per title for existing ebooks. More importantly, those funds are used to add new titles each year. During the 2018-2019 year, 1,206 new ebooks were acquired with those pledge funds, and for 2019-2020, another 495 were added. Libraries can set up recurring pledges and can select which quarter they give. For more information on supporting HomeGrown, see https://www.nclive.org/support_homegrown.

Catalogers at UNC-CH, NCSU, and Duke University create and enhance MARC records so that NC LIVE constituents can download them to their catalogs—gifts of their time

that NC LIVE appreciates. Usage of the HomeGrown collection has been excellent—nearly 19,000 fulltext views last year, and NC LIVE staff have found that usage at an individual library expands dramatically when records are loaded to the catalog. NC LIVE staff also ensure that Serials Solutions and Summon are up to date on coverage.

The publishing platform, BiblioBoard, was selected because it offered the most flexibility (especially with respect to DRM-free titles) and best value, according to Ross. NC LIVE has periodically assessed other platforms since 2014 but, he states, they have not found another that better meets their needs.⁶ BiblioBoard provides an easy-to-use experience, framing the text in a central area on screen, with advance and return icons in a navigation ribbon on the side. Users can also zoom into text or images, or share via Facebook, Twitter, or Pinterest. Creating and signing into a free BiblioBoard account permits users to save favorites, create bookmarks, add notes, and sync their preferences to the account.

In addition to the HomeGrown eBook collection, NC LIVE users can access BiblioBoard core collections open access collections. BiblioBoard's Core is described as its "chief historical database," containing 400 anthologies with more than 14,000 ebooks and 24,000 other primary source documents. These anthologies cover a wide variety of subjects, from Abolitionism in the United States and American Slave Narratives to collections focused on Yosemite and the Zodiac. There is a substantial anthology on Cherokees. There are also many historical anthologies focused on specific time periods and places, literary collections focused



4. *Ibid.*

5. Rob Ross, in discussion with the author, June 30, 2020.

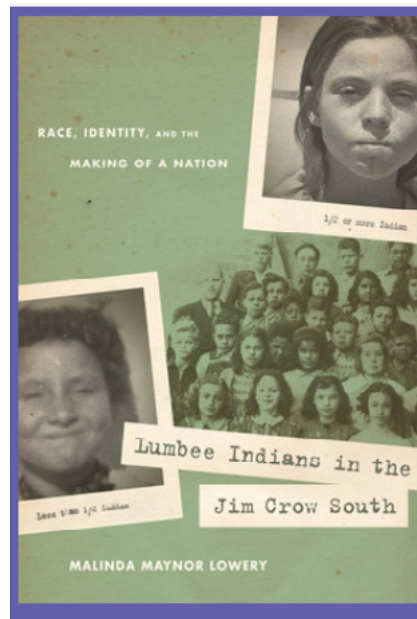
6. Rob Ross, email message to author, June 29, 2020.

on individual authors, religious studies collections, and collections on many more subjects, including art, entertainment, and music.

Open access collections in BiblioBoard include Open Educational Collections, Public Library of Science Research, exhibits from libraries and archives, community history projects, and classic literature, including “Reads for Kids” (featuring a lovely edition of *The Velveteen Rabbit!*). Also of note are an African American history collection, collection of scholarly content on Race, Gender & Sexuality Studies, and COVID-19 community projects.

In addition to traditional text-based books, BiblioBoard contains other formats. One potentially overlooked format is video, with nearly 400 selections ranging from a “History of Toys” to “The Chemistry of Beer” by way of Frank Capra’s “Why We Fight” series and dramatic productions of literary classics. Many of the latter are films in the public domain. There are also more than 5,000 image files and 260 audio recordings. Among the image files are a photograph from the Selma to Montgomery March for the Right to Vote, well-known paintings by Maxfield Parrish, and lithographs, postcards, and maps. Among the notable audio recordings is an interview about Rosa Parks, “60 Years On” by her niece, Sheila McCauley Keys, and another is Eleanor Roosevelt’s World Children’s

Day Speech. Many of the other audio files are concerts or readings of literature. Additional content types are articles and documents (documents include maps, scores, and other prints).



Another important use of HomeGrown ebooks came recently. In response to Black Lives Matter protests after the death of George Floyd, many libraries and institutions were publishing responses. NC LIVE wanted to show support by sharing useful resources, so staff created and shared an [Anti-Racism Reading List](#) of more than 100 titles from HomeGrown books. There was and is a huge demand for popular anti-racist titles. Many of these titles are checked out, unavailable, or delayed due to high demand, but of

course the titles in the HomeGrown Collection are immediately available and accessible to any NC resident with a library card. It is a valuable collection to highlight, especially with so many titles from North Carolina publishers like UNC Press and Duke University Press. The titles were selected by exploring the HomeGrown Collection by subject and also searching for key terms. The focus of the list is African American history, social studies, literature, biographies, memoirs, and art. Many titles are specific to our state, which makes it of particular interest to NC LIVE members. Ross hopes that libraries share the list with their patrons. Librarians are encouraged to copy the list and modify it to meet the specific needs of their communities. Public libraries could select titles from the list for book clubs. Academic libraries could promote titles to faculty to use in coursework. Each entry in the List links to that work within HomeGrown.⁷

Future developments that NC LIVE is exploring are North Carolina-related titles published by other university presses, or titles written by UNC system faculty by published outside the state. Another exciting possibility is NC-related video content. Remember to help provide these titles during the next pledge period, and in the meantime, explore HomeGrown!

7. *Ibid.*



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