

# South Carolina Libraries

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**Fall 2014**

South Carolina Libraries

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**Fall 2014**

**Abstract**

10-22-2014

Fall 2014



Beaufort County Library, photo by Traci Cox

# *South Carolina Libraries*

The Official Journal of the South Carolina Library Association

*Volume 1, Issue 1, Fall 2014*



## FROM THE EDITORS



I truly hope you enjoy reading this journal as much as I have enjoyed putting it together. I have learned over the last year more than I could ever have imagined and am very pleased to offer this inaugural issue of *South*

*Carolina Libraries*.

There are many people without whom this journal would not be possible and a big thank you to the following: Brent Appling, Amanda Stone, Elise Wallace, Chris Hare, Kelly Jones, Tammy Ivins, Donna Maher, Chris Rogers, Kathleen Gray, and many more. I would also like to thank the Editors from *Kentucky Libraries*, *Georgia Library Quarterly*, and *Tennessee Libraries* for their support and guidance.

The journey started in July of 2013 when I emailed Brent Appling at the University of South Carolina (USC) to see if he would be interested in creating an SCLA journal. As the Chair of the SCLA College and University Section I thought he might be interested in helping and to my delight, he was very enthusiastic about the project.

Next, we needed to find a place to host our journal online, preferably for free. Brent contacted the USC Scholar Commons repository manager, Chris Hare, and to our delight, not only was it possible but they were enthusiastic about it as well!

Things were falling into place so Brent and I took the next step of making an official proposal to the SCLA Executive Board in August of 2013. At the Board meeting the project was again met with enthusiasm and given the green light to proceed as a

subcommittee under the SCLA Editorial Committee.

The next step was to send out a call for volunteers to serve as Copy Editors, peer-reviewers, and form an Editorial Committee to write the policies and procedures of the journal. This journal would not have been possible without the support from those who answered the call to help.

In addition, with the help of Amanda Stone from the South Carolina State Library, we were able to digitize previous iterations of South Carolina Library journals beginning with the *South Carolina Library Bulletin* published from 1945-1956, the *South Carolina Librarian* published from 1956-1988, and *News and views of the SCLA* published from 1979-1989. In addition, she has helped digitize two handouts from SCLA conferences from the 1940s. These past publications will be located on the journal website under the heading "SCLA Special Issues Archive".

The last year has been very rewarding and I have received lots of enthusiastic feedback that this journal will put a new level of professionalism on the face of libraries in South Carolina. My hope is that this journal will continue for generations to come for anyone with a vested interest in the libraries of South Carolina.

Sincerely,

**Rachael Elrod**, Co-Founding Editor, *South Carolina Libraries*



## FROM THE EDITORS

After well over a year of working on building this publication, I am very proud to welcome you to the inaugural issue of *South Carolina Libraries*. This has been a very worthwhile effort by many great librarians around South Carolina, most of which have been graciously acknowledged in Rachael's above greeting.

I would like to take a moment to thank Rachael Elrod, Co-Founding Editor, for spearheading this venture and for continuing to help motivate myself and others to make sure this project came to fruition. I also need to thank Chris Hare, of USC's Scholar Commons who helped streamline the process of publishing this journal online. This has provided a very unique opportunity for us to establish a sustained journal presence at no cost to SCLA.

This publication has been founded with the broad intention of providing a consistent platform for professional communication among South Carolina librarians. This communicative support is extended to all types of librarians and information professionals throughout the state.

While each issue will contain similar types of articles, we are going to strive to include diverse information that highlight library and information related activities and services, personnel, facilities, and anything else that is pertinent to the profession or the state.

Currently we are publishing spotlight articles on particular libraries and services from around the state, feature articles, peer reviewed articles, columns of interest to the profession, news and reports from SCLA sections and roundtables, as well as book reviews.

Here is where I would like to stress that this publication is for *you*. If you have any thoughts on what information should be included in this journal, please feel free to

reach out to the editorial staff. We are very much open to ideas on how to move this journal forward.



Also, for anyone interested in helping with this journal, either as a contributor, an article editor, or any other capacity that you can think of, please let us know. This publication has started as a highly collaborative effort, which is something we hope to continue for the duration of the publication.

Thanks again to everyone that has helped make this journal possible, and happy reading!

**Brent Appling**, Co-Founding Editor, *South Carolina Libraries*





# SC LIBRARY SPOTLIGHT

## Beaufort County Library

Nestled amidst miles of salt marshes, shrimp boats, and centuries-old live oaks, sit the five branches of the Beaufort County Library system: Beaufort, St. Helena Island, Lobeco, Bluffton, and Hilton Head Island. The Library serves a diverse population of over 162,000, which includes long-time locals, tourists, retirees, military, college students, older adults, children, teens, and young families.

In the past year, roughly 25,000 patrons attended over 1,200 library programs that range from a variety of topics such as free tax assistance, game design workshops, *Wee Read* story times that provide reading readiness skills, credit card clinics, local author talks, playful cooking competitions, and much more. The Library has extended its strategic plan initiatives to help prepare residents to succeed in the ever-changing 21st century with educational programs on environmental literacy, digital literacy, civic literacy, health and wellness literacy, and digital literacy.

In 2013, the Beaufort County Library was awarded a federal LSTA grant from the Institute of Museum and Library Services, administered by the South Carolina State Library to create a makerspace at the St. Helena Branch Library. The staff teamed up to name this space the *CreationStation*. The project provides a dynamic, interactive library

environment where people can come together to tinker, experiment, collaborate, and create with tools such as a 3D printer, Arduino Boards, Raspberry Pi computers, Bristlebots, and LittleBit kits for little ones.



\*A 3D printed bull



Another unique feature of the Library is its Beaufort District Collection (BDC), which is the Special Collections and Archives unit of the Library system. The BDC focuses on the heritage and history of the people, places, culture, and natural environment of our part of Lowcountry South Carolina.

In 2009, the Library was one of the first to join the South Carolina Library Evergreen Network Delivery System (SCLENDS). In 2011, RFID tags were placed in all Library materials, and self-checkout stations became available options at each of the branches.

The Library continues to embrace new technologies while celebrating its rich history and culture. To explore more, visit [BeaufortCountyLibrary.org](http://BeaufortCountyLibrary.org).

**Traci Cox**, *Information Services Coordinator*,  
Beaufort County Library

Photos by Traci Cox



## SC LIBRARY SPOTLIGHT

### The MUSC Family Literacy Program

One of my first assignments as a SLIS student required me to read an article about librarians working in non-traditional settings. The assignment instigated my curiosity, opened my mind, and provided the opportunity to imagine myself fulfilling my role as librarian "connecting people with ideas" beyond the library walls. Little I knew back then that I would be joining the ranks of the librarians employed in those diverse community settings. Currently I work in a family literacy program located in a pediatric clinic, the MUSC Children's Care Clinic in the city of North Charleston.

More than a decade ago, the MUSC Children's Care Clinic Network was established to provide direct access to pediatric care to traditionally underserved populations. Professionals and staff aspire to always offer culturally competent, comprehensive, and family-centered care. In this context, the daily practice has evolved over the years to respond to the community demands. Among these, one was particularly urgent: helping parents to understand the importance of early literacy and teaming up with them to foster school readiness. The MUSC Family Literacy Program was born six years ago to respond to this crucial issue. MUSC professionals, staff, and many community partners planned and nurtured the idea of having a literacy rich environment housed in a safe and easy to access location;

the doctor's office. Trident United Way's financial contribution made this novel concept a reality.



The MUSC Family Literacy Program services are free, open to any family living in Berkeley, Charleston, or Dorchester County. Generally, our pediatricians provide information about the program and invite ("refer") parents to participate when they bring their children to the well-child visit at ages three and four. Other families learn about our services by word of mouth or are referred by other professionals.

The program consists of a series of 12-biweekly family sessions. In each encounter parents learn about healthy development, early literacy, and school readiness through play, reading, and conversations. Sessions provide an opportunity for the child and parent to spend time playing and reading together. Children receive a free book at the end of each session.

Because most of our child participants are dual language learners, the sessions are conducted in English, Spanish or both. We encourage every family to talk, read, and sing with their kids in their primary language. We take time to explain to sometimes skeptical parents that they have a crucial role as first teachers and that their children's first language skills will transfer to the second language and will help on its acquisition.

While most of our families report playing and talking regularly with their kids, books are

rarely part of the family life. At the beginning of the program, we ask parents how many books they have at home and we inquire about family reading habits. About 60% of our families respond they have five or less books at home. The few books they have generally were received at the clinic during well- child visits. Most of the families about 85% of them do not have library cards and are not even aware of library services. A small percentage of families make reading part of their daily routines before coming to the program. When asked why, frequently caregivers respond they do not have books, their kids are not interested in reading, that they did not know that reading was something to do with small children, or that they are illiterate. Nevertheless, even for parents that value reading, finding appropriate books is not always an easy task. For the Spanish speaking families, which are the 90% of our participants, language is the biggest barrier. For many of these families, the MUSC Family Literacy Program offers their first encounter with the wealth of children's literature. Not surprisingly, books are the heart of our program and for us the importance of providing high quality books cannot be overstated. We want to get parents to share or read books that actually help their kids to acquire a rich vocabulary while sparking their imagination and curiosity. We are committed to providing a good quality picture book selection that is culturally and linguistically sensitive. We use the book collection in our sessions and lend books to the families between sessions.

Besides our work in the clinic, we collaborate with other agencies and individuals that share the common goal of improving literacy. These connections enable us to assist our families on accessing educational, health, legal, and recreational resources. We share our expertise with colleagues and promote programs and activities to serve dual language learners.

We constantly evaluate the impact of the program. At the end of the twelve sessions, consistently, parents report a better

understanding of what skills and activities are appropriate for their children's age. In our last report, almost 92% of caregivers reported reading 30 or more minutes every week. This number is remarkable if we consider that 43% of these parents reported reading 5 minutes or less per week at the beginning of the program. On the other hand, 79% of the children improved receptive language scores and 81% improved their knowledge of basic concepts.

While we take pride in our accomplishments, the challenges ahead cannot be minimized. There is still too much to do to improve the education attainment of all children and especially those of Hispanic origin, which currently have the lowest high school graduation rate in South Carolina. Even though this issue is complex and sometimes daunting, I believe, we librarians, have a unique opportunity to contribute to the future of our kids and our state by building collections and developing programs that represent, serve, and support all children, included those that are dual language learners. We, the librarians; wherever we are; at the public library, in the school media center, or in the pediatric office.

**Marina Lopez**, *Program Coordinator, MUSC Family Literacy Program*

Photos by Marina Lopez





## GREETING FROM THE PRESIDENT

On behalf of the 2014 SCLA Board, it is indeed an honor and my pleasure to welcome you to this inaugural issue of ***South Carolina Libraries***, the official journal of the South Carolina Library Association. When I joined SCLA several years ago, I was surprised to learn that we had no regular venue of publication, unlike some other state associations. Although there have been many SCLA publications in the past, there has not been one, to my knowledge, bringing to the membership and to the larger world of library and information practitioners both peer- and non-peer-reviewed, open-access content. ***South Carolina Libraries*** reflects the interests and research of all of our members, in all types of libraries: public, K-12, academic, and special. Whether via an article, news item, column or book review, you will find the authors both incisive and informative on the issues that matter to you as an Association member, as well as on the field of librarianship in general.

A special thank you is due to ***South Carolina Libraries*** founding Editors **Brent Appling** of The University of South Carolina and **Rachael Elrod** of The Citadel (now at University of Florida), as well as to all other inaugural editors and authors, for their continuing and consistent efforts over the last two years, if not more, to conceive, organize and lead the kind of publication so looked forward to by everyone. Our thanks and recognition also goes to The University of South Carolina Scholar Commons for hosting the journal and for ensuring its archival existence.

It would be remiss of me not to mention that this year we have also seen the formation of the new SCLA **Scholarly Communication Interest Group** (SCIG), led by co-founding chairs Tucker Taylor of The University of South Carolina, Andy Wesolek of Clemson University and Andrea Wright of Furman University. Please take note, the discussion of scholarly publishing and access continues in South

Carolina. The SCLA Board salutes these efforts and looks forward to your participation in them.

Enjoy this first issue of ***South Carolina Libraries***, the fruit of so much dedication by so many. The 2014 SCLA Board and I are very pleased that the new journal has

finally come to life. Nothing could be more important to us as an Association, especially in preparation for our SCLA Centennial next year in 2015. Please do consider how you may like to contribute to SCLA in your own way, if you have not already done so.

**Ed Rock**, Clemson University

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## Web App Review: IFTTT

Sometimes in life you discover something that seems silly and useless, but when you start to use it, it becomes incredibly useful.

That was my experience with IFTTT, which stands for "IF this, THEN that." The premise of this free web-based application is simple: if one thing happens, then IFTTT will automatically trigger a response.

How useful could that be? I began using IFTTT because my library wanted to use Flickr as the ultimate repository of our photos, but we also wanted to be able to create library photos on Instagram, share new photos on Twitter, and tag photos on Facebook. That would take a lot of leg work for the webmaster to manually share photos on all those sites. We could share the logins with the entire library staff and ask them to perform those steps to share photos, but 1) we feared the complicated steps would discourage photo-taking, 2) the webmaster would still need to double-check for consistency, and 3) that would allow any member of the staff to post any messages on our social media accounts, for which we are trying to maintain a consistent voice. Enter the solution: IFTTT.

To start, you create a library IFTTT account and activate the relevant IFTTT "channels" (for use, this was the Facebook page, Twitter account, Flickr account, and Instagram account). Activating a channel allows IFTTT access to those services (your Flickr account, your Facebook account, etc.) and/or devices (your computer, smartphone, etc.). IFTTT secures your

data, but it is still recommended that you do not share access to any sensitive information (such as the same login information needed to access your bank account). You should treat your IFTTT security with the same caution that you would any other free web-service: be aware of what services and devices it has access to and monitor for security leaks.

Once IFTTT had access to our library social media and photo accounts, it became a simple matter to create "recipes" based on the simple model "IF this, THEN that":

1. **IF** a photo gets uploaded to our Flickr account, **THEN** the same photo should be posted on our Facebook page in a designated album.
2. **IF** a photo gets posted to our Flickr account, **THEN** a link to that photo is shared on our twitter feed with the tweet "New photo from Rogers Library."
3. **IF** a photo gets shared via our Instagram account, **THEN** that same photo is uploaded to our Flickr account. (This then triggers the previous two recipes).

Now any member of our library staff can upload photos to our Flickr account (or Instagram if that is their preference). Flickr is the repository for all of our photos, but our social media is also effortlessly updated with the photos. We have similar recipes setup for sharing our YouTube videos, and our next library IFTTT project is to create automatic social media reminders about library closings based on events on a Google Calendar. IFTTT can provide

notifications when the recipes are triggered, though we did not find them necessary.

The possibilities with IFTTT are virtually endless, which can become overwhelming when trying to create a recipe from scratch. To make it easier, IFTTT's website lets you browse, copy, and edit hundreds of suggested recipes/uses ([ifttt.com/recipes](http://ifttt.com/recipes)). Among the channels available for creating your own ([ifttt.com/channels](http://ifttt.com/channels)), "Feed" has some of the most open-ended potential. The Feed channel allows you utilize any RSS feed (such as the Libguides' feeds) to create recipes.

In addition to library uses, creating a personal account on IFTTT can help a busy librarian become more effective and efficient. Turn off your cell phone's ringer when you arrive at work and back on when you leave. Get an alert (smartphone alert, text message, or voicemail) if it is going to rain tomorrow. Move starred Gmail messages to Evernote for follow-up. Give IFTTT a try in your library or life and be sure to send me your cleverest uses and recipes!

**Tammy Ivins**

Francis Marion University  
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## Access Granted: Using Grants to Enhance Services

As children's and teen librarians, we are often asked to do a lot with few resources—so how do we locate additional funding sources to provide even more?

Cherokee County Public Library is a small system, and we are fortunate to have fairly current technology. Still, we hoped to find a way to enhance our services for children and teens with mobile devices and computers for homework help, so we applied for a Library Services and Technology Act grant from the South Carolina State Library. Through the grant, we implemented a Learning Resource Center with dedicated technology and resources for students to complete assignments and research. The application, implementation, and evaluation process for this grant was quite work- and time-intensive, but absolutely worth it, given the results it's had for our library and our community.

Grant writing and implementation is certainly hard work, but can be truly rewarding for staff, library systems, and the communities they serve. As you apply for grants, there are several things to keep in mind. First, you must determine a specific goal; funders are often more likely to award money to specific projects or programs with measurable outcomes. You should also be mindful of the funder's goals for grant-funded programs, and ensure that your application aligns with those goals. A final thing to consider is the requirements of the grant—do you have to provide matching funds? Are there conditions you must meet just to apply, such as professional membership or serving a certain age group? Can you complete your project in the allotted time? Do you have a team ready to help you implement the grant? Ensuring that you will be completely prepared to begin with

your plan if you receive the grant is absolutely vital to successful implementation.

The South Carolina State Library administers LSTA large competitive grants annually, and is a great opportunity for libraries looking to improve services and maximize resources. However, there are countless other grants available for libraries for a variety of purposes, if you know where to look. Grant opportunities are available from government, public, and private funders, all with specific goals, requirements, timelines, and evaluation measures. Funding ranges from a few hundred dollars to thousands, all depending on the funder, the proposed project, and the strength of the application. For help finding and writing grants, check out these resources:

- American Library Association. "ALA Grants." Accessed September 8<sup>th</sup>, 2014. <http://www.ala.org/awardsgrants/awards/browse/grnt>.
- Landau, Herbert B. *Winning Library Grants: A Game Plan*. Chicago: ALA Editions, 2010.
- MacKellar, Pamela H., and Stephanie K. Gerding. "Library Grants." Last modified August 12, 2014. <http://librarygrants.blogspot.com/>.
- MacKellar, Pamela H., and Stephanie K. Gerding. *Winning Grants: A How-To-Do-It Manual For Librarians with Multimedia Tutorials And Grant Development Tools*. Chicago: ALA Neal-Schuman, 2010.
- Maxwell, Nancy Kalikow, ed. *The ALA Book of Library Grant Money*, 9<sup>th</sup> ed. Chicago: ALA Editions, 2014.
- Scholastic, Inc. "Library Grants." Accessed September 9<sup>th</sup>, 2014.



<http://www.scholastic.com/librarians/programs/grants.htm>.

- South Carolina State Library. "LSTA at the South Carolina State Library: LSTA Grant Programs." Last modified September 3, 2014.  
<http://statelibrary.sc.libguides.com/lsta/lsta-grant-programs>.
- Target Brands, Inc. "Early Childhood Reading Grants." Accessed September 8<sup>th</sup>, 2014.  
<https://corporate.target.com/corporate-responsibility/grants/early-childhood-reading-grants>.
- Wells Fargo. "Private Foundation Grants." Accessed September 9<sup>th</sup>, 2014.  
<https://www.wellsfargo.com/privatefoundationgrants/>.

**Tara Smith**

Youth Services Manager  
Cherokee County Public Library

## Engaging Your Library's Patrons with Facebook

It's my job to keep the Charleston School of Law Facebook page up to date, and I have faced the challenge of deciding what should be posted, and how to keep the page lively and engaging. I will look first at the practices used by some local libraries and also at what has worked for us. Then I will point out what can go wrong with a Facebook page and how we have tried to avoid those pitfalls.

Librarians, being the resourceful, intelligent, multi-talented folks that they are, have learned to make the most of this free social networking resource. They do exciting things with their Facebook pages. The [Charleston County Public Library Facebook page](#) is a great example. The librarians there use Facebook to advertise upcoming library events, and afterwards, they post pictures of kids and their parents who came to the library to be entertained and stayed to learn; they publicize their upcoming yearly used book sale; they post pictures of the gift basket to be given to the winner of the Adult Summer Reading Contest; and they post pictures of books. Most recently, those books have been about getting your boy and/or girl off to school for the first time. Somewhat surprisingly, there's one book for boys and another for girls – just see the posting for August 18.

The librarians who manage the [College of Charleston Libraries Facebook page](#) have been providing a blow-by-blow description of how the library renovation project is coming along. [Daniel Library, at the Citadel](#), also uses its Facebook page to warn of closures and advise patrons about how renovation there is proceeding. Finally, the librarians responsible

for the [MUSC Library Facebook](#) page publicize events and feature resources for increasing students' learning and productivity. Food Truck Wednesdays are the Library's signature event. Each week a different vendor is recruited to come by to feed the hungry physicians, nurses and medical technicians in training.

Facebook can be invaluable as a purveyor of useful information, a medium for communicating important facts to patrons. Facebook can warn of closures, construction, and severe weather ahead. But for Facebook to be successful in keeping patrons informed, the page needs to provide information or an experience that they can't get anywhere else. Patrons need to want to follow your library's Facebook page and to be in the habit of checking it regularly, the way they would check a friend's page. MUSC Library's Food Truck Wednesdays provide just such an incentive. That library's Facebook page is the only source for the answer to that all-important question – "What's for lunch?"

For the Charleston School of Law, Sol Blatt Jr. Library, the content we provide for our Facebook page that isn't available anywhere else is called Finding Legal History in the Charleston School of Law, Sol Blatt Jr. Library. The University of Pittsburgh School of Law has a very similar feature called [This Day in Legal History](#). The difference between the two lies in the fact that, as its name suggests, all the recommended sources for further research on our posting are found within the bounds of our own collection. Another innovation is that we post pictures, along with a much more extensively written explanation of how the law

is implicated with the subject of the posting. [Wikimedia Commons Images is an excellent source for illustrative photos. Royalty free photos of Lizzy Borden, Clarence Darrow, Sacco and Vanzetti and the first parking meter can all](#) be obtained there, and their presence greatly enhances visual appeal of the posting.

In addition to the inherent interest of most of these topics, this recurrent posting should be of interest to law students for two other reasons. It discusses numerous laws and their application, thereby advancing their understanding of the development of those laws over time. Additionally, each posting points to how to further research the law concerned. This is important to law students because Legal Writing and Research questions may be tested on the South Carolina Bar Exam. Adding this recurring posting has had a very positive effect on page views. But this feature, which typically runs about 500 words long, is produced in-house by librarians. It requires a considerable time investment, involving as it does research into the event and the law governing that event, finding appropriate photographs, and writing and proof-reading. Which brings us to the problem of Facebook fatigue.

Many library Facebook pages, started in a flurry of excitement and enthusiasm, begin to languish before too long. Hunting for engaging material to recommend, for example, takes time, time which a busy librarian may not have. Even the most active library may not have the personnel to both create events and publicize them on Facebook. Not everyone enjoys writing, and in the fast-moving world of social networking, a written notice delayed is a missed opportunity, as the days turn over quickly. So what's the solution?

Counterintuitively, the labor-saving solution we

have found involves posting to our blog. Our blog, [The Barrister](#), is hosted by WordPress. WordPress lets you link your blog with your other social networking sites. This allows you to automatically port over your blog entries to Facebook, Google+, Twitter, LinkedIn, Tumblr, Path or all six. That way, the entries by those on the staff who blog are re-purposed, in our case, to Facebook. So if someone on the staff is a diligent blogger, automatic pour-over keeps your Facebook content refreshed.

A word of caution, another Facebook calamity is just the reverse of the first. Some librarians over-post, writing down every aspect of their day. Follow them and you find yourself awash in their stream-of-consciousness. Anyone attempting to extract important information from their postings may drown. In this regard, cast a critical eye on your posts, bearing in mind that, while your personal Facebook friends may truly care about how late you went to bed last night, the library patrons who are following the library's Facebook page are unlikely to. Unless, of course, it leaves you too tired to blog.

**Deborah McGovern**, JD, MLS  
Emerging Technology Librarian  
Charleston School of Law



## FEATURED ARTICLE

### Plan, Practice, Participate: Tips for Libraries Considering Implementation of EBSCO Discovery Service

By Alison K. Jones

During the 2013 Fall Semester, the Sol Blatt Jr. Law Library purchased EBSCO Discovery Service (EDS). Prior to this time, we provided access to a federated search system which initially met the research needs of our patrons. But as our collection grew, it became apparent we needed a better tool to streamline access to information available through our online databases and OPAC. We chose EBSCO Discovery Service because it provides full-text access to many of our databases, is customizable, and easy to maintain. Implementation, however, is fairly complex, certainly more detailed than setting up a federated search system. Therefore, the following tips are offered to libraries considering purchasing EBSCO Discovery Service with the intention to provide insight about what to expect during implementation, and hopefully, to ensure the process goes as smoothly as possible.

#### **Tip 1: Implementation is a team effort**

Although a Discovery Services Coordinator (DSC) is assigned by EBSCO to assist your library with implementation of EDS, your library staff will need to select several members to participate in the process as well. A well-rounded team should consist of a person who is familiar with your library's bibliographic records and ILS (this may be the same person), one who is interested in aesthetics and branding, and member of the IT staff, as coding for the search box will be necessary when the custom catalog is built.

#### **Tip 2: Create an action plan and adhere to deadlines**

In order to create the custom catalog, three questionnaires are completed by the library team: a catalog questionnaire, a branding questionnaire, and a configuration questionnaire. Set strict deadlines for submitting these questionnaires. Some of the questions posed are very detailed, but it is perfectly reasonable to aim to complete all three questionnaires at the same time. Assign one person from your team to submit the final questionnaires and to be the main contact should EBSCO need further explanation to any answers your team provides. Also, keep in mind that your MARC records need to be exported from your ILS and loaded to an FTP site for EBSCO to import into the custom catalog. While it is not a complicated process, failure to properly export your records can halt production of the custom catalog.

#### **Tip 3: Learn as much as you can about how EDS works**

Once the questionnaires are submitted and the MARC records are exported, the custom catalog takes several weeks to complete. During this time, your team may want to read articles about discovery tools, particularly EDS, learn more about how link resolvers work, and brush up on terminology that may or may not be familiar. For example, the members of our team were aware of the term widget, but honestly, never thought that we may need to decide whether one should be created for a particular resource, and if so, where it will be most accessible to our patrons without causing unnecessary clutter to our results page. Furthermore, if possible, meet with other



librarians who have implemented EDS. Inquire about their customization preferences, workflow for updating EDS, and how they have promoted it on their campuses.

**Tip 4: Do not immediately make EDS available to your patrons**

When implementation of the custom catalog is complete, the DSC will send your staff a link to your catalog to test and further customize as needed. Our staff spent several months testing and customizing EDS with the staff link before we rolled it out to our patrons. This allowed us plenty of time to work out most of the kinks that inevitably comes with any new product and to build a search box most suited to our library's homepage. When you are ready to make EDS available to your patrons, you may need to contact the DSC for the link your IT department will need to build the EDS search box as it is different from the link used for testing.

**Tip 5: Don't panic when the DSC sends you an email with the subject line "Discovery Solutions Product Completed" (or something similar)**

There will come a day when the DSC determines that customization of your EDS is complete. You may feel anxious realizing that the DSC you have worked with so closely will no longer be the first person to contact at EBSCO regarding your EDS. But rest assured, the EBSCO Help Desk is a great resource. Since the completion of our catalog, we have contacted the EBSCO Help Desk several times, and without fail, the EBSCO staff has been knowledgeable, thorough, and courteous. They are easy to reach either by phone or email and will remain in contact with you as long as your case is open.

**Tip 6: Practice, practice, practice**

A discovery tool, such as EBSCO Discovery Service, can positively impact the way users search for and gather information. The versatility of searching EDS, for instance,

allows users to find resources that simply cannot be retrieved within a classic OPAC or federated search system. Using a discovery tool for research is in a sense liberating because it allows users to search as broadly or as narrowly as they prefer while instantaneously accessing full-text articles on a particular topic across myriad databases. However, because so much information is culled from a wide range of resources, many records retrieved will not have accompanying full-text articles. Thus, successful use requires practice, particularly among the library staff, so they can in turn teach students how to effectively search for resources and interpret the metadata produced to retrieve the most relevant results.

**Tip 7: Participate in EBSCO Discovery Service webinars**

What follows is more of an interjection than a tip to inform you that EBSCO offers many webinars throughout the year. Most consist of a member of the EBSCO team spending an hour focusing on a specific topic pertaining to an EBSCO feature. For example, demonstrating how to use EBSCO Admin to collect statistics, or showing new modules added to the EDS. Not only are the webinars free, but they are in real time and are interactive. Participants are encouraged to ask questions during the presentation, and the host provides his or her contact information for any follow-up questions that may arise at a later time. Personally, I have found the webinars well organized and insightful, and I feel participating in them helps to build a network between our library and members of the EBSCO team.

**Final Thoughts**

Even though we continue to customize our EDS catalog and work to improve how it functions, we are, overall, very happy with its dynamic performance and ability to filter results in a variety of ways. Certainly, EBSCO Discovery Service is not the only discovery tool available so careful evaluation of several products may be necessary to determine which one will best

fit the needs of your patrons. Regardless of the one you choose, implementation will likely be a lengthy and detailed process. Which brings to mind one last tip: have patience, not only with the suppliers of your discovery service, but with your library staff as they work to build, maintain, and learn how to use the new tool, and with your patrons as well, for they will have plenty of questions about how to search and filter to generate the most relevant results to their research.

***Alison K. Jones*** is Cataloger/Systems Librarian  
at Charleston School of Law



## FEATURED ARTICLE

### Good News for a Change

By Eric Shoaf

In order for libraries to evolve, organizations and staff must change. There is much in the library literature about understanding the change process, but sometimes a different view can come from an unexpected place. For example, psychologist James Prochaska from the University of Rhode Island, along with two colleagues, studied the behavior of cigarette smokers and created a successful model of change process to help them stop. Their published book about the change process entitled *Changing for Good* (Prochaska, Norcross, DiClemente, 1994) has been reprinted many times. It develops their theory of a change model that can be applied to anyone facing change in their work and environment. A close look at the book reveals a wealth of applicable material for organizational change. It is surprising that no one has applied these principles to institutional organizations, more specifically libraries, before now. The content and principles related to issues of smoking cessation, as set forth in *Changing for Good*, can be applied to any change individuals want to make, and they are directly applicable to the changes library workers face as their organizations evolve in response to changing expectations of their constituent user groups. Although the book was published two decades ago, it remains an important work that is still in print, was recently cited by a doctor in a major newsmagazine (Oz, 2012), and is featured on a popular medical website (WebMD, 2000).

#### **Make no mistake about it**

Change is well upon us. It has enveloped the library profession and will soon spit us out the other side. We all saw it coming and now we're kicking and screaming, our jobs turned upside down. First it's the technology, coming quickly

and endlessly. Then it's the hardware and software, updated a little less frequently but still often. Next it's library vendors and their products, each needing to be evaluated based on how they fit with the library's mission. Finally, it's our constituency which has radically different demands and expectations now than from ten years ago. It isn't that libraries were not prepared for change, it's just that the change has been so rapid, dramatic, and unending. Libraries have reacted, and some are experimenting with new organizational structures that are flatter and place more emphasis on collaborative administration. It's hard for institutions to change rapidly, and it is especially hard for people, the library staff, to change. It takes work and leadership that is sensitive to staff needs during transformative periods, but change we must.

Tools for dealing with change exist in a variety of formats and settings. There are any number of books on the subject, and many organizations have entire departments in their human resources function that are given over to helping staff prepare for or adjust to change. There is advice for us as we cope with change, not only in our work environment, but also in our personal and family life. As mentioned above, the most enlightening book on change that is geared to smokers wanting to quit, has far broader possible applications and will be examined more closely as a model for dealing with change in libraries.

#### **The only thing that doesn't change is the fact that things change**

This statement assumes that library administrators and managers understand change. Unfortunately, it isn't always the case. In *Changing for Good* the authors create an excellent model for change which is outlined below. Several points bear scrutiny. For

example, the authors find the change process doesn't simply begin with a person deciding to change. Rather, change occurs over time in a series of six stages. Interestingly, more time is spent preparing for change. Action doesn't come until step four. As noted, the book *Changing for Good* was originally written to help smokers who want to quit, but the underlying approach to change can be useful for library staff coping with organizational change.

*Note, this section adapted from Changing for Good by James Prochaska, John C. Norcross, and Carlo C. DiClemente, (1994). New York, NY: William Morrow.*

**1. Pre-contemplation** – Library workers at this stage usually have no intention of changing. They may hear about changes coming but feel they won't be affected. They may be resistant or feel demoralized by possible outcomes represented in change. Pre-contemplators can progress toward change with help, and can often be moved to the next stage as the circumstances around them evolve and the change draws closer.

**2. Contemplation** – Workers here understand that change is coming and that they will be affected. However, they may be struggling with the causes or wonder about possible solutions, and they may be far from making a commitment to action. Some staff members may get stuck at this stage of knowing they need to change but not quite being able to jump to the next stage. It becomes important for leaders to clearly communicate clearly the reasons for the change and to provide some opportunities for staff input. The goal is for staff to understand and, hopefully, buy into the change.

**3. Preparation** – Here workers have passed the time of thinking about change and what it means. They understand the reasons for change and how it will affect them, and they have been able to provide input to help guide the change. They are making the final adjustments before they begin to change their

behavior. Indeed, they may have already instituted a small number of behavioral changes. There may be goal-setting discussions or action, but mostly staff are planning, developing an approach, and mentally engaging the coming change. Each of the first three stages are pre-action, yet each is important in its own right and should not be rushed. At the same time, some staff will need to be helped along more than others.

**4. Action** – Many are surprised that action is actually the fourth stage in the change process. The action stage is where overt activity is begun to modify behaviors and surroundings. However, action should not be confused with progress. It is equally important that the mental issues addressed in earlier stages continue to be reinforced. Also, action is not the end of the change process, no matter how much progress is made.

**5. Maintenance** – At this stage the process is rolling along, but there is a danger of relapse. Maintenance efforts are aimed at consolidating gains, staying mentally engaged, monitoring goals, and continuing the specific action efforts that characterize Stage 4.

**6. Termination** – This stage may be exclusively for the smokers to whom Prochaska's book is directed. Most of us in libraries never reach this step, simply because change is a constant. For most involved in the change process, maintenance is the final continuing stage. One might better consider the change process as a circle that moves back to the pre-contemplation stage once maintenance is achieved. While change doesn't end, certain programs, re-organization, new procedures, or processes do become fully integrated in time. Also plans can be terminated or modified while change processes continue. Additionally, some degree of recognition is important in the completion of any endeavor. Change can be celebrated even as maintenance continues.



## Application to library organizations

Application of these concepts to library organizations takes some planning. Some workers will naturally be resistant to change, even when they understand intuitively that it will happen regardless of their behavior. The key is getting them to internalize and accept the change, to have them own it and work toward it. This means, at the very least, getting library employees involved in the change process (Shoaf, 2001). This involvement can include working groups, over-sight committees, teams, task forces, or meetings where input is encouraged and considered. Another requirement is leadership. As noted above, best results come with library workers mentored and facilitated toward thinking about change during stages 1 and 2. Levels of assistance will have to be adjusted for individual differences and all supervisors will need to be adept at guiding such change. Updated library leadership skills are a must (Shoaf, 2004), and managers have to recognize the steps in the change process and be able to monitor and assist at all junctures.

**Stage 1 & 2:** The contemplation and pre-contemplation stage is characterized by the understanding that change is approaching. Signals can vary. It may be the discussions and site visits leading to adoption of a new online cataloging/circulation system. It could be budget reports indicating less money for new acquisitions. Perhaps a new department or academic discipline is being added to the undergraduate curriculum. In the worst case, library budgets might be reduced sharply, forcing difficult decisions about services. The key is that staff become aware of the external forces driving change and begin to ask themselves how it will affect them personally, their interactions with other staff, their immediate working group (Rana, 2010).

**Stage 3:** The preparation stage is the time when library staff should have become engaged in the change process. They know it is happening and they know why. It is important

that they have input into the planning process here to help internalize the change (Cripe, 1996). This step may be more important than any other as it sets the tone for the action steps which follow. Inclusion of staff at all levels in working groups that are planning for change may be the most active and beneficial way of creating opportunities for change preparation. As staff are involved in these groups, they have a way to express their ideas and concerns, and the nature of group work means they must reflect on the approaching changes and come to terms with how it will affect the organization and themselves personally. Finally, front-line input is always helpful as it leads to better decision-making, because these workers have intimate knowledge about user needs and practices that may not be apparent to those higher up on the organizational pyramid.

**Stage 4:** As noted above, proper preparation means that many workers are able to move seamlessly to the action stage. In some cases where the earlier stages have been drawn out over long periods of time, they may welcome that the change has finally arrived (Drucker, 2005). While there will always be early adopters who welcome change, and those properly prepared who are able to embrace the change with relative ease, so also will there be a group who struggle even after the first three stages of the process. It is important to move them along at this point. The pace of change is such that organizations cannot always wait for those who need to catch up. A full spectrum of motivational tools are available to assist with this. Many are already well-established in libraries, others available online are newer and geared to the present environment. The important thing is that the action must progress and that all library workers know this is not the end of the change process. Our fast-moving technological climate means that targets are generally moving. In this environment, change is not an end in itself but rather a permanent manifestation of our daily work.

**Stage 5 & 6:** These final stages may appear to be holding positions. But maintenance can be thought of as moving back to the contemplation and preparation stages, because change is steady and often comes in rapid bursts within today's library organizational environments. Technology drives many of these changes, but budgetary resources, user expectations, and external forces also play a part. It means that in an environment of constant change, library workers are always cycling between stages 2 and 6 of the change process. They are either contemplating or preparing for a change, or in the midst of taking action, or they may have a breather in a brief maintenance stage, but then it is time to think about change again. As previously noted, the termination stage is seldom reached for library employees. Maintenance becomes the final stage in a circular path that leads to more change over time. Thus the work of changing for good becomes constant.

### **If you aren't moving ahead, you're falling behind**

Library workers can use an approach to the changes they face in their organizations and in the profession. While there are always a few early adopters, many of the rest struggle with how to confront these changes. A better understanding of the change process outlined in *Changing for Good* (Prochaska's Stages, 2007) as applied to libraries is a place to start. This understanding will help managers plan for change and plan for preparing library employees for change.

**Eric C. Shoaf** is the Associate Dean of Libraries at Clemson University

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## FEATURED ARTICLE

### The Book vs. E-Book: E-Book Survey Report

By Susan Silverman



#### Introduction

In October of 2011, Dacus Library signed the first agreement with Yankee Book

Peddler (YBP) to establish a Patron Driven Acquisition program. Once a month, YBP would download e-books to the Dacus Library Online Catalog. As it happened, our first e-book purchase was actually two e-books purchased on the same day. The two first e-books purchased on December 13, 2011 were *Destined for Failure: American Prosperity in the Age of Bailouts* and *Cities Going Green: A Handbook of Best Practices*. Both of these titles are still in our collection.

#### Demand Driven Acquisitions or Patron Driven Acquisitions:

Dacus Library has established a profile with Yankee Book Peddler by selecting specific subject areas to be included in the weekly downloads. Then, on a weekly basis, Yankee Book Peddler supplies discovery records for digital titles that match our selected subject areas. These titles remain in the catalog for one year and are available for free browsing, short-term loans and for purchase. Library patrons can locate these e-books through the online catalog and also in the electronic database, *ebrary Academic Complete*.

Our contract with Yankee Book Peddler permits three short-term loans of either 10 minutes or 10 pages with no charges. The fourth short-term loan automatically triggers a purchase. This arrangement allows for individual patrons to add specific titles to our e-

book collection. Therefore, we should see an increase in the number of e-books in the most heavily used subject areas. And on the other side, those patrons using less popular subject areas will be able to access books on a short-term loan basis.

#### ebrary Academic Complete:

Dacus Library has a subscription to a base collection of e-books from *ebrary Academic Complete*. This base collection provides unlimited, concurrent multi-user access to over 75,000 titles, with more titles being added monthly. This collection is currently valued at over seven million dollars if these titles were purchased outright. The collection emphasizes academic scholarly titles. The service also provides apps to download content to the iPad, iPhone, iPod touch, and Android. InfoTools include a multiple searching option, chapter ranking of search results, highlighting and annotating, and usage statistics.

In a brochure for *ebrary Academic Complete*, Anne Cerstvik Nolan, Electronic Resources Coordinator at Brown University Library, states that ebrary provides access to a "multidisciplinary library of e-books from authoritative publishers. Best of all, the collection is available to any number of students at any time and continues to grow at no additional cost."

The table below provides a breakdown by topics of the e-books available for Winthrop faculty, staff and students on April 22, 2014.

Ebrary Academic Complete		
Subject Area	Call Number Range	Number of e-books
Anthropology	GF1 – GT6390	1,408
Business & Economics	HB1 – HJ9999	17,500
Computers & IT	QA71 – QA100	2,675
Education	L1 – LJ165	4,821
Engineering & Technology	T1 – TP1185	7,435
Fine Arts	N1 – NX820	1,941
History	D1 – F3799	13,848
Language & Literature	P1 – PZ90	21,707
Law	K1 – KZD5681	3,392
Life Sciences	QH1 – QR502	4,110
Medicine	R1 – RZ999	10,388
Physical Sciences	QD1 – QC996	3,329
Psychology	BF1 – BF1381	2,138
Religion	BL1 – BX9999	6,861
Social Sciences	H1 – HX971	26,945

### E-book Usage Study in Spring 2013

In the spring of 2013, the acquisitions librarian conducted a study of e-book usage based on a year and a half of gathered statistical data. The table below compares the year to date usage for print books and e-books.

Comparison of Print Books and e-Books Usage by Subject January – April 2013				
Subject Area	Print Books		E-books Usage	
	Check Outs	Rank	Titles Accessed	Rank
Anthropology	94	20	31	13
Biology	374	8	144	3
Business	207	15	144	2
Chemistry	135	19	21	15
Computer Science	1194	5	55	9
Dance	61	24	5	24
Design	1593	2	7	23
Education	2219	1	55	10
English	1388	4	172	1
Fine Arts	679	6	11	22
Geography & Geology	73	23	17	17
Health & PE	145	18	17	18
History	1409	3	138	5
Human Nutrition	86	22	14	19
Mass Communication	201	16	13	20
Music	271	10	36	12
Mathematics	87	21	12	21
Philosophy & Religion	450	7	99	7
Physics	45	25	44	11

### E-book Survey 2014

The e-book survey was conducted for these reasons:

- To inform the library user that Dacus Library currently has e-books
- To ascertain if they had ever used one of the e-books
- To determine their preference between a printed book and an e-book
- To seek their opinion on e-books as part of the permanent collection in their discipline
- To identify means to increase usage of the e-books

The survey was developed using Qualtrics. One survey was distributed to faculty, staff and administrators. It was sent electronically to the Library News e-mail group. One hundred twenty-three of these surveys were returned.

Survey Faculty, Staff, and Administrator Demographics	
<b>Gender</b>	
Male	33%
Female	67%
<b>Administrator &amp; Other 11%</b>	
Office of the President	13%
Academic Affairs	63%
Student Life	13%
Other	13%
<b>Faculty 61%</b>	
College of Arts & Sciences	54%
College of Business Administration	6%
College of Education	13%
College of Visual & Performing Arts	15%
Dacus Library	6%
University College	6%
<b>Staff 28%</b>	
<b>Years at Winthrop</b>	
New this year	14%
1-5 years	25%
6-10 years	20%
11-15 years	11%
16-20 years	8%



A second slightly different survey was distributed to students through the All-Students daily announcements. As only 14 of these surveys were returned, paper copies of the survey were distributed at the Information Commons. With the added enticement of candy, 170 surveys were completed. These surveys were then entered into Qualtrics to calculate the results.

Survey Student Demographics	
<b>Gender</b>	
Male	30%
Female	70%
<b>Undergraduate Students</b>	
Freshman	18%
Sophomore	20%
Junior	32%
Senior	30%
<b>Graduate Students</b>	
	5%

## Analysis of Results

### Does Dacus Library currently offer access to e-books? How many do we have?

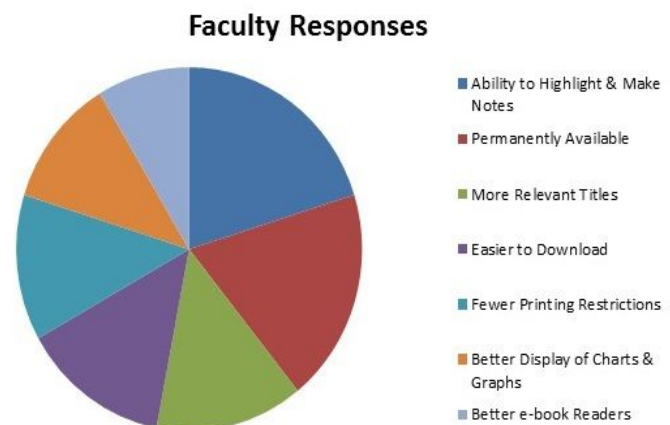
The first two questions were designed to inform the library patrons that we do have e-books and we actually have over 140,000 of them. Sixty-two percent of the faculty/staff knew that we had access to e-books; whereas 36% did not know if we had e-books. A larger percent of the students (74%) knew we had e-books, with only 25% who did not know.

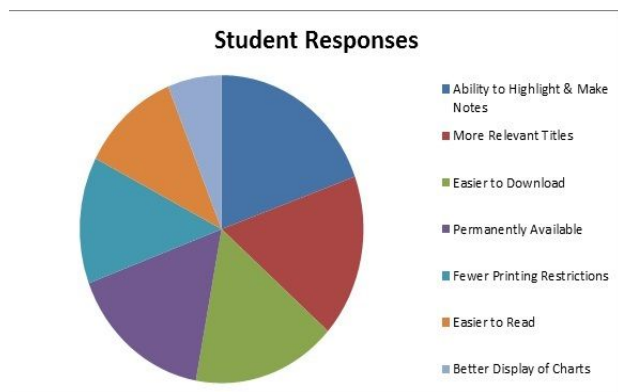
### Have you ever used an e-book for your academic work?

A high percentage of the faculty/staff (67%) have not used one of the e-books from our collection for their academic work. Forty-five percent of the students indicated that they had used one of the e-books for their academic work.

When you have the option of using either the electronic or print version of an academic book, which do you typically use?	
<b>I typically select the e-book.</b>	
Faculty / Staff	14%
Students	19%
<b>Selected Comments:</b>	
Faculty & Staff	Students
• Searchable	• I can highlight the e-book.
• With poor vision, e-book is easier to read.	• Easier to access wherever you go without toting around a heavy book.
• More convenient to take when traveling	• I can easily find key words in e-book
• They provide immediate access to information.	• I don't have to concern myself with wear/tear, spills, return dates.
• Because if I need to access multiple books, I can carry them all in one tablet.	• e-book allows me to save on space as single device can give me access to thousands of books.
<b>I typically select the print book:</b>	
Faculty / Staff	52%
Students	53%
<b>Selected Comments:</b>	
• Portability customization and ownership	• Too much screen time bothers my eyes
• Easy to carry around – doesn't need batteries to operate	• It is easier to flip back or put tabs on pages I want to revisit
• Nostalgia, plus it's still easier to flip around a physical book than to wait on an e-book to turn pages	• It doesn't distract me with blinking visuals

### What improvements would increase your usage of e-books?





The top two reasons to increase e-book usage for faculty and staff were the “ability to highlight and make notes” and “permanently available.” Whereas for students the top two reasons were the “ability to highlight and make notes” and “more relevant titles” for their topics

#### Various Comments Concerning e-books:

The next group of questions asked the participants to agree, neither agree nor disagree, or disagree with different comments. These comments expressed diverse opinions on e-books. The first comment was taken from a research article in Scientific American, which stated, “In many studies people understand and remember what they read on paper better than what they read on screens. Researchers think the physicality of paper explains this discrepancy.” Students (75%) overwhelmingly agreed with this statement; whereas half of the faculty/staff (50%) agreed.

Slightly more than half of all respondents agreed with this statement, “E-books will eventually become the most popular format for books.”

#### Which format do you believe is most important for the Dacus Library collection?

For this question we wanted the respondents to make a choice between e-books and printed books for the future of the collection. The obvious choice is both; however, we were interested in their opinions specifically within

their discipline. Overall both the faculty & staff (63%) and student (80%) groups selected the print book as most important for the collection. The tables below breaks these results down by specific discipline and demographics.

Which format do you believe is most important for the Dacus Library collection?					
Faculty & Staff			Students		
Years at Winthrop	E-books	Print Books	Year in School	E-books	Print books
New	5	7	Freshman	4	22
1-5 years	12	14	Sophomore	6	24
6-10 years	11	10	Junior	10	38
11-15 years	4	8	Senior	9	36
16-20 years	2	6	Graduate	3	5
21-25 years	2	7			
Over 25 years	3	8			
Males	17	14	Males	14	34
Females	22	44	Females	18	93

Which format do you believe is most important for the Dacus Library collection?			
Academic Unit & Department	E-books	Print Books	Total
<b>College of Arts &amp; Sciences</b>	<b>12</b>	<b>20</b>	<b>32</b>
Biology	3	3	6
Chemistry, Physics and Geology	0	2	2
English	2	4	6
History	0	2	2
Human Nutrition	1	1	2
Interdisciplinary Studies	1	0	1
Mass communication	2	1	3
Mathematics	0	1	1
Philosophy and Religious Studies	2	0	2
Political Science	1	0	1
Psychology	0	0	0
Social Work	0	1	1
Sociology and Anthropology	0	1	1
World Languages and Cultures	0	2	2
<b>College of Business Administration</b>	<b>2</b>	<b>2</b>	<b>4</b>
Accounting, Finance and Economics	0	0	0
Computer Science and Quantitative Methods	1	1	2
Management and Marketing	1	1	2
<b>College of Education</b>	<b>5</b>	<b>4</b>	<b>9</b>
Counseling, Leadership and educational Studies	3	1	4
Curriculum and Pedagogy	0	2	2
Physical Education, Sport, and Human Performance	2	1	3
<b>College of Visual &amp; Performing Arts</b>	<b>0</b>	<b>10</b>	<b>10</b>
Design	0	3	3
Fine Arts	0	5	5
Music	0	0	0
Theatre and Dance	0	2	2
<b>Dacus Library</b>	<b>1</b>	<b>3</b>	<b>4</b>
<b>University College</b>	<b>1</b>	<b>1</b>	<b>2</b>

### General Observations:

- More students (45%) responded that they had used an e-book from our collection for an assignment than faculty/staff (33%) indicated that they had used an e-book for their academic work.
- Over half of both surveyed groups responded that when given a choice they would use a print book rather than an e-book. An even larger percentage of both groups (72%) felt that the print books were more important for the library collection.
- When reviewing data by specific departments, it is hard to conclude definitive statements due to the relatively small numbers of respondents by departments. However, all participants from the College of Visual and Performing Arts agreed that print books were most important for the collection in their disciplines.
- Also, the newer faculty and staff members (at Winthrop less than 10 years) are basically evenly divided between print books and e-books.

### Conclusion:

- It is recommended that this survey be re-administered in 2 – 3 years. This will give faculty, staff, and students more time to actually use the e-books and the technical issues with the e-books and the e-book readers should have improved.
- The next time the survey is administered, it is recommended that the 'Faculty Conference' mailing distribution list be used. Hopefully this would increase the number of responses from faculty members in different departments.

- Unless the All Students distribution list is enhanced and the survey link can be emailed directly to the students, the

best way to get responses from the students is to distribute a printed copy of the survey within the library.

- The two tables below list selected comments from students, faculty and staff concerning their general views of e-books as part of the Dacus Library collection.

**Susan Silverman** is the Director of Library Assessment at Winthrop University

Photo by Alex Silverman

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## PEER REVIEWED ARTICLE

### Academic Library Outreach to Minority Students: The Role the Library Plays in Meeting the Needs of Minority Students at Francis Marion University

By Bernadette Johnson

Many colleges and universities nationwide are witnessing a significant shift in the racial and ethnic makeup of their student bodies. With the increased opportunities for minorities to receive better education, many minorities are taking full advantage by enrolling in colleges and universities. "Nationally, minority student enrollment at universities and colleges across the country has risen rapidly over the past few decades and continues to grow" (Love, 2009, p. 4).

According to the Digest of Education Statistics, blacks have made up 15% and Hispanics 13.9% of Fall enrollees for the past few years. Since the enrollment of minority students has seen such a steady increase, it's important for academic libraries to increase their variety of library services, resources, and staff to meet the needs of minority students.

Francis Marion University (FMU), located in Florence, South Carolina, illustrates this changing racial makeup of the student population. According to statistics from the Human Resources Office of FMU, the Fall enrollment of undergraduate students shifted from 74% white and 24% black in 1994 to 46% white and 49% black in 2013. The black student population showed a drastic increase, whereas the other minority groups did not. The small percentage classified as Other in **Figure 1** makes up Hispanics, Native Americans, Asians, Multiracials, Pacific Islanders, Non-Resident Aliens, and Unknowns.

However in **Figure 2**, the Fall enrollment of FMU graduate students does not show the same trend. The Fall graduate enrollment of blacks and other minorities from 1994-2013 remains relatively low compared to whites.

Whites still hold the overall majority of Fall enrollments when undergraduates and graduates are factored together. From 2010 to 2013, the average Fall enrollment of minority graduate students was 30% compared to the minority undergraduate Fall enrollment average of 53%. Although the FMU enrollment of minority graduate students remains low, it is overshadowed by the steep increase of enrollment of undergraduate minorities, specifically blacks.

James A. Rogers Library (Rogers Library) at Francis Marion University, like many academic libraries nationwide, is faced with the challenge of meeting the changing needs and demands of its student patrons. For instance, the library now faces a higher demand for African-American fiction and other books that explore African-American popular culture. Students desire to be in a learning environment that speaks to them and gives them something they can relate to.

The library has taken considerable strides in diversifying the library such as setting up bulletins with black and white photographs showing live Civil Rights marches, protests, and other photos related to the Civil Rights Movement during the 1960's. In honor of the Civil Rights' 50<sup>th</sup> anniversary, a temporary display showing video footage from that era is set up in the library's foyer entrance. The library has also developed a LibGuide for International and foreign exchange students. The guide informs foreign students of the programs and services offered to them by FMU and steps prospective foreign FMU students need to take in applying for FMU. As the student population changes, so will the needs and demands of the students who visit the library.

Another way to meet these needs is to diversify the library's collection. Because the fastest growing minority student population is African-American, the library is making efforts to include library resources that appeal to that population. To illustrate this effort, in 2010 the library was granted funding to build an African-American Collection. An African-American Steering Committee made up of librarians, library staff, and university professors was formed to oversee the development of this collection.

The African-American Steering Committee was originally tasked with establishing a collection highlighting the lives and accomplishments of African-Americans in the Pee Dee Region and across South Carolina. The committee later expanded the collection scope to include works by or about African-Americans in general, not just in South Carolina. This collection helps to meet the intellectual needs of the university's students. The collection consists of fiction, nonfiction, scholarly books, multivolume books, and the most recently added, DVDs, which are included with the book collection and can also be checked out.

In trying to determine the success of this collection, one question emerged: is the African-American Collection being utilized by students, faculty, staff, and other library visitors at a sufficient rate?

In 2013, a biennial library survey was given to FMU students in order to assess student needs and perceptions of the library. A total of 1058 surveys were distributed to randomly selected classes on campus. Out of the 1058, 462 completed the survey, which is 44%. Of those who responded, 25% were freshmen, 20% were sophomores, 20% were juniors, and 34% were seniors. One of the questions in the survey asked was if student ever used the African-American Collection. Only 11% of the responders indicated they've used the African-American Collection.

The fact that the AAC was developed only a few years ago may explain its low usage among students. Proper advertising and promotion, which will be discussed later, will help to increase awareness of this collection. Although the creation of an African American collection has been successful in diversifying the library's collection, it's not enough to draw the student population to the library and meet their information needs.

Many students come to the library looking for resources for their research topics that focus on African-American and other minority concerns both historical and current. MacAdam & Nichols state that librarians at Michigan's Undergraduate Library realize there are "groups of students with needs so particular that library services must be targeted specifically for them" (1989, p. 205).

In addition to books and DVDs in the African-American Collection, the library subscribes to several databases geared towards the African-American experience both historical and present. These acquired resources must also be properly managed and promoted to encourage utilization. LibGuides, by SpringShare are excellent tools for content management and promoting library resources. Since Rogers Library had previously created LibGuides for disciplines such as Education, Business, Biology, English etc., a LibGuide was also created for African-American studies which highlights and promotes the African-American Collection.

It is one matter to acquire all of these library resources; however, the library must also be promoted in a way to attract students and even faculty to the library in order to see all it has to offer both online and onsite. This is where advertisement and marketing comes into play and one of the most effective ways of marketing is through social media. Kim, Sin & Yoo-Lee (2014) claim that college students are particularly heavy users of social media, citing a 2011 Pew report that found over 80% of those surveyed used social media. Furthermore, Kim,



Sin & Yoo Lee note that librarians have used these social networks for student outreach. (p. 443)

Rogers Library uses Facebook, Twitter, YouTube, and Flickr along with its website to promote library services, resources, and events. These networks can increasingly be used to raise awareness of African-American material.

It's very important that librarians and library staff not only work within the confines of the library, but to collaborate with students and faculty outside the library setting. One way way for academic libraries to reach their minority students is to get involved with multicultural and diversity organizations on campuses. Love claims that although multicultural outreach in academic libraries may not necessarily improve the retention rates of minority students, the low retention of these under-represented students should motivate academic libraries to implement multicultural programming (2007, p.14).

Rogers Library has representation on the FMU Multicultural Advisory Board (MAB). This representation hasn't yet made any major difference in library services because the library representation has not long been in place. However, with further collaboration with students on the MAB, the library can learn how to better serve the needs of diverse students.

The library also has staff and librarians serving as active members on the FMU African-American Faculty and Staff Coalition. The purpose of the coalition is to enhance cultural awareness, promote professional development among faculty, staff, and students, and to encourage retention and recruitment of African-American faculty and staff at FMU.

This library also has active members on the Round Table for African American Concerns (RAAC), which is a round table within the South Carolina Library Association (SCLA). The purpose of this roundtable is to promote the recruitment and retention of minority librarians in South Carolina and to help libraries acquire

services to meet the information needs of minorities.

One way to possibly determine the effectiveness of these efforts is to compare the graduation rate of minority students to white students. Nationwide, the graduation rates of blacks and Native-Americans lag behind that of whites and Asian-Americans by a significant margin. Love (2007) observed the following:

The retention rates of minority students across the United States are staggeringly uneven between white students and minority students. In *Retaining African Americans in Higher Education*, Lee Jones (2001, 7) wrote that in 1997, African Americans and Native Americans trailed behind the graduation rates of whites and Asian-American students. Across the nation, the average retention rates of white students stood at fifty-eight percent, whereas for African-American students, the retention rate was eighteen percent lower, at forty percent. (p. 14)

**Table 1** shows the number of FMU black and other minority bachelor's degree recipients compared to FMU white bachelor's degree recipients in raw numbers, and **Figure 3** shows it in percentage. The number of black bachelor's degree recipients is lower than those of whites, but not by a terribly large margin. The other minorities' graduation number is far lower and understandably so because their rate of enrollment is extremely low. The data also shows that the number of black graduates remained steady for the past several years, which is very encouraging. However, there is still room for improvement.

The encouraging statistics of the minority student graduation rate shows there is a level of satisfaction being had by FMU's minority students for them to stay on and graduate. Although it can't be said for sure if Rogers Library helped to bring about these improving graduation statistics, the library has worked diligently to diversify the learning environment for students.



Nevertheless, there are many ways the library can continue to improve services offered to both minority students and to students in general. Along with its university, it is Rogers Library's top priority to provide all students the

best service possible in their quest for a higher education. An academic library is the information center of its university and plays a key role in the continuing education of all its students.

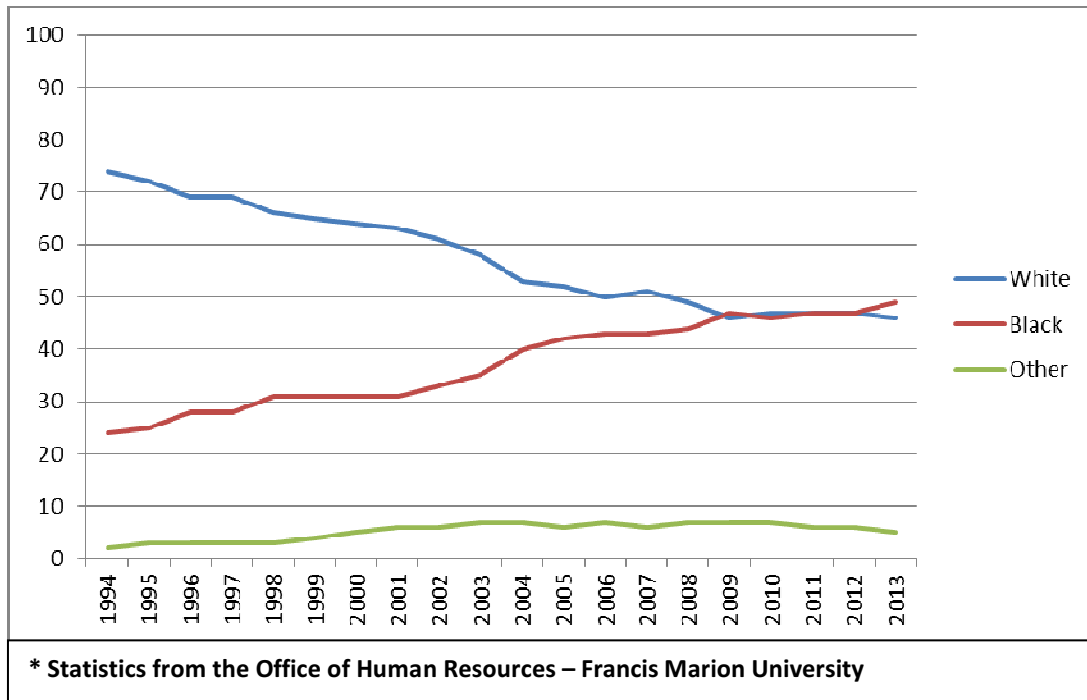
**Bernadette Johnson** is Reference Librarian at Francis Marion University

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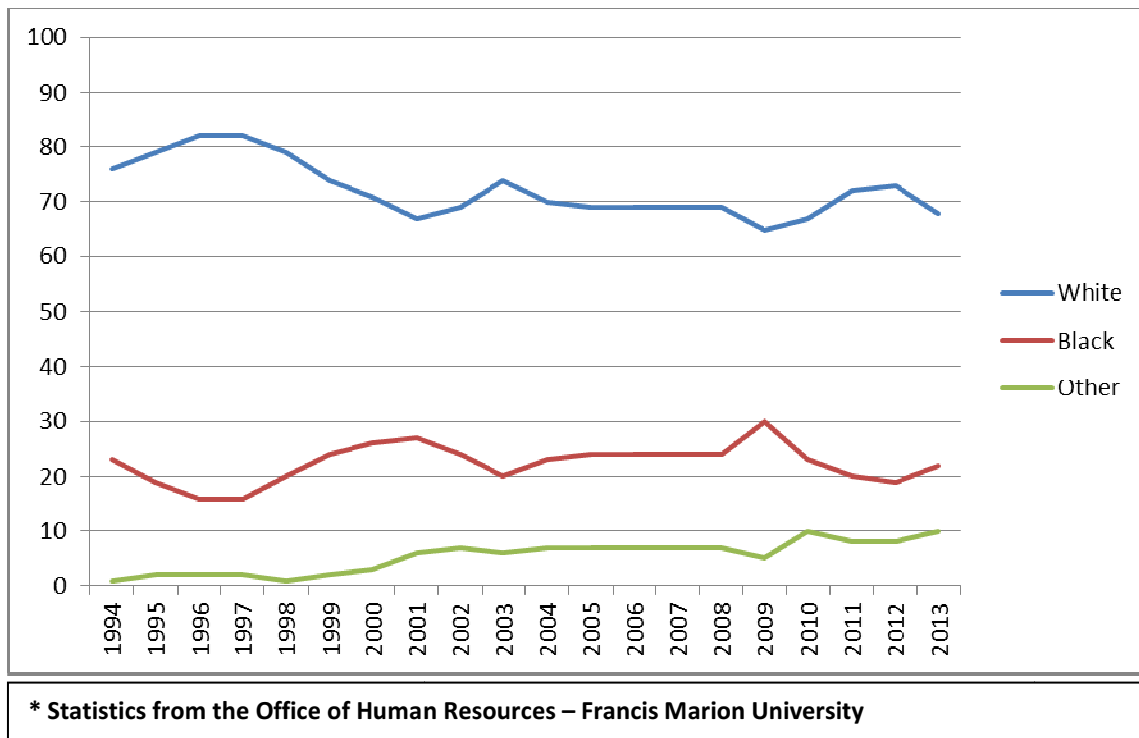
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## Appendix:

**Figure 1 - Percentage of FMU Fall Enrollment of Undergraduate Students by Race 1994 – 2013:**



**Figure 2 - Percentage of FMU Fall Enrollment of Graduate Students by Race 1994 – 2013:**



**Table 1 – Number of Bachelor Degree Recipients by Race**

**2007-2014**

<b>Year</b>	<b>Black</b>	<b>White</b>	<b>Other</b>	<b>Total</b>
2007-2008	177	287	37	501
2008-2009	191	275	30	496
2009-2010	212	283	29	524
2010-2011	224	297	32	553
2011-2012	219	304	43	566
2012-2013	221	315	50	586

\* Statistics from the Office of Human Resources – Francis Marion University



# NEWS FROM AROUND SCLA

## Information Literacy Round Table

The librarians at the University of South Carolina Upstate Library offered a free workshops day to educators and librarians in South Carolina on July 30. Karen Swetland offered a workshop on copyright and was answering librarian's copyright questions until the last possible minute. Breanne Kirsch discussed plagiarism prevention and detection during the other morning workshop and introduced many educators and librarians to the Goblin Threat game by Mary Broussard at Lycoming College, available:

<http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx>. One of the afternoon sessions included an overview of emerging technologies and apps by Breanne Kirsch. Another workshop offered public communication suggestions and tips, presented by Kevin Shehan. Virginia Alexander spoke about digital citizenship and social media. More details about the workshops can be found at the related LibGuide, available: <http://www.uscupstate.libguides.com/Workshops>. Since this first, free workshops day was well attended and seemed to be a success, the librarians are considering offering similar events in the future.

Since its last SCLA Board meeting, the Information Literacy Round Table (ILRT) has:

- ♣ \*worked on producing its second issue of the 2014 newsletter;
- ♣ \*participated in a SCLA conference (the Chair) call pertaining to the revised budget; and
- ♣ \*continued to tie up loose ends from its iTeach workshop (e.g., reimbursements, thank yous, and related activities).

Regarding the current online forum discussions about the revised budget and SCLA's

contributions to Sections and Round Tables, I concur with ILRT's Vice Chair that services SCLA rendered toward the iTeach workshop was greatly appreciated. After losing one of four officers in May and sometimes others during the year due to job and/or personal related demands, SCLA's assistance became most valuable. These services included the promotion, registration, cost/budget management, Web page management, keynote speaker hospitalities, and related assistance. Our goal was to develop and provide a professional workshop, which at times became quite demanding for three, sometime two people; therefore, the extra help was invaluable.

The ILRT would like to mention ACRL's [\*Framework for Information Literacy for Higher Education\*](#). These will be a significant revision to the current *Information Literacy Competency Standards for Higher Education*, which were adopted in 2000. The Task Force completed the feedback stage for the Framework and expect to send a completed document to the ACRL Board for consideration in August 2014, to be voted upon at the September 2014 meeting.

The Framework is organized into six Frames, each consisting of a threshold concept that is central to information literacy; a set of knowledge practices; and a set of dispositions. The six threshold concepts that anchor the frames are:

1. Scholarship is a Conversation
2. Research as Inquiry
3. Authority is Contextual and Constructed

4. Format as a Process
5. Searching as Exploration
6. Information has Value (Revised draft, pp. 1-2)

Threshold concepts as tools were discussed at the ALA Annual Conference in 2014. For more information, a concise description can be found at

[Threshold Concepts: Undergraduate Teaching, Postgraduate Training and Professional Development](#)

[A short introduction and bibliography.](#) The concepts include a set of abilities that each learner will/should be able to do as well as dispositions, or “critical self-reflection” components. (p. 2). At first glance, these seem to not have much in common with the current Competency Standards; however, the Framework gives these ideas a contemporary context.

Respectfully submitted by  
Ruth A. Hodges

### **New Members Round Table**

The New Members Round Table has had a fun and productive year preparing for the SCLA Conference in October. The officers have worked hard to promote the round table’s core values, namely to help newer librarians through interchange and professional development opportunities. Each officer hosted a brunch in his or her area, so there was one in the Columbia area, one in the Greenville area, and one in the Charleston area. Although there were plans to host a webinar about best practices for new library employees, the officers decided to cancel it because of issues related to finding the best webinar hosting software. Instead, they have focused their efforts on involvement in the annual SCLA Conference. The round table will be hosting

two conference sessions, *Off the Beaten Path: Best Practices for New Librarians & Library Paraprofessionals* and *SCLA Play*, as well as assisting with a networking event called the *Speed Networking Coffee Hour*. Membership to the New Members Round Table is open to any person who has worked in a South Carolina library for less than five years and is a member of SCLA. Please feel free to contact the officers with questions or comments: Jake Duffie (Chair) [jduffie@richlandlibrary.com](mailto:jduffie@richlandlibrary.com); Megan Summers (Vice-Chair) [summersm@ccpl.org](mailto:summersm@ccpl.org); Breanne Kirsch (Secretary) [bkirsch@uscupstate.edu](mailto:bkirsch@uscupstate.edu).

### **GLBTQ Interest Group**

The SCLA GLBTQ Interest Group met earlier in the year to discuss ways in which to promote nondiscriminatory access to GLBTQ information to both individuals and allies. These ways include how to provide access to an online repository for resources concerning GLBTQ topics. The group would also like to see ease of conversation and connections between all South Carolina libraries in regards to GLBTQ resources, not only through face to face interactions, but also via virtual meetings. The GLBTQ interest group sees online collaboration as a way to increase services to a greatly underrepresented community.

### **Youth Services Section**

The Youth Services Section (YSS) of SCLA partnered with the SC State Library on their fourth annual Summer Reading Kick-off, StoryFestSC. StoryFestSC was held on June 7, 2014 and featured local storytellers, author presentations by Nina Crews and Brian Lies, face painting, a visit from Cocky and SC ETV's Smartcat, and a Reader's Theatre. Young adults enjoyed some photography fun with a green screen booth and props.

YSS hosted the craft station at the event, which was manned by dedicated YSS officers and members who volunteered their time to make this event a success. (In total, more than 100 volunteers contributed almost 700 volunteer hours to make StoryFest a reality!) Participants made beaded pipe cleaner bubble wands and got to try out their creations with homemade bubble liquid. YSS gave out the recipe to encourage kids to go home and make their own homemade bubble liquid as a fun family activity and to promote the Summer Reading Fizz Boom, Read science theme. Other crafts included a construction paper robot and a balloon hovercraft.

At the end of the day, 1663 children and adults (or 485 families) attended from across 26 different counties throughout South Carolina! That's a lot of crafts!

Currently, YSS is gearing up for the 2014 SCLA Conference by planning conference sessions and fun activities for youth services participants. You're going to want to stop by the YSS table because the candy bar will be back!

**Committees looking for officers:**

Archives and History

Conference Planning

Constitution and Bylaws

Continuing Education

Financial Planning And Development

Library and Personnel Standards

Sponsorship

For information on joining any of these committees, please see the About page at [scla.org](http://scla.org).

*Compiled by Donna Maher, The Citadel*





## BOOK REVIEW

**Wicked Edisto: The Dark Side of Eden** by  
Alexia Jones Helsley  
The History Press, 2014, \$19.99

Every good story has an element of conflict and suspense, but how about a story with three centuries of unexplained deaths, crime and scandals? That's what readers will find in Alexia Jones Helsley's new book, *Wicked Edisto*. Spanish pirates, antebellum duels and drug smugglers are just a sampling of incidents that reveal the dark side of Edisto Island. Alexia Jones Helsley delves into Edisto Island's past to uncover tales of marauders and murderers, adulterers and illegal slavers. Her thorough research portrays a glimpse of Edisto overlooked in most history books.

Edisto Island, a barrier island off the coast of South Carolina, roughly forty miles from Charleston, is surrounded by salt marshes, creeks and rivers. Native Americans fished and farmed the land and later Spanish pirates plundered and ransacked the island's homes. Slaves were brought to the island to harvest rice and continued long after slavery was outlawed. The marshes, bays and creeks around Edisto, were particularly inviting to bootleggers and smugglers because of the easy access to inland. During the Prohibition bootleggers operated on Edisto and fifty years later the largest marijuana drug bust in South Carolina took place on the Island.

Alexia Jones Helsley, an adjunct professor at the University of South Carolina in Aiken, has a thirty-seven year career as an archivist at the South Carolina Department of Archives and History. She recently taped *Branches*, an eight-part program on how historians and

genealogists can use state records, for SC-ETV. Author of fifteen publications, she is an expert on South Carolina history, slavery and the Civil War. She has been awarded for her efforts to promote the research and preservation of SC History. Currently, she manages a historical and genealogical consulting business.

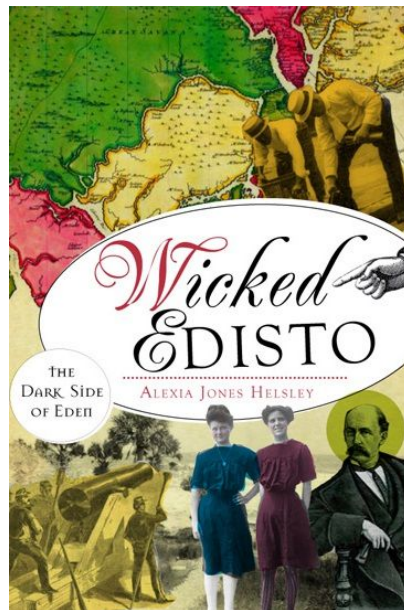
*Wicked Edisto* is Helsley's third book in the Wicked Series from The History Press. The other titles are *Wicked Columbia* and *Wicked Beaufort*. The History Press promotes local authors who write stories about their

community. Since 2004, they have published nearly two thousand local and regional history titles. In July, 2014 Arcadia Publishing acquired the Charleston-based U.S. subsidiary of the British-owned The History Press Ltd.

Helsley's book is a historical account of the wicked events that occurred on this beautiful, serene island. Although accurate, Helsley does indicate when the evidence is not very clear, or the outcome is purely speculation. The book is short, only 132 pages, with black and white photographs. Readers will be overwhelmed with all the violence or

excited by the gruesome tales. History buffs will enjoy collecting stories to impress their friends. Those who prefer a blend of the good and evil would do better with *Tales of Edisto* by Nell S. Graydon while others desiring more details and drama on smuggling operations should also read *Jackpot* by Jason Ryan. *Wicked Edisto* is recommended for public libraries.

**Carol Price** is a doctoral student in the School of Library and Information Science, University of South Carolina





## BOOK REVIEW

**Eerie South Carolina: True Chilling Tales from the Palmetto Past** by Sherman Carmichael  
with illustrations by Kristen Solecki

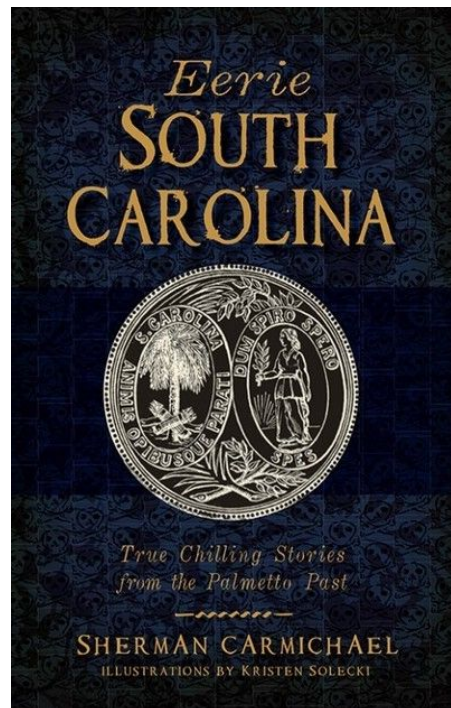
The History Press, 2013, \$14.99

For gathering around the campfire, grab the marshmallows and leave *Eerie South Carolina:*

*True Chilling Stories from the Palmetto Past* on the shelf; however, for a spine-tingling history lesson, consider cozying up with this book, the third book written by Sherman Carmichael. The title is a bit misleading, as the stories are less horror fiction and more historical non-fiction. The purpose seems to be documenting arcane South Carolina phenomena, ranging from strange aspects of natural history to everyday supernatural occurrences. As such, Carmichael is successful, writing in an unpolished style that is accessible, albeit often mundane, to a variety of audiences. Barring some minor but noticeable errors missed in pre-production proofreading, the casual style situates spooky, unnerving perspectives in the element of truth, which enhances the thought-provoking nature of the book and demonstrates respect for the subject matter. Rather than relegating the time-honored tales to mere ghost stories, Carmichael mentions theories of parapsychology and physics in an attempt to broaden the understanding of why paranormal events transpire in the first place. Of particular interest are the stories from the South Carolina Lowcountry; the insertion of colloquial bits of curiosities and wonders streamlined with historical facts of Southeastern South Carolina, told in a matter-of-fact style, is surely effective history telling. Also of note are the

accompanying drawings by Kristen Solecki. While Solecki is an accomplished illustrator, the whimsical folk art drawings fail to purposefully augment the text. Overall, Carmichael is a knowledgeable writer and steadfast researcher who obviously has a genuine affection and great love for the people, places and stories

about which he writes. The publication performs as a collaborative, grassroots effort involving South Carolinian players Carmichael, Solecki, The History Press, and other personalities, both living and ethereal, with the best of community-oriented intentions. All said and done, the recommendation is to check expectations and preconceived notions at the door and give *Eerie South Carolina: True Chilling Stories from the Palmetto Past* a try, with the lights turned on, of course.



*Charlsye Preston-Briegel* is an MLIS candidate 2015, at University of South Carolina, School of Library and Information Science



## BOOK REVIEW

**In the Garden of Stone** by Susan Tekulve  
Hub City Press, 2013, \$17.95

Winner of the 2012 South Carolina First Novel Prize, *In the Garden of Stone* is the story of fifty years in the life of an Appalachian family. It begins in 1924 with sixteen-year-old Emma Palmisano. Emma's father is a Sicilian immigrant who came to America to work in the coal mines. Her mother, a former teacher, has been beaten down by the dirt and fear that are constants of life in a coal mining village. She is mean-spirited and suffers from frequent bouts of depression, and has retreated into a fervent but morose version of her adopted Catholicism. When a railroad accident buries their house in a carload of coal, Emma is pulled out by Caleb Sypher, a young railroad man. Caleb treats her gently, and wipes her cut and dirty feet with clean white handkerchiefs. Emma is undone by his tenderness: "She could take the pain in her body, but this man's kindness made her want to sit cross-legged on the ground and weep." She knows in that moment she will follow him anywhere. They marry a week later and travel to Caleb's homestead in Virginia, forty-seven acres of pristine mountain farmland.

Caleb lived in Italy while serving in World War I and several years afterward. His native desire for beauty was well schooled there, and he works to make his and Emma's home a lovely and gracious place. He brings Emma gifts of furnishings and china, and even builds an Italian garden with a waterfall and pool. Sunday dinners are glorious affairs, plates filled with

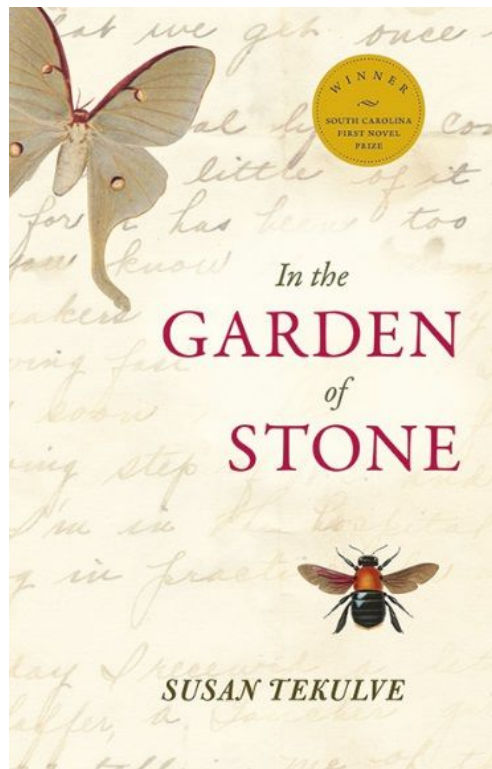
dishes such as "rabbits braised with honey and vinegar, covered with wild onions and figs."

Though a little overwhelmed at first, Emma realizes, "Before Caleb, [she] had never met a man who bought books and read them to her. He was the only man she'd ever known who used the words *soul* and *beauty*. He was the only man to make her a bed out of cotton." They have a son, Dean, and proceed happily for the most part, even through the Depression years, until a tragic event changes their lives forever. No spoilers here, but the story follows Dean's life, his wife Sadie's, and their daughter Hannah's through 1973.

*In the Garden of Stone* was a joy to read. The language is beautiful, lyrical but never overblown. The characters are real, fully drawn, all human, all flawed to some degree. Even the minor characters whose lives are interwoven with the story -- Sadie's "outlaw" half Cherokee mother Jane, or Emma's Aunt Maria, who once ran away with a man, but returned to the village and spends the rest of her life cooking sumptuous meals for

single miners -- feel alive and breathing.

Tekulve uses an interesting narrative technique. Each chapter focuses on one character, and is told from that character's point of view. It illuminates a specific instance or critical period that is a turning point in that character's life. This allows the author to mine the character's interior life fully, and to show others from a



different point of view. The result is almost like a set of interrelated short stories.

The book imparts a powerful sense of place, and how those places affect the lives of the people living in them. The contrast could not be greater between the soul-killing mining village and the soul-sustaining mountain wilderness homestead. One of book's great charms is the rich description of the Appalachian countryside – the native plants and animals, the way the light and shadows move among the mountain peaks, the mountain streams with brown trout hiding in pools.

The book also brings to life some of the history and culture of Appalachia. It provides a fascinating window into the immigrant experience, details of life in a coal mining town, and the dynamics of railroad labor disputes during the Depression years. It offers a glimpse of traditional Cherokee knowledge of the land, and what contemporary life is like for some of the descendants of the Cherokee who managed to avoid removal. In her acknowledgments, Tekulve thanks her mother-in-law and a member of her own family for sharing their family stories with her. She notes that both women passed away before the book was completed, "but their voices linger on in its pages." Those living voices, nurtured and shaped by the author, surely account for some of this novel's vivid quality. I was left wanting to hear more.

Literary fiction, recommended for academic and public libraries. The author teaches writing at Converse College in Spartanburg.

**Kathryn Wesley** is Continuing Resources and Government Documents Librarian at Clemson University Libraries





## BOOK REVIEW

**A history of South Carolina barbeque** by Lake E. High, Jr.

American Palate, a division of The History Press, Charleston, SC, 2013, \$19.99

Before reading this book, I wouldn't have thought that the origins and definition of barbeque as a cooking method and foodstuff would be so hotly contested or controversial. I grew up in the south, so I know that there are regional differences and perspectives surrounding what a given population considers BBQ, bar-b-cue, 'cue, or barbeque. Just agreeing on a spelling can take time. I also know that some people like to argue.

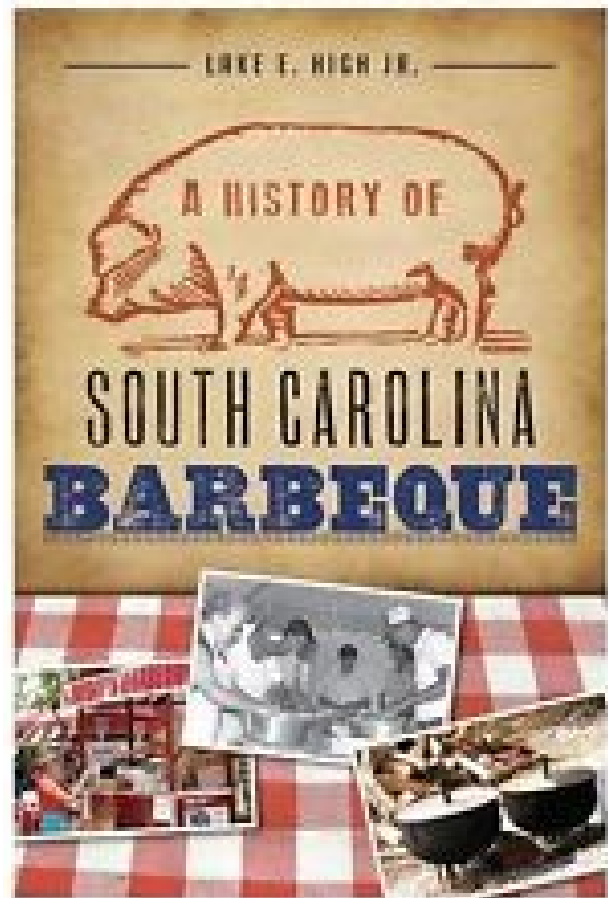
I believe all involved would agree that barbeque involves meat subjected to heat and smoke, and isn't something you do in haste. There is no argument that this author is an aficionado of all things barbeque in South Carolina. As the president and co-founder of the South Carolina Barbeque Association, and an esteemed judge of barbeque, he sets out to definitively state the when, where, how and who of BBQ in SC.

I wanted to relish this book, both for its ties to South Carolina and my favorite food group. But I did not. First, the folksy writing style does not lend itself to a historical examination. And there are some assumptions made in this volume that are hard to ignore, such as: "Since food is loved by all and *many blacks are naturally good cooks*, they took to the art of barbeque quickly and well" (Lake, p. 24, emphasis added).

And there are several references to the author's "sweet wife" which I'm sure she appreciates. However, stating in the acknowledgement section that you cannot remember the name of "...that nice lady... at the Charleston County Library..." seems awkward, and tends toward unprofessional. The researcher in me wishes the typographical errors had been caught in the editing process.

If you are looking for a history of barbeque, there are several online and print resources, which condense the history and comparisons

into fewer pages and do not set out to claim that the colonial world (and barbeque) revolved around Charleston, South Carolina. Many pages of this book are dedicated to supporting the author's claims that the first and best of everything, especially barbeque, started in South Carolina. Nothing against the Palmetto State, but I would have preferred an unbiased history instead of this approach.



Nancy Shore is an MLIS candidate, USC, School of Library and Information Science

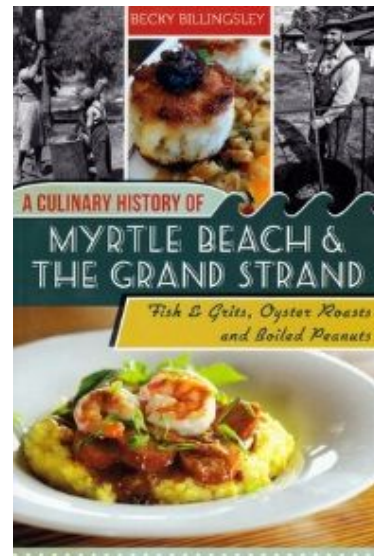


## BOOK REVIEW

**A Culinary History of Myrtle Beach and the Grand Strand: Fish & Grits, Oyster Roasts and Boiled Peanuts** by Becky Billingsley  
American Palate, 2013. \$17.

With *A Culinary History of Myrtle Beach and the Grand Strand*, Billingsley – a longtime writer on coastal South Carolina dining – seeks to illustrate how the intertwining of Native American, European and African culinary practices along the South Carolina shore spawned the unique cookery tradition celebrated in modern-day Horry and Georgetown counties. Billingsley accomplishes this by abandoning the straight chronological narrative approach. Instead, she provides some contextual historical groundwork of the three primary cultures. Billingsley then uses much of the rest of the book to convey how interaction between these cultures resulted in today's highly-acclaimed South Carolina oceanfront cuisine. During the historical journey, readers also learn of the practical and humble origins of many foods now considered delicacies.

*Culinary History* begins with a foreword from Waccamaw chief Harold "Buster" Hatcher. Hatcher's foreword leads seamlessly into the introduction and first three chapters, which concentrate on the dietary and cultural history of the region's Native, European and African populations. After Billingsley provides background for the culinary practices and motivations of these groups, she spends most of the book bringing the three groups and their dietary practices together. During the historical narrative, Billingsley shares the origins of such coastal staples as Hoppin John and the "Carolina method" for preparing rice, one of the region's most prevalent and important foods. Barbecue, sweet potatoes and duck all get their important and interesting mentions in the book's core. Billingsley even shares details on what President George Washington enjoyed eating – and drinking – during a stay in South Carolina.



The final seven chapters of this work shift the focus from the people of the region to several of the foods themselves, giving a concise overview of their history and preparation tactics. Boiled

and parched peanuts, shrimp and grits, and pinesap potatoes are among the foods worthy of full chapter coverage, while foods like alligator, crab and fruitcake get lesser mentions within concluding chapters. There is also a list of "heritage restaurants".

After covering the coast's culinary tradition for years, it is apparent that Billingsley knows the subject matter and presents it descriptively. *Culinary History* never lacks detail. Billingsley explains not just what was done as far as food preparation and serving along the coast, but who did it and why it was done. Billingsley makes use of quotes to set the work's tone, but her journalistic background shines through as she avoids verbosity; the book is therefore not tedious. Billingsley also punctuates many chapters with recipes relevant to the subject matter.

Billingsley clearly presents as exhaustive a narrative as she can, though some chapters feel incomplete, especially the brief chapter covering the Civil War. Billingsley's lack of actual transition from contemporary times to the chapters focused on specific foods also gives the chronological flow an abrupt and unsatisfying ending.

*Culinary History* however does what it seeks to do well, and that is inform the reader of the rich



history of farming, hunting, and dining along the coast. All libraries in or near Horry and Georgetown counties should carry this title, and libraries with South Carolina-specific collections should also carry this title. Culinary programs should also consider this work. While *Culinary History* is clearly written for an adult audience, young adults finishing reports on state history or cuisine will find this an easy-to-use source for their work.

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