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SLIS Connecting Volume 6, Issue 1

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THE UNIVERSITY OF
SOUTHERN
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School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 6 Issue 1 Spring/Summer 2017

SLIS Director's Report
Teresa S. Welsh, Ph.D., Professor and Director

Welcome to the spring/summer issue of *SLIS Connecting*. Southern Miss School of Library and Information Science is fortunate to attract a growing number of excellent undergraduate and graduate students. Read about some of their accomplishments in "From the GA's" column and see a list of SLIS students' scholarly publications at ocean.otr.usm.edu/~w146169/mentorpubs.htm.

Other News:

- In January, SLIS welcomed a new faculty member, Instructor Jessica Whipple. This summer she taught a cross-listed course on information ethics and this fall is teaching undergrad courses on information literacy, reference, and cataloging.
- Dr. Matthew Griffis was awarded a major IMLS research grant for The Roots of Community: Segregated Libraries as Spaces for Learning and Community-Making.
- Accelerated Master's Program for advanced undergrads was approved for fall 2017.
- British Studies LIS class of twelve graduate students from six universities, led by SLIS faculty Dr. Chris Cunningham, had a wonderful summer in the U.K. learning on-site about British libraries, archives, and special collections.
- 2017 USM Children's Book Festival was the 50th Anniversary of the Festival and included:
 - new literacy event launched with an author talk by Kate Dicamillo to 500 Hattiesburg 4th graders on her book *The Tale of Despereaux* and with a giveaway of a book to each student
 - digitization of all 50 Children's Book Festival programs (1968-2017) now freely accessible online at www.usm.edu/childrens-book-festival/past-programs.

Upcoming Events:

- SLIS and Fay B. Kaigler Children's Book Festival (CBF) were among the sponsors of the Mississippi Book Festival, August 19, Jackson. Karen Rowell presented the Librarian of Congress, Dr. Carla Hayden, a gift bag with signed first-edition children's books and British Studies booklets & ornaments from London. msbookfestival.com

- SLIS faculty will be at the Mississippi Library Association Conference, Hattiesburg Lake Terrace Convention Center, October 17-20. SLIS alums, students, and supporters are encouraged to register for the SLIS Alumni Breakfast and to attend the focus group session and SLIS-sponsored health session.

Support for SLIS:

Thank you for your support of SLIS and for the Dr. Elizabeth Haynes LIS Endowed Scholarship (#2199) and Library Science Fund (#0134). For a donation in honor of or memory of someone, the Foundation will send the honoree or family a nice card and the donor a thank-you note. www.usmfoundation.com/

There is a great need for more LIS scholarships, particularly minority scholarships. If you know someone who would like to donate and name an endowed scholarship (\$25,000 or greater) to honor someone in perpetuity, contact [USM Foundation](http://www.usmfoundation.com/) at 601-266-5210.

Here's to a great, productive 2017-18 school year!



Dr. Teresa S. Welsh earned a MLIS and Ph.D. from the University of Tennessee. She joined the SLIS faculty in 2003, was promoted to Full Professor in 2014 and SLIS Director in 2015.

Cover photograph by Gerardo Santos.

Thank you SLIS Recruiters and Ambassadors!

ALA Midwinter
Atlanta, January 20-24



Heather Moore, Karen Rowell

ALA Annual Conference
Chicago, June 22-27



Lori Schexnayder, Sarah Mangrum, Karen Rowell

National Conference of African American Librarians
Atlanta, August 9-13



Alex Brower, Lori Schexnayder, Karen Rowell, and Sarah Mangrum, building a Little Library



Adrienne Patterson

Art Libraries Society of North America
New Orleans, February 5-9



Lori Schexnayder, Karen Rowell



Spotlight Faculty – Dr. Chris Cunningham



Dr. Sandy Hirsh presents 2015 ProQuest Doctoral Dissertation Award to Dr. Chris Cunningham

Dr. Chris Cunningham, who joined the SLIS faculty in 2016, holds a PhD from the University of South Carolina, MLIS from UNC Greensboro and a BA in History from UNC Charlotte. His dissertation and research focus on the digital divide and applications of ICT's both globally and domestically.

He has worked in both the corporate and academic worlds, with a diversity of experiences ranging from Chief Information Officer to Program Coordinator to Corporate Librarian, prior to working on his doctorate. In 2015, he won the Proquest Doctoral Dissertation Award from ASIS&T. *Government Structure, Social Inclusion and the Digital Divide: A Discourse on the Affinity Between the Effects of Freedom and Access to Online Information Resources* examined the relationship between democracy and access to online information.

Chris' advisor, Dr. Kendra Albright, noted that, "The particular strength of this dissertation is that much of the research on the digital divide looks at the changes over time in general access (e.g., the information rich vs. the information poor), rather than on the impacts of the digital divide caused by other aspects; in this case, the effects of democracy on information access.

It raises important new questions and reveals new data that can contribute to policymaking for future digital divide issues." The jury agreed, noting that "the analysis of elements related/contributing to the digital divide remains a vitally important topic and, to the author's credit, this is a strong effort at applying quantitative examination to a serious issue."

He is a technophile, who enjoys seeing how the latest and greatest new technological innovations work. He is always looking for methods to use to leverage technology to increase productivity and efficiency while still keeping the human touch involved in its use. He currently teaches courses related to information science and technology (see courses spotlight for more information).

In summer 2017, Dr. Cunningham led the British Studies LIS course on British Libraries, Archives, and Special Collections. The study-abroad course, based in London, included day trips to the University of Oxford, Stratford-upon-Avon, and Bletchley Park. For more information about Dr. Cunningham, see his e-portfolio at <http://christopheracunnin.wixsite.com/drcswebsite>.

For more information about British Studies, go to www.usm.edu/slis and click on the British Studies image. See the Spotlight Courses on Information Science and British Studies below.



Dr. Cunningham and British Studies students, National Art Library, London

Spotlight Alum - Tamara Nelson



In June, Tamara (MLIS, 2009) celebrated 3 years in her position at University of Mississippi Medical Center as Instructor/Reference Librarian. In May, she presented a poster entitled "Preparing for Practice: Strengthening Third-Year Medical Students' Awareness of Point-of-Care Resources," at the Medical Library Association (MLA) 2017 Annual Meeting in Seattle, Washington.

She was recently nominated to serve as Secretary/Treasurer/Webmaster of the Medical Library Education Section of the Medical Library Association (MLA). The Medical Library Education Section serves as an ambassador for current students and new graduates pursuing a career in medical libraries. They strive to provide excellent and timely professional development opportunities, and advocate participation in the medical library community. Students and new graduates offer unique perspectives, and they encourage them to share their insights and experiences to educate and inspire MLA members.

MLES proudly sponsors the "New Voices" forum at MLA's annual meeting. "New Voices" is a forum for up-and-coming medical librarians with great ideas and research. Participants are selected by MLES members to present at the meeting, and awarded a travel scholarship.

Spotlight Courses - Information Science and Technology

LIS 457/557. Information Technology and Libraries

Examines various applications and contexts in which computers and other forms of information technology are utilized in different types of information centers and libraries. This course focuses on practical application and real-life training using various software applications. This course is typically offered in the fall.

LIS 458/558. Web Design and Evaluation

Introduces the practical and theoretical issues related to Web design and development as well as other Internet resources and applications. This course walks you through how to design and build your own website as well as edit other websites. This course is typically taught in the spring.

LIS 651. Fundamentals of Information Science

Examines the evolution of information science, communication and information theory, information organization and retrieval, and bibliometrics. This course is offered in fall, spring, and summer.

LIS 653. Library and Information Database Systems

Foundation of constructing library and information databases, impacts of bibliographic standards, library functions and interconnectedness on these database applications, and evaluation and measurement. This course is not yet on the schedule but is expected to be offered in 2018-19.

LIS 656. Online Information Retrieval

Become a super-searcher and learn applications and issues related to the online resources currently available. This course is a hands-on search course. A variety of databases are accessed, including Proquest databases such as *Dialog*, and exercises are completed using them.

This is a course designed to explicitly teach students how to use a wide variety of databases as well as compare-and-contrast them. This is typically offered during the summer.

Spotlight Courses – LIS 580/587: British Studies



British Studies Class of 2017
University of Westminster Marylebone Hall

Twelve LIS graduate students, or post-graduates as they are known in the U.K., earned six credit hours of study-abroad credit in USM British Studies. The 2017 class was a diverse group of scholars from six universities: San Jose State University, Simmons College, University of Alabama, University of North Carolina, Greensboro, University of South Carolina, and The University of Southern Mississippi.

Students accompanied faculty to sites such as Oxford, Stratford-upon-Avon, and Bletchley Park - and had time to explore sites of interest on their own. Students and faculty were headquartered at University of Westminster Marylebone Hall in London, a five-minute walk from Regent's Park. In addition to participating in lectures and behind-the-scene tours, students are required to submit book reviews, a reflective journal/blog, and research paper on an approved topic.



Dr. Cunningham and Students
British Library Conservation Studio



National Art Library
V&A Museum, London



Beatrix Potter Archive
Blythe House, London

British Studies 2018

British Studies faculty are beginning to plan for the next class scheduled for June 2018. Information is available at the British Studies link at:

www.usm.edu/slis

Contact

Dr. Chris Cunningham

email: Christopher.A.Cunningham@usm.edu

Dr. Teresa Welsh

email: teresa.welsh@usm.edu

Note: This program includes extensive walking and taking stairs.

From the GA's



Meet the newest SLIS GA, **Alex Brower** (pictured above), who started the MLIS program as a Graduate Assistant in January. Alex graduated as an Honors College Student in December with a LIS Bachelor of Science degree. Her honors thesis, "Gender Roles and Gender Stereotypes in Four Newbery Award-Winning Books," (mentored by Dr. Creel) won the undergraduate essay award for the CSRW Greene Paper competition and SLIS presented her with the Anna M. Roberts Award for Scholarship, Service, and Professionalism.

Alex is a College of Education and Psychology Scholar and was recently awarded an H.W. Wilson \$1,000 Scholarship and a Mississippi Library Association Peggy May Scholarship.

Congratulations SLIS LIS Bachelor of Science Students



Tara Sims Carron has been accepted into the Johns Hopkins University Advanced Academic combined program, a Master of Arts in Museum Studies and Certificate in Digital Curation (pictured).

LIS major Alyssa Stuart, as part of LIS 489 capstone practicum, wrote a Summer Reading Program grant for practicum site McHenry Public Library, which was awarded \$1,000 from Wal-Mart in Wiggins, MS, in support of the Community Grant Program.



**LIS Student Alyssa Stuart, Branch Manager Rhonda Darby, and Asst. Branch Manager Heather Veil
McHenry Public Library**

Congratulations SLIS MLIS Students

Lindsay Bailey was awarded a Photo Archives Internship, Penobscot Marine Museum, Searsport, ME, as well as two scholarships: Maine Association of School Librarians \$500 Scholarship and H. Joyce Withee \$500 Library Science Scholarship through the Searsmont Library.

Lynn Cowles was awarded an American Library Association Spectrum Scholarship for 2017-18. Spectrum Scholars receive \$5,000 from ALA to combat the rising cost of graduate education as well as \$1,500 to attend the Spectrum Leadership Institute held during the ALA Annual Conference.

Callie Martin, dual MLIS/Instructional Technology major, was awarded Most Outstanding Instructional Technology Graduate Student at the College of Education & Psychology Awards Day, March 30, 2017.

Gary Pysznik is Reference Librarian, Springfield City Library, MA.

Lauren Simpson is a Library Technician, U.S. Military Academy, West Point, NY.

Ann Smith Rushing is Branch Manager, East Central Public Library, Hurley, MS.

Ryan Tickle is Library Technician, Tulane University A.B. Freeman School of Business, LA.

Congratulations to 2017 SLIS Scholarship winners:

- Mayfield Keyes Scholarships (\$1,854.50 each) – Lynn Cowles, Kelly Thompson
- \$500 SLIS Scholarship – Melinda Smith
- \$1,000 Wilson Foundation Scholarships – Alex Brower, Carrie Mastley



Laura Savage and Valerie Bonner

Congratulations to Laura Savage (MLIS, 2016) and Valerie Bonner (current MLIS student) for receiving the 2017 Mississippi Gulf Coast Community College Innovators Grant to fund Peer-to-Peer Reading literacy project, which will assign students to read *Hunger Games* and *1984* to improve reading comprehension. The grant team selected the dystopian titles due to their recent popularity among YA readers. The award of \$1,740.90 will start in fall 2017. Ms. Bonner and Ms. Savage are full-time employees at Willis H. Lott Learning Resources Center at MGCCC Perkinston Campus. Additional grant team members include: Jamie Pittman, English Instructor; Michael McKinney, English Instructor/Learning Lab; and Shugana Williams (MLIS, 2003), Librarian.

Congratulations SLIS Alums

Lexie Aldridge (MLIS, 2013) is Librarian, Muir S. Fairchild Research Information Center, USAF, Montgomery, AL.



Jaclyn Lewis Anderson (MLIS, 2013) is Head Librarian, Chattanooga Public Main Downtown Library, Chattanooga, TN (pictured).

Emilie Aplin (MLIS & Archival Certificate, 2016), USM Librarian, was presented the Warren Tracy Award for Professionalism, Scholarship, and Service at the College of Education & Psychology Awards Day, March 30, 2017.

Molly Brough Antoine (MLIS, 2014) is Director, Sam T. Wilson Public Library, Arlington, TN.

Colleen Beavers Baldwin (MLIS & Archival Certificate, 2012) is Special Collection Project Archivist, University of Wisconsin-Madison, WI.

Brian Barnes, J.D. (MLIS, 2010), is Director, Loyola University of New Orleans Law Library, New Orleans, LA (pictured).



Lindsey Miller Beck (MLIS, 2013) is Coordinator, Lowndes County Imagination Library, Columbus, MS.

Germaine Butler (MLIS, 2013) is Reference and Genealogy Librarian, St. Tammany Parish Library, Covington, LA.

Christy Jones Calhoun (MLIS, 2008) is Archival Librarian, William Carey University, Hattiesburg, MS.



Germaine Carey-Palmer (MLIS, 2007), Reference and Information Literacy Librarian, Dillard University, New Orleans, earned a Ph.D. in Higher Education, Jackson State University, MS (pictured).

Melody Pittman Dale (MLIS, 2012) is Education Librarian, Mississippi State University, Starkville, MS.

Angela Dixon (MLIS, 1988) is Assistant Director, Collections Management, University of Rochester Medical Center, Rochester, NY.

Heather Dungey (MLIS, 2012) is Librarian, Edith B. Ford Memorial Library, Ovid, NY.

Woody Evans (MLIS, 2003) is Manager, Research and User Experience Manager, Texas Woman's University Library, Denton, TX.

Rita Fofah (MLIS, 2016) is Children's Area Supervisor, Tulsa City-County Library, Tulsa, OK.

Lydia Green (MLIS, 2017) is School Librarian, Oakmont Elementary School, Cottontown, TN.

Lindsey (Nikki) Haney (MLIS, 2010) is Law Librarian, Berwin Leighton Paisner LLP, London, U.K.

Delia Hare (MLIS & Youth Services Certificate, 2016), is Director, Northeast Regional Library System, Corinth, MS.

Beth Hindman (MLIS, 2010) is Branch Experience Manager, Red Bank Library, Evansville, IN.

Rebecca Houston (MLIS, 2017) is Senior Library Associate, Ulysses S. Grant Presidential Library, Mississippi State University, Starkville, MS. In her previous position as Franklin Academy School Librarian, Columbus, MS, she was awarded a Laura Bush Foundation for America's Libraries Award of \$6,800 to purchase new books and a \$1,500 Natural Science Museum Field Trip Grant for students to visit the Natural Science Museum.

Lauren Ashley Howell (MLIS, 2017) is Metadata Specialist, George Mason University Libraries, Fairfax, VA.

Jennifer (Furner) Jensen (MLIS, 2008) is Academic Librarian, Everglades University, Boca Raton, FL.

Daphney Johnson (MLIS, 2016) is Customer Service Librarian, City of Memphis, TN.

J.J. Johnson (MLIS, 2016) is Systems Librarian, Lawrence Livermore National Laboratory, Livermore, CA.

Christine Keiper (MLIS, 2014) is Associate Director, The Library of Hattiesburg, Petal and Forrest County, Hattiesburg, MS.

David Ketchum (MLIS, 2008) is Head, Access Services, University of Oregon Libraries, Eugene, OR.

Huston Ladner (MLIS, 2010) is Instructor, University of Hawaii, Manoa, and in the Ph.D. program in American Studies.

Briana Martin (MLIS, 2017; British Studies, 2015) is Outreach Librarian, Evangel University, Springfield, MO.



Gabriel Morley, Ph.D. (MLIS, 2004), is Director, Atlanta-Fulton County Library System, Atlanta, GA.

Eden Nitcher (MLIS, 2014) is Teen STEAM Senior Librarian, West Florida Public Libraries, Pensacola, FL.

Michael Oden (MLIS, 2016) is Adult Services Librarian, South Cobb Regional Library, Mableton, GA.

Angela Doucet Rand (MLIS, 2006), Head of Access Services, USA Marx Library, AL, earned a Ph.D. in Instructional Design & Development from the University of South Alabama, Mobile, and was promoted to Senior Librarian.

Scott Reinke (MLIS, 2009) is Director of Preservation Programs, Preservation Technologies, L.P., Washington, D.C.

Hillary Hamblen Richardson (MLIS, 2013) is Coordinator for Undergraduate Research and Information Literacy, Mississippi University for Women Fant Memorial Library, Columbus, MS.

Jason Russell (MLIS, 2013) is Archivist/Technical Services Librarian, Tuzzy Consortium Library, Ilisagvik Tribal College, Auke Bay, AK.



Karla Schmit (MLIS, 2001), Head of Education and Behavioral Sciences Library, Penn State University, PA, named Director of the Pennsylvania Center for the Book (pictured).

Floyce Thomas (MLIS, 2016) is Serials Librarian, J.D. Boyd Library, Alcorn State University, Lorman, MS.

Joanna Williams (MLIS, 2016) is Reference Librarian/Archivist, J.D. Boyd Library, Alcorn State University, Lorman, MS.

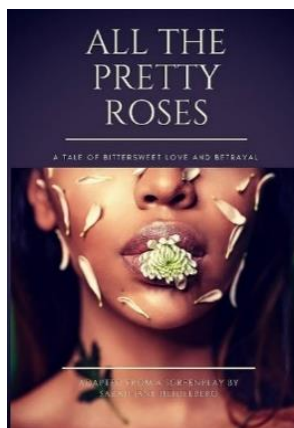
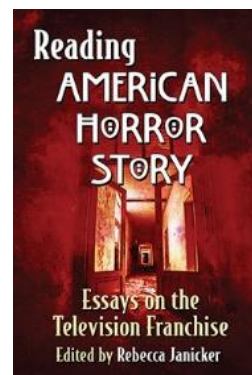
Breagh Wirth (MLIS, 2016) is Branch Manager, Westwego Public Library, Westwego, LA.

Melissa Wright, Ph.D. (MLIS, 2000), is Director of Learning Resources, Northwest Community College, Senatobia, MS.

Lauren Young (MLIS, 2003) is Instruction Coordinator/Reference and Research Services Librarian, Samford University, Birmingham, AL.

Alum Publications

Kyle Etheridge (MLIS, 2016), English teacher, Holly Springs School District, MS, authored a chapter, "The Minotaur, the Shears, and the Melon Baller: Queerness and Self-Mortification in Coven" in *Reading American Horror Story: Essays on the Television Franchise*, 66-84.



Sarah Heidelberg (MLIS, 2010), ESL Teacher, Mason Elementary School, Laurel, MS, authored *All the Pretty Roses: A Tale of Bittersweet Love and Betrayal* (Ophelia Brown Publishing, 2017).

James Stephen Parks, J.D. (MLIS, 2013), State Law Librarian of Mississippi, editor, *Letters from the Library*, received 2017 Best Newsletter Award by the American Association of Law Librarians.

Sonja Sheffield (MLIS, 2016) master's research project, "An Assessment of Frequently Challenged LGBTQ* Books in Alabama Public Libraries" published in *The Southeastern Librarian* (Summer 2017).

Faculty Publications – Presentations

Dr. Creel & Dr. Welsh, "Using Vodcasts, Screencasts, and Blogs to Achieve Interaction," presentation, Creating Futures through Technology Conference, Biloxi, MS, March 1-3, 2017.

Dr. Bomhold, "Service Learning and Cultural Competence in Online Education," Gulf South Summit 2017, University of North Carolina, Greensboro, NC, March 22-24.

Dr. Griffis, "Capturing Their Stories: Collecting Oral Histories from Users of Segregated Libraries in the South," Southern History of Education Society Annual Meeting, University of Georgia, Athens, GA, March 10-11.

Dr. Griffis, "Dispatches from the Past: A History of Postcard Manufacturing in New Orleans 1900 to 1915," presentation, Louisiana Historical Association Annual Meeting, Shreveport, LA, March 16-18.

Dr. Griffis, "History of the Fay B. Kaigler Children's Book Festival," keynote address, 50th Annual Fay B. Kaigler Children's Book Festival, USM Hattiesburg, MS, April 6-9.

Dr. Welsh, "Strategies for Public Libraries' Success and Sustainability: A Content Analysis of LIS Literature," Qualitative and Quantitative Methods in Libraries: QQML 2017 International Conference, Limerick, Ireland, May 23, 2017.

Dr. Griffis, "Buildings and Books: Segregated Libraries as Places for Community-Making, Interaction, and Learning in the Age of Jim Crow," presentation, Society for the History of Authorship, Reading, and Publishing (SHARP) Annual Conference, University of Victoria, Victoria, BC, June 9-13.

Faculty Awards – Honors

Dr. Bomhold was awarded the College of Education and Psychology Outstanding Faculty Service Award for 2016-17 by the Award Committee Chair, **Dr. Griffis** (pictured).



Dr. Stacy Creel served as Chair of the Mississippi National Library Week, April 9-15.

Dr. Griffis, was subject of a USM story on his IMLS funded research, "Professor's Research of Segregated Public Libraries in the South Available Online" (February 20, 2017), featured project archive at: <http://aquila.usm.edu/rocoverview/>.



Patrons at a segregated library, 1928, from Jackson Davis Collection of African American Educational Photographs, University of Virginia Special Collections

Dr. Griffis' research was also featured in an article in *The Meridian Star*, "Study Stirs Memories of Segregated Library in Meridian," March 4, 2017.



Photo courtesy of Meridian-Lauderdale County Public Library

Dr. Cunningham served as Co-Chair of Works in Progress Poster session, ALISE 2017 Conference, Atlanta, January 17-20, and was selected Co-Chair of ALISE Council of Deans, Directors, and Program Chairs.

Mr. Pace, Dr. Bomhold, Dr. Creel, Dr. Griffis, and Dr. Welsh for receiving letters of commendation from Dr. Bennett stating "several fall 2016 graduates identified you during their exit interviews as a key influence on their success while attending USM."

Student Associations News
LISSA Update, Spring/Summer 2017

Charlotte Mona Roi, President
Brittany Tibbett, Vice-President
Keisha Coulter, Secretary
Tammy White, Webmaster
Dr. Cindy Yu, Faculty Advisor



Charlotte Mona Roi
ALA Conference, Chicago

I was asked to participate in the Student to Staff program at the annual ALA Conference in Chicago this year. It was my first conference so I had no expectations, no ideas about what I would gain from attending. I went because it seemed like the right thing to do. While there were ample speakers and round-tables about things that were so specific to my interests like Anthropological Librarianship and Author Censorship what I walked away from was more than what any of those seminars could give: introspection and friendship.

While, regretfully, it seemed that my required hours at the Press Table coincided with quite a few of the seminars and book signings I would have liked to have attended, like *Lemony Snicket*, I could not have planned one I did attend any better. I experienced one of those rare moments that the universe just opens and illuminates direction.

On happenstance, I went to an author's signing of whom I was only peripherally familiar. The graphic novel was *The Shape of Ideas* by Grant Snider.

In the span of a 30-minute talk, I found inspiration. Snider talked about how we all have this desire to create inside of us; how by day he's a dentist and by night, a cartoonist. The thought of taking a risk and leaping ahead with shaping and creating something divorced from my academic goals is what I needed to hear. I needed to remember what Mr. Larson, my middle school English teacher used to say, "Be afraid. All writers have fear, and sometimes they fail; you will too but keep writing." I needed to remember to be afraid. It is a lesson long forgotten.

The point, or goal, of attending the conference may have been with the intention of representing Southern Miss and networking, but what I ultimately gained was more than what I could have expected. I made connections. I solidified a connection with myself and connections with others. I met some incredible women. I worked with a woman with such strong, fierce motivation and a love of books that it was almost palpable sitting two feet from her. I met a journalist who spent time telling me stories about her world travels - where her career took her, where she went in the world. She shared tea with me and asked about my journey.

Perhaps sharing is mostly what librarianship is; it is not shopping for the latest gadgets or sitting quietly in the background, it is about talking and interacting and sharing. It is a profession-based community development. While I sat behind the desk waiting to print out press badges, that's exactly what I got to do; in the middle of this metropolis, a small community emerged and then dissipated within a week now only existing within the invisible wires of the Internet.

- Charlotte Mona Roi, LISSA President

LISSA broadcasts its meetings via Adobe Connect and meeting dates are announced via the SLIS listserv. You are invited to join our Facebook page:
www.facebook.com/southernmisslissa

**Southern Miss Student Archivists (SMSA)
Spring/Summer 2017**

Stephanie (Stevie) Evans Thomas, President
Jonathan Puckett, Vice-President
Carlie Burkett, Secretary and Webmaster
Dr. Matthew Griffis, Faculty Advisor



SMSA membership is free and open to all students, alumni, faculty, and staff of the university who have an interest in archives and special collections. And of course, everyone is welcome to “like” our Facebook page:
<https://www.facebook.com/Southern-Miss-Student-Archivists-SMSA-203760579638985/>.

SMSA sponsored a Digi-Day at the USM McCain Library & Archives Digitization Laboratory, Saturday, April 29th. The major event for the student groups LISSA and SMSA in spring 2017 was the 50th annual Fay B. Kaigler Children’s Book Festival, where students organized a display and manned a hospitality table on the second floor of the Thad Cochran Center.



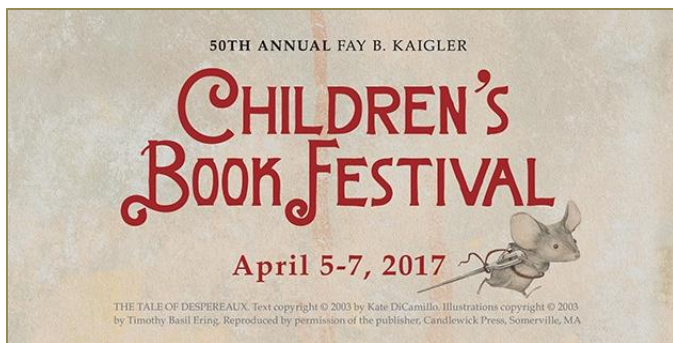
**Council on Community Literacy and Reading
Dr. Catharine Bomhold, Director**

**Spring/Summer Activities
Read Across America Day, March 2, 2017**

This year the CCLR visited Hawkins Elementary School, where 400 new books were distributed to each child, pre-k – 5th grade, and volunteers read to them. The Cat in the Hat also stopped by in each classroom. A great time was had by all, and a few children were spotted reading in the wild!



Only \$2 will buy a book for a child; \$80 will sponsor a book walk with 2 deconstructed books. If you would like to help, send a check made out to USM SLIS to:
CCLR/ Dr. Catharine Bomhold
118 College Drive, #5146
The University of Southern Miss
Hattiesburg, MS 39406



50th Annual Fay B. Kaigler Children's Book Festival

This April the Fay B. Kaigler celebrated its 50th Festival with a bang! Record attendance and lots of special extras made for a memorable year.



Kate DiCamillo with Hattiesburg 4th Graders

The USM Council on Community Literacy and Reading hosted the special Community Book Read for area 4th graders with Southern Miss 2017 Medallion winner Kate DiCamillo.

The Kaigler Children's Book Festival purchased over 1,100 copies of *Tale of Despereaux* for the students and Kate gave a special presentation in Bennett Auditorium to more than 500 Hattiesburg School District students during her visit. She also donated her honorarium to a local animal charity, Angels on Paws.

Kate DiCamillo has been writing books since her twenties, the first of which you may know—*Because of Winn-Dixie* (2000), which won a Newberry Honor and was made into a feature film. *The Tale of Despereaux* (2003) won a Newberry Medal and was also adapted into a movie, and many of her other works have received similar honors.

DiCamillo was named National Ambassador for Young People's Literature for 2014-2015, was a National Book Award finalist in 2001, a Boston Globe-Horn Book Award Winner in 2006, has twelve New York Times best-selling titles, and her books have been translated into thirty-nine languages.

The banner year also gave SLIS a chance to showcase one of our own. SLIS Faculty member Dr. Matthew Griffis contributed a great deal to the festivities. Griffis curated two historical exhibits, "The Children's Book Festival, A Retrospective in Artifacts" and "The History of the University of Southern Mississippi Medallion," both of which were available for viewing throughout the Festival.

Dr. Griffis also gave a retrospective presentation "Fifty and Counting: A Brief History of the Festival," which took place during a special 50th celebration dinner that included a video retrospective with anniversary wishes from past speakers and interviews with some of the Festival's former organizers.

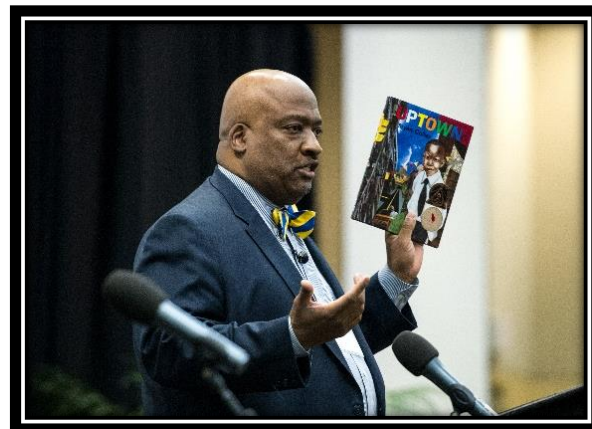


**Dr. Matthew Griffis Presenting
"Fifty and Counting: A Brief History of the Festival"**



2008 Medallion winner **Pat Mora** returned to the Festival as the 2017 Coleen Salley Storytelling recipient.

The storytelling session took place over



Author Bryan Collier

lunch on Wednesday, where all registered attendees received complimentary boxed lunches and a copy of the new *Epossomundas* reissue including the audio download of Coleen Salley reading the story. For more information on Coleen Salley, please visit the newly updated website: <http://coleensalley.com/index.htm>.

Other famed children's literature authors and illustrators that presented at this year's festival and give talks about their work and perspectives on the field included Kwame Alexander (*The Crossover*); Louise Borden (*The Journey That Saved Curious George*); Bryan Collier (*Uptown*); Pete Hautman (*Godless*); Wendell Minor (*If You Were a Penguin*); Pat Mora (*Gracias/Thanks*); Phyllis Reynolds Naylor (*Shiloh*); and Andrea Davis Pinkney (*The Red Pencil*).



The close of the 50th Festival was marked by a reception at Oddfellows Gallery celebrating the **Wendell Minor's** America exhibit presented by the de Grummond Children's Literature Collection and organized by the

Norman Rockwell Museum in Stockbridge, MA.



de Grummond Children's Literature Collection Curator Ellen Ruffin with Ezra Jack Keats Book honoree and winners Stacey McAnulty, Jeri Watts and Micha Archer, and Dr. Deborah Pope, Executive Director, Ezra Jack Keats Foundation



Karen Rowell,
Children's Book Festival Coordinator

A Stately Celebration:

The 2017 Mississippi Book Festival welcomes over eight-thousand, including the Librarian of Congress
by Karen Rowell, SLIS Coordinator, Fay B. Kaigler
Children's Book Festival

For lovers of books, August 19th was a day to remember. The Mississippi Book Festival, an annual event in Jackson, attracted over eight-thousand this year. In addition to the usual presentations and panels by southern authors, editors, and illustrators, this year's Festival offered outdoor activities for all ages, children to seniors, as well as appearances and readings from noted authors and other celebrities.



Mississippi Book Festival, Jackson

The day-long event takes place each year in the historic State Capitol Building—a fitting location given that one of this year's speakers was Librarian of Congress Dr. Carla Hayden. Dr. Hayden is the first professional librarian in over sixty years to hold the title, the first woman, and first African American. SLIS alumnus Stephen Parks, State Law Librarian, hosted a meet-and-greet with Dr. Hayden in the Mississippi State Law Library on the afternoon of the 18th.



S. Parks, K. Rowell, Dr. Hayden, Judge Kitchens

Dr. Hayden visited the Mississippi Library Commission and was present for the 2017 Festival's kick-off event, the unveiling of the updated Mississippi Literary Map, with state Governor Phil Bryant in attendance.



**Governor Phil Bryant and Dr. Carla Hayden
Unveiling Mississippi Literary Map***

The year's bill also featured Jackson native Angie Thomas, whose debut novel *The Hate U Give* was published in February and is already in its sixteenth printing. Eric Rohmann and Candace Fleming, who recently collaborated on *Giant Squid* and *Bulldozer Helps Out*, visited local schools and also presented the Kidnote session on Saturday morning. Their presentation involved on-the-spot contributions from its young attendees, incorporating their suggestions into Rohmann's art and Fleming's story. The result—a hilarious tale of a chatty cheetah in a top hat, whose pet bird joins him on a shopping trip to Antarctica—was a highlight among this year's children's events.



**Candace Fleming and Eric Rohmann,
The Kidnote Session**

The authors also read from their book *Bulldozer Helps Out*, capping the session with a fun question-and-answer. The Fay B. Kaigler Children's Book Festival provided sunglasses to attendees who could name their favorite Rohmann and Fleming book.



Fleming & Rohmann Reading *Bulldozer Helps Out*

Rohmann and Fleming, who were Kaigler Festival keynotes in 2013, also joined SLIS's Karen Rowell for a podcast, in which they discussed how their picture book *Giant Squid* emphasizes the creature's strange, mysterious beauty. They also discussed the effects of a book's design on its readers, for example how an imaginative title page can build suspense and pull the reader into the story. No stranger to out-of-the-box design, Rohmann's first book, *Cinder Eyed Cats*, was published with illustrated boards wrapped in a clear, plastic sleeve. Only the sleeve featured the book's title, which appeared to float over the cover's colorful images.



Fleming & Rohmann Making a Podcast

Fleming and Rohmann also shared with Rowell details of a possible future collaboration about honeybees. Promoting the book, they agreed, may end up as fun as creating it: Rohmann promises to wear a full bee costume, and Fleming will accompany him dressed as a bee keeper. Rowell, who coordinates the SLIS's annual Kaigler Book Festival, will announce the release of the completed podcast on social media. www.facebook.com/SouthernMissCBF/

The Kaigler Book Festival was pleased to support other Mississippi Book Festival events, particularly those that promoted reading to children. Its "Faulkner-level" sponsorship helped support the Kidnote session with Rohmann and Fleming as well as the Imagination Playground, Wheel of Wonder, Bookmaking, and Snowflake Fun sessions. Other events related to youth literacy included a reading of Keats's *The Snowy Day* by Deborah Bryant (First Lady of the State) as well as panel sessions featuring Kimberly Willis Holt, Linda Williams Jackson, Augusta Scattergood, and Corabel Shofner.



Mississippi First Lady Deborah Bryant Reading *The Snowy Day*

Overall, the Mississippi Book Festival of 2017 was a wonderful success. Each year brings more fun and more memories, and the Festival's organizers can expect even higher attendance next year.

The School of Library and Information Science and The Fay B. Kaigler Children's Book Festival would like to give special thanks to: the Phil Hardin Foundation for co-sponsoring several sessions; Holly Lange and Jere Nash for the incredible behind-the-scenes work for year's Mississippi Book Festival; the Mississippi Book Festival's many other, generous sponsors and supporters; the state of Mississippi for providing the Capitol Building free of charge; the Galloway Church for opening its doors to the Festival; and to the Festival's many volunteers, who not only provided "feet on the ground" but also helped Festival newcomers find their way around and guests feel welcome.

Well done to all involved!



Karen Rowell presenting a 'Welcome Back' cake to Rohmann and Fleming



Ezra Jack Keats Exhibit by
USM de Grummond Children's Literature Collection

*Download and print your own copy of the **Mississippi Literary Map** at:
<http://msreads.lib.ms.us/mslitmap/>



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CANDACE FLEMING

author of over 30 books for children

Bulldozer Helps Out

ERIC ROHMANN

Caldecott medalist winner

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Emerging Roles: Academic Libraries Crossing the Digital Divide

By Kenneth Angell

LIS 640: Academic Libraries paper, December 2016

Professor: Dr. M.J. Norton

Introduction

For every advance of information and communication technology in the 20th and 21st centuries, there has been gap between those who can readily adopt and benefit from it and those who cannot. From telephone service to television, computer access to electricity itself, there are invariably some groups who lag behind when it comes to accessing new technology. The newest manifestation of this is what some have labeled the digital divide—the disparity between those who have access to the internet and those who do not. The concept of a digital divide is at this point not a new social phenomenon, despite its focus on relatively modern technology. In fact, it will likely see progressively diminishing coverage as internet use continues to become an integral part of everyday life. However, this is precisely why it will—or should—influence the evolution of the academic library. As the gap in *access* has shrunk, a gap in *ability* remains. This is known as the second-level digital divide. Students, including majority populations, are often less technologically proficient than some university educators and administrators assume them to be. Minority populations (whether of race, income, or other factors) can be even further behind. As higher education becomes increasingly enmeshed in Internet-based learning, academic libraries will need to maintain and even increase digital literacy and fluency instruction in spite of presumed reduced need. Furthermore, academic libraries themselves will need to examine their own status in the divide. Libraries like to tout their technological proficiency, citing leadership in public access to computers and the Internet, promoting shiny new makerspaces, and building extensive digital collections. However, at their core, academic libraries still run almost exclusively on pre-internet data-exchange protocols that search engines like Google do not index. This does not mean that patrons cannot access a library's electronic resources. Anyone on the Internet can search an academic library's

catalog. Rather, would-be users have to do so on the library's terms, in its own ecosystem, instead of the broader Internet they are accustomed to use. In an age of instant Google results, an academic library's walled garden resources risk the perception of irrelevance. The digital divide, whether on the individual or institutional level, will continue to shape the development of the academic library.

Digital Divide: Students

The phrase “digital divide,” coined in the 1990s, initially referred to the gap that exists between those with ready access to information and communication technology tools, such as computers and the Internet, and those without such access. This was, and usually still is, measured along axes of race, gender, geography, and socioeconomic status (Campos-Castillo, 2014; Khalid & Pedersen, 2016). As the proportion of United States homes with Internet access grew during the 1990s, and with governmental goals of universal Internet access, numerous reports and studies documented the trends in access across population subgroups. These early reports documented that whites were more likely to have Internet access than other racial groups, and that this divide was a consequence of social factors such as income and educational attainment; studies also consistently showed that men were more likely to access the Internet than women (Campos-Castillo, 2014).

Starting in the 2000s, the gap began to close, but more recent data suggest that it does still exist. According to Campos-Castillo's analysis of Department of Commerce reports, as of 2014, only 55 percent of African American households and 56 percent of Hispanic households (compared with 74 percent of white households and 81 percent of Asian American households) have Internet access at home. The social factors that maintain the digital divide are not limited to race and gender. One-third of low-income and rural K-12 students in the United States are unable to go online when at home, and 58 percent of rural households (compared with 72 percent of urban households) had broadband

Internet at home (Campos-Castillo, 2014; Young, 2016). That said, recent trends in technology suggest that the first-level digital divide may soon disappear in the US. This is due to the increased adoption of smartphones capable of Internet access, and for some, particularly Hispanics (Zhang et al., 2015), this is the primary way they now access the Internet. When it comes to gender differences, the gap has actually reversed: more women now report access than men (Campos-Castillo, 2014; Khalid & Pedersen, 2016; Young, 2016). A different kind of gap still exists, however, and as dependence on technology increases, the severity of this gap will increase as well.

As the gap in physical *access* to computers and the Internet within the United States narrowed, concern shifted to differences in actual *use* and *ability*, or what is known as the second-level divide. This is where the digital divide, at least in a social sense, is perhaps most significant to academic libraries. As Khalid & Pedersen (2016) point out, just because students may have access to the Internet does not automatically mean that they can use the Internet. They may lack the ability to pay for hardware or Internet service, face technology avoidance as a cultural norm, have a physical or mental disability, live in an area where connections are poor or unreliable, or encounter any number of other obstacles to Internet use (Khalid & Pedersen, 2016). Academic libraries have moved and continue moving to increase the number of computers and electrical outlets to help lower barriers to use, at least on campus. The problem of ability, however, still remains and can often remain undetected.

Just as access does not guarantee use, use does not guarantee proficiency or mastery. This can be almost as limiting as not having access at all, which can severely limit social mobility. For example, accessing computerized medical records, government services, online banking, and employment applications is becoming a strictly Internet-based activity, but those who lack the skills can be shut out (Mackert et al., 2016). This applies just as strongly to higher education. The integration and adoption of digital technologies have enabled improvements in the quality of and inclusion in

higher education, making it possible for more people to access more—and higher quality—learning resources. However, a significant proportion of the population still cannot benefit fully from these improvements because they do not have the ability to use them well. People from lower income groups in particular are less likely to be prepared for and have experiences with Internet use in general, and are therefore less likely to be prepared for things like virtual learning environments, library databases, and other research tools (Khalid & Pedersen, 2016). This is particularly problematic at community colleges, whose students are more likely than those of four-year institutions to be first generation, students of color, women, part-time students, and older—all groups over-represented among those on the wrong side of the second-level divide (Young, 2016). Students like this can get caught in a cycle that perpetuates the second-level divide. Little or no experience with Internet use may impact participation in classes or activities that promote information literacy, which hinders learning, which keeps experience low, and so on. Academic libraries have the opportunity to decrease second-level divide by continuing information literacy classes they might already offer, and also, and perhaps more importantly, offer instruction at a more basic level, like a public library might. Programs like this will need careful planning to avoid stigma (“Internet for Dummies!”) or assumptions about relevance (“Kids today were born with phones in their hands and know all about the Internet”) but could result in indirect boosts in educational attainment.

Digital Divide: Libraries

Although it is not often (ever?) phrased as such, there exists another kind of digital divide that affects the library itself as an institution. To illustrate this, it may be useful to examine its origins in the development (or lack of development) of the online public access catalog. Antelman, Lynema, and Pace (2006) briefly outline the history of online library catalogs, with an emphasis on how they have failed to evolve with time and been outstripped by other systems.

The first generation of online catalogs in the 1960s and 70s attempted to replicate the access points of

the original card catalog (Antelman et al., 2006). This design choice makes sense, given that these early catalogs were intended to be familiar to library users who had grown up working with card catalogs. The expectation with these early systems was that most users were interested in known-item searching rather than browsing-based discovery (Antelman et al., 2006). Ironically, this made the online catalog slightly less useful than its paper bound counterpart, given that the physical nature of the traditional card catalog made it inherently browsable, like miniature stacks. Regardless, online catalogs were arguably quicker and easier to use, and in time became the most widely-available retrieval system and the first one with which many people came into contact.

The second generation of online catalogs started to develop their ability to search beyond just known items. The development of keyword and Boolean logic searching (Antelman et al., 2006) provided a degree of flexibility that moved the online catalog beyond merely a digital analog of the card catalog. However, while searching systems based on Boolean algebra were certainly an improvement over those that preceded them, it was still a search technique designed for trained and experienced searchers (and largely remains so today) (Antelman et al., 2006). Boolean systems remained despite this drawback, since it was simple to implement and required minimal storage and processing power for the limited hardware of that time.

The third generation of online catalogs in the 1980s saw the refinement of keyword searching and discovery. There was a surge of interest in improving online catalogs, resulting in a number of experimental systems that incorporated advanced search and matching techniques developed by researchers in information retrieval (Antelman et al., 2006). Rather than relying only on exact matches as filtered through Boolean limiters, these catalogs employed partial-match techniques based on probability. Following the surge of innovation, however, the development of online catalogs began to slow down, and many today are essentially not far removed from this era.

Indeed, according to Antelman et al., as of 2006,

libraries were no better off: all major ILS vendors were still marketing catalogs that represented second generation functionality. Despite Internet style, between-record hyperlinks made possible by migrating catalogs to more modern interfaces, the underlying indexes and exact-match Boolean search remained unchanged. The literature on the topic had tapered off since 1997, and as promising innovations failed to appear in commercial systems, online catalog technology fell by the wayside as the library community's attention was turned to the Internet (Antelman et al., 2006). The online catalog still exists, of course, and still receives use as the tool for accessing and using library book collections, but is now only one of many search tools, often secondary to the database or metasearch engines on an academic library's website. As such, the catalog has become a call-number lookup system for many students, with resource discovery happening elsewhere, much like the original card catalog (Antelman et al., 2006).

All of this is not to suggest that there has been absolutely no development in online catalogs in the last decade. Some academic libraries have done a better job of integrating the catalog into their metasearch engine, and some even have sophisticated search "discovery layers" like Primo. Features like spelling suggestions and the option to browse shelves virtually are not unheard of in the catalogs of larger institutions. However, not all academic libraries have been willing and/or able to address the deficiencies their online catalogs. As Antelman et al. (2006) remark, in an interesting twist of fate, it can no longer be said that more sophisticated approaches to searching are too expensive *computationally*; however, they are now likely to be too expensive *financially* to introduce into legacy systems, especially as emphasis shifts to remote services. In the short term, this is an inconvenience that some libraries can tolerate. In the long term, however, it is a symptom of an underlying issue that has the potential to become a much larger problem for all academic libraries.

The time of the online catalog as the first electronic information search and retrieval system the public came into contact with has long since passed (even

though it does not seem that long ago), replaced by the ubiquitous Google search bar. In fact, recent early adoption of “smart speakers” like Amazon’s Echo and “intelligent personal assistants” like Microsoft’s Cortana may in time render typing search terms into a browser old fashioned, if not obsolete. Meanwhile, libraries have been relatively slow to adapt to what are now common information gathering experiences. At first this statement may seem contrary to the overwhelming perception of (some) libraries being at the forefront of technological innovation. One can hardly skim library trade publications or scholarly articles without encountering breathless accounts of makerspaces, tablets, and social media platforms. However, the underpinnings of an academic library’s most essential systems, from cataloging to digital collections, exist on what is becoming the far side of a digital divide. The network architecture libraries use to manage data came into being before the largescale adoption of the Internet, and rather than transition into it, they have developed parallel to it instead, bridging over the divide when necessary rather than just crossing over for good. The longer this parallel development continues, the more likely it will be that libraries may seem increasingly irrelevant or out of touch.

Arlitsch (2014) makes the case that libraries are running the risk of falling into a perceived state of irrelevance due to their resistance, intentional or otherwise, to integrating into what is now the dominate mode of information exchange—the Internet. As Arlitsch puts it, one way to define relevance is to evaluate how well a library’s information “products” integrate into the most popular information ecosystem. Even with discovery layers that attempt to present a seamless search experience, to retrieve library resources, users must cross from the Internet as they typically experience it into an ecosystem built specifically by libraries and vendors. The traditional freestanding OPAC terminal (still) serves as a kind of archetype of this separation. Instead of allowing library users to discover and access materials in the ecosystem where they already conduct their business, libraries force them to use technological tools to which they are not accustomed and then refer

them to library instruction when they encounter difficulties (Arlitsch, 2014).

Given that most of the online activity in the networked world happens outside of the library’s systems, libraries face the challenge of delivering their resources to the outside world, where people can find them. In other words, libraries must take advantage of popular platforms, such as search engines, and the standards that they support. Arlitsch relates the following example: searching for the line “What we’ve got here is failure to communicate” instantly returns a link to a YouTube clip of the scene from *Cool Hand Luke*, which a user can view with one click. However, the chances that relevant results from an archival collection will appear in a similar Internet search are quite slim, and even if they do appear, they are not as likely to lead as quickly to a digitized photograph or video. This flies in the face of the goal of both search engine providers and users. Both value the delivery of relevant results quickly and conveniently; anything that results in protracted or difficult searching is much less likely to see extensive use. Nearly every other business that provides information, delivers entertainment, or sells a product has figured out how to leverage the protocols and platforms supported on the Internet, and the number and variety of applications that people can access through search engines is stunning (Arlitsch, 2014). On the other hand, the rich resources of libraries barely make an impact at all.

A similar problem that drives the need for libraries to integrate better with search engines and the Internet in general, though not as widely applied to this issue, is highlighted by studies regarding modern users’ information search behavior. Students, who make up the bulk of academic library users, tend to be younger and as such bring a different set of approaches and expectations to how they search for information, including what they use to do it and how they interact with the library. D’Couto and Rosenhan (2015) note in “How Students Research: Implications for the Library and Faculty,” that having grown up in a digital world with quick access to responses served up from a

“Google-like” single search box experience, students today expect that most information can be found online. The unspoken assumption here is that not only can most information be found online, it is not—or at least should not be—difficult to find it. As Ramdeen and Hemminger (2011) explain, it has become accepted now that users have been influenced by Web search engines, and rather than plan out elaborate “library approved” research strategies, they prefer simply to enter a few initial search terms, skim the list of results, and then filter through them using simple interactions.

When the expectation of easy and efficient access to information comes up against the demands of time pressures and in-depth academic research tasks, the most commonly observed behavior illustrating this balancing act is the use of Google to supplement or replace specific library resources rather than using facets and advanced search techniques (D’Couto & Rosenhan, 2015; Ramdeen & Hemminger, 2011). It seems that many libraries expect that extensive training will change this behavior and shepherd students out of Google and back into the fold of the library’s ecosystem. While this result seems ideal from an experienced researcher’s point of view, the reality of student behavior suggests that they are likely to continue with what they are used to and what they find easier to use rather than trying to adapt to how librarians would like them to search. Making library resources more visible to search engines like Google would be a good first step to bridging this divide. What is it, then, that has kept libraries, particularly academic libraries, from closer search engine integration?

Ironically, it is the richness and accuracy of the descriptions of materials in which librarians and archivists have invested countless hours that do not transfer well to the Internet, making those products far less discoverable and usable than they could be, and therefore potentially less relevant (Arlitsch, 2014). More precisely, beyond just search engine access to library resources, the real problem is the incompatibility of library and Internet data standards and the often mutually exclusive variations of library standards themselves. Libraries

continue to use data interchange protocols or publishing platforms whose use is almost non-existent outside the library world, even though Internet search engines have little or no use for the metadata standards and the data interchange protocols that libraries and archives developed, which do not scale to the data-deluged world we now live in (Arlitsch, 2014). This resembles a larger reflection of the problems with development of online catalogs, namely the gulf between the information technologies that libraries have developed and what non-librarians actually use. For example, MARC, TEI, and EAD are library standards/protocols that exist almost exclusively in libraries.

MARC, or Machine-Readable Cataloging standards, first discussed in the late 1950s and officially launched in the mid-1960s, may be considered the grandfather of library data standards (Arlitsch, 2014). As such, librarians have used the MARC standard to create countless records over the years, but despite (or because of) its rich level of detail, MARC does not see ready use outside of the library environment. Even before search engines came into being in the 1990s, it was evident that MARC cataloging of electronic resources would be too complex and costly, with even OCLC stating that data stored in traditional record formats like MARC had reached the limits of efficiency and utility (Arlitsch, 2014). The Text Encoding Initiative began as a markup language to represent textual material on computers, much like the earlier HTML. It has seen considerable application in some research libraries and rare books archives and is often taught as part of digital humanities classes. However, TEI has remained confined to platforms that prevent it from being able to deliver its data to the Internet in a useful way (Arlitsch, 2014). In the archives world, Encoded Archival Description brought MARC style standardization and machine readability to the detailed records that archivists use to create finding aids. So far, however, search engines seem to have no interest in EAD, and efforts to make finding aids discoverable through the Internet consist mainly of “dumbing down” a subset of EAD fields (Arlitsch, 2014). While this helps discoverability, it largely defeats the whole benefit of EAD—the rich level of encoded detail.

Now, as easy as it is to criticize libraries for not being more web-like, there are a couple of important things to keep in mind when considering solutions to make searching for library resources quicker, easier, and more convenient. A major obstacle that hinders academic libraries, which Google does not have to worry about to the same extent, is copyright. An Internet user can watch full Hollywood movies on YouTube, and due to safe harbor laws, YouTube is generally not liable for uploaders' actions. Libraries that digitize things or offer access to journal articles, however, must navigate copyright restrictions and manage usage rights much more carefully. This results in a search experience that is not as convenient, and certainly not as quick. Another potential problem is the vast amount of incredibly detailed information that libraries hold. By its very nature, this material is not yet as easy to search and sort through as other data may be. That said, making an effort to at least make metadata discoverable with Web standards and to publish on platforms that more people use would be a good start.

Conclusion

Although not by any means a new issue, the digital divide—in all its levels—will continue to have an impact on the development of the academic library. The fact that coverage of the divide has started to taper off only reinforces the need to help a large number of people being pushed out of modern life. Whether the gap is in access or ability, students on the far side of the digital divide can only benefit from the maintenance and increase of digital literacy and fluency instruction. Academic libraries will need to examine their own status in the divide. Hardworking librarians and archivists have spent decades developing data interchange formats that have not been made a part of the Internet, and thus struggle to make their materials visible and usable. As difficult as it may be, academic libraries will need to start asking themselves whether it is right to continue to insist on using standards and platforms that are foreign to non-librarians. The digital divide, whether on the individual or institutional level, will continue to shape the development of the academic library.

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Gender Roles and Gender Stereotypes in Four Newbery Award-Winning Books

By Alex Paige Brower

Undergraduate Honors Thesis, December 2015
Faculty Thesis Advisor: Dr. Stacy Creel

Introduction

The way that society thinks about gender is changing. The rules that dictate what is proper for girls and what is proper for boys are becoming more fluid and less straight-forward. One would assume that this change would be reflected in the literature that is available for these children to read, whether at the library, at school, or in their home. Award-winning books are more likely to be present in the school or public library, particularly in the case of books that have won a state award (Hilburn & Claes, 2007). Children use clues from the world around them to build an understanding of what will be expected of them, and books are a source of these clues (Kortenhaus & Demarest, 1993).

Thesis Statement

As gender equality has become a more prominent issue and men and women have become more equal, one would expect this change to be reflected in children's literature. This study examines four Newbery-Award winning books to determine if this change is apparent.

Literature Review

Chapter books may not be the first thought that comes to mind when one pictures children's literature although they are an essential part of this body of literature. There is a long tradition of children's literature being used to study the social attitudes of a particular time as depicted through books (Norton, 2011). Most of the research done on the subject of traditional gender role presentation has focused on picture books. Hamilton et al. (2006) found that female characters in picture books were still significantly underrepresented despite the passage of several decades and significant strides in gender equality. Clark et al. (2003) found that while female characters were still underrepresented in picture books there was slightly less gender stereotyping as years passed. Even though these studies focused on picture books, they can provide

valuable information about children's literature evolving over time and the way that other award-winning books have presented gender. There has also been some research about Newbery chapter books and gender roles specifically. Agee (1993) examined the role of mothers and female gender roles in two Newbery books. This study provides information on how four Newbery-winning authors have portrayed gender and whether female characters specifically have been stereotyped in these chapter books.

This study is important because the readers of these books are impressionable and reading books where female and male characters are not equal can lead to the continuation of damaging gender stereotypes. While this project may not have the scope to make definitive statements about the differences in the books, it is a first step to determining whether there have been significant improvements in gender representation in the Newbery Award winners.

Overview of the Newbery Award

Initially created by Frederic G. Melcher in 1921, the Newbery Medal was formed to draw attention to Children's Book Week. Named after John Newbery, an eighteenth-century bookseller, the Newbery Award and honorary status is "awarded annually by the Association for Library Service to Children... to the author of the most distinguished contribution to American Literature for children" (Association for Library Service to Children, 2015). One of the most important distinguishing factors about the Newbery Award is that the award is given to the most distinguished children's book, not the most popular. The definition of distinguished is entirely dependent on "whatever 'distinguished' means to the group of children's librarians making the selection each year" (Horning, 2012). This distinction between distinguished and popular literature sets the Newbery Award apart from other awards.

Overview of Gender

Gender is often used as one of the defining aspects of a person after their name. According to West and Zimmerman (1987), "gender is the activity of

managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category" (127). One aspect of gender of particular importance is that of gender stereotypes and traditional gender roles. Gender stereotypes are expectations, both positive and negative, about how a certain gender should behave and think. Coyne et al. (2014) define gender stereotypes as "collections of gender-specific attributes or traditional norms that differentiate typical feminine behavior patterns from typical masculine behavior patterns in society" (p. 417). Traditional gender roles are a sort of gender stereotype that set forth the behavioral expectations of both males and females. According to Kortenhaus and Demarest (1993), "the gender identity of most children is shaped by the universally shared beliefs about gender roles that are held by their society. These shared beliefs often take the form of oversimplified gender stereotypes" (p. 220). For example, in children's books the character's gender would determine the character's activities: with male characters being more adventurous and physically active while the female character is inside, playing house or dressing up.

From the time that they are born children are influenced to act or think a certain way based on gender stereotypes. According to Crisp and Hiller (2011), children are instructed by those around them and the information that they absorb from their environment how to "act like a lady" or "be a man," something that would be unnecessary if gender were indeed "natural" (p. 197). This implies that gender may not be an implicit part of a person, but identification as one gender or another would be influenced by the spoken and unspoken rules and expectations handed down through generations.

According to Martin and Ruble (2004), "Children are gender detectives who search for cues about gender, who should or should not engage in a particular activity, who can play with whom, and why girls and boys are different" (p. 67). If this rings true, why should the books that children read present the genders unequally, or limit the ambitions of both genders by presenting abilities in the terms of stereotypical behaviors? The prevalence of books and reading in children's lives means that children will

take in the information presented in these books and use it to shape how they perceive their own gender. If the children are presented with the idea that girls cannot do math or boys cannot like the color pink, then that skewed image of gender is now part of how that child sees himself or herself. This acceptance of these stereotypes may limit what the child thinks himself or herself capable of throughout his or her lifetime and can lead to the perpetuation of the stereotypes to future generations. Books play a role in the development of gender.

Gender in Books

Much of the research done on the topic of gender roles and stereotypes in children's literature has centered on picture books (Hamilton, et al., 2006; Frawley, 2008; Crist & Hiller, 2011). Frawley (2008) uses two Caldecott picture books to investigate children's perception of gender and reports that their gender perceptions are influenced by picture books and their cognitive recall is influenced by gender bias. Using picture books allows the researchers to examine both the gender stereotypes presented in the drawings or illustrations and in the text of the book itself. Hamilton, Anderson, Broadus, and Young (2006) found little improvement when investigating gender representation and sexism in 200 award-winning and popular picture books from 2001 when compared to books from the 1980s and 1990s.

The amount of research done on gender stereotypes in chapter books aimed at older children is more limited. One study that looks at Newbery Award-winning books is Agee's (1993) examination of the gender-role socialization influence of mothers on their daughters in *Caddie Woodlawn* by Brink (1962) and *Jacob Have I Loved* by Paterson (1980). In this study, Agee (1993) looked closely at the influence that the mothers have on the daughters, which both start out as wily, tomboy types who are the source of constant exasperation for their stereotypically calm and ladylike matriarchs. The two aims of the study were to "make explicit the roles of fictional mothers as gender models for their daughters and the historical continuity of the messages of acculturation that emerge in these two female authors' portrayals of mother-daughter relationships" and "to show that

gender roles depicted in fiction for young readers grow out of unexamined, long-accepted cultural assumptions about who women are and what they are supposed to do with their lives” (Agee, 1993, p. 165-166).

One important aspect is that while the books were written almost forty-five years apart there are similarities between the mother figures and the transformation of the daughters that show little to no improvement. In both books, Caddie and Louise admire their mothers’ ability to conform to the expectations placed on them by traditional gender roles, and yet seek to shirk these expectations and become their own person. However, the mothers in both of these books pressure and guide their daughters to grow away from the individualistic spirit and non-traditional aspirations that set them apart. After going through puberty, both daughters conform to the ways of their mother and, on an even bigger scale, the ways of society.

Other studies have examined the changes in children’s books over time. One such study by Clark et al. (2003) focuses on the books that were awarded a Caldecott Medal over a span of forty years from the 1930s through the 1960s. The Caldecott Medal is an award given to the artist of the most distinguished American picture book for children (Association for Library Service to Children, 2015). This study included the winners and the runners-up and examined aspects of the books such as “the book’s central character, and the most important character of the same sex, and the most important characters of the other sex,” and “where supporting characters were deemed sufficiently visible for analysis” (Clark et al., 2003, p. 441). The study found that while there did not seem to be a linear improvement of the presentation of gender roles and stereotypes, the books tended to reflect the attitude of society at the time that the book was written. One implication of the study is that while there was a “trend” towards visibility and decreased stereotyping...antifeminist backlash in other media...suggests that such a trend is reversible” (Clark et al., 2003, 446). Crisp and Hiller (2011) investigated 74 Caldecott Medal-winners and found that only 23 percent had female main, or leading characters. Additionally, “text-identified

female characters in Caldecott Medal-winning picture books are generally passive, inactive, emotional, dependent, submissive, imitative, nurturing, and emotional (Crisp & Hiller, 2011, p. 203).

Caldecott Award-winning books were also examined by Crisp and Hiller (2011) in a study that looked exclusively at the text to determine the presence of gender stereotypes and traditional gender roles. The assertion is made that studying only the pictures or illustrations in children’s books can be compromised by the gender expectations and biases of the researchers and that studies that rely on this information exclusively may not be as complete as if, instead, the researcher had used the illustrations and the text. Exclusively referencing images can also become problematic because what one researcher gleans from an image may be different than what another researcher or a child might infer. The study found that while there have been almost equal numbers of authors that define themselves as male or female, starting after the 1970s the gap between the number of male and female authors began to grow. This study focused on certain Caldecott Award-winning books that have been described as progressive in their depictions of female characters as well as certain books that uphold the traditional gender expectations for male characters. While the study finds that there may be some variation in individual books that are more progressive, the majority of medal-winning books still uphold “problematic constructions” of gender that can be damaging for children who may not line up with the gender stereotypes and expectations presented (Crisp & Hiller, p. 27).

Crabb and Marciano (2011) looked at material culture and tool use in award-winning children’s books to determine whether the ratio of which tools male and female characters used matched the gender-specific division of labor in the span of time in which they were published. The study focused on the illustrations in these books since younger children may be able to understand their meaning more easily than using the text alone, which may include words not yet in their vocabulary. A variety of hypotheses were tested, all centering on female characters using artifacts that were geared towards more domestic

tasks, while male characters would use artifacts that are geared more toward production. Female characters were found to use household artifacts more often than male characters, and there was no significant improvement found between books from the two decades studied, the 1990s and the 2000s. Male characters were found to use production artifacts more often than female characters, and the number of female characters that used production artifacts did not increase during the two decades, despite more women working outside the home. Given the division of labor during the decades studied, male and female characters were depicted performing activities that went along with the ratio of females that worked inside the home and men working outside the home. However, books did not reflect the growing number of women working outside the home or the growing number of men that did not work outside the home. This can be attributed to a variety of things, but is most likely due to authors' lagging behind or not being aware of the changes in society.

Hamilton et al. (2006) also examined gender bias not just in award-winning picture books but in the highest selling books as well. Some of the characteristics used to determine gender bias were "how often male and female main characters were portrayed as active or passive, found indoors or outdoors, rescued or were rescued by another character, and nurtured or were nurtured" (Hamilton et al., 2006, p. 760). In this study, male characters were found to outnumber female characters, there was a greater number of male authors writing about male characters than female authors writing about female characters, and the female characters were apt to be more nurturing. The genders were also more likely to be portrayed with traditional occupations.

Selected Books for Study

The books examined for this project are the first two recipients of the Newbery Medal in addition to the more recent 2014 and 2015 winners. These books include *The Story of Mankind* by Hendrik Willem van Loon, 1922 winner; *The Voyages of Doctor Dolittle* by Hugh Lofting, 1923 winner; *Flora & Ulysses: The Illuminated Adventures* by Kate DiCamillo, 2014

winner; and *The Crossover* by Kwame Alexander, 2015 winner.

In *The Story of Mankind* (1921), van Loon explores through literary nonfiction, the journey that mankind has taken beginning with the very first cell that floated about in the sea. From there, the civilizations that arose are discussed and the relationships between those civilizations are recounted. The story has many main characters, depending on which portion of the world and which civilization is being discussed. Most famous historical, political, and religious figures are given a nod by the author regarding their accomplishments or their failures. The fate of the people that these famous figures lived around and among is also examined.

The Voyages of Doctor Dolittle (Lofting, 1923) is a fictional tale that follows the much-beloved Doctor Dolittle, his young assistant Tommy Stubbins, and many animals around the world on a mission to gain knowledge of the natural world. The main characters begin and end their journey in Puddleby, England, and their journey takes them to Spidermonkey Island near Brazil. Faced with trials and tribulations from the beginning to the end of the journey, the group must confront Matadors, native peoples, and even Mother Nature herself. The brave Doctor Dolittle becomes king of the indigenous people of Spidermonkey Island, finds his long-lost inspiration to study natural science, and discovers the oldest crustacean while his adventures are viewed through the eyes of his awestruck assistant.

Flora & Ulysses: The Illuminated Adventures follows Flora, a "natural born cynic," (DiCamillo, 2013) and a squirrel that has recently acquired super powers due to being sucked up by a vacuum. The duo must overcome villains and the odd neighbor's even odder great-nephew while following the example of Flora's favorite comic book superhero Incandesto. The discovery of the different powers that Ulysses now possesses leads the two on a journey across the town in which they live, and causes run-ins with several interesting characters. The super powers that Ulysses has obtained include the ability to fly, the ability to think and understand Flora, and the ability to type on Flora's mother's typewriter, much to her chagrin.

The most recent winner, *The Crossover*, by Kwame Alexander (2014) is the story of twin boys told from the perspective of Josh Bell, one of the brothers. This fictional story is told in poems and rap-like lyrics. Josh and his brother Jordan are the sons of a basketball star and a vice principal. They both aspire one day to play professional basketball. Middle school problems like girls, angst, and balancing basketball and schoolwork are prevalent throughout the book. Family problems are also addressed in the story when Josh is faced with jealousy of his brother and his father's continually declining health and eventual passing.

Materials and Methods

Book Choice

The books examined for this project are the first two recipients of the Newbery Medal in addition to the more recent 2014 and 2015 winners. This sample offers insight into the changes in gender representation that have occurred over time from the beginnings of the award until today. The attitudes of society towards the respective genders would be reflected in these works. The decision to examine award-winning books was made because "nominations for state awards serve as a selection tool for both school and public librarians. Most librarians purchase all of the books nominated for their state's book award" (Hilburn & Claes, 2007, p. 18). The greater likelihood of these books to be purchased by libraries means that children are likely to have greater exposure to these books and the material inside these books. The Newbery Award winners were selected because there is limited information about gender stereotypes in chapter books compared to the amount of information on gender stereotypes in picture books.

The books examined were *The Story of Mankind*, which won the award in 1922, *The Voyages of Doctor Dolittle*, which won the award in 1923, *Flora and Ulysses: The Illuminated Adventures*, which won in 2014, and *The Crossover*, which won in 2015. The years in which these books won the award give an overview of the changes, or lack of changes, in gender representation in the books of the award over time.

These books were closely read at least three times and examined using the following described criteria related to the presentation of traditional gender roles and stereotypes. The first criteria include the examining the gender of the main characters and the genders of supporting characters to determine if female characters are still chronically underrepresented. The limit of twelve supporting characters, three per book, was examined in this study in an effort to examine each book equally. Supporting characters were chosen based on their prevalence throughout the work. Second, the personal interests of the main character or characters were examined to determine if they aligned with gender stereotypes. Third, both the occupations and the household roles of the parents were examined; a related fourth criteria examined occupational goals of the main characters. These criteria were applied to each book separately, and then that information was utilized to determine the differences or similarities between the selected early winners and the recent winners.

The criteria were tracked using extensive note-taking during the close reading process. Passages and ideas within the books that related to the criteria were marked for further study in the following close readings, and these ideas and passages were then revisited after the close readings were completed. These criteria were selected because gender roles and gender expectations are often expressed through a character's interests and occupational goals, and the stereotype of the traditional family with a working father and stay-at-home mother is very well-known and easily identified in chapter books.

Results

As one can infer from the title, *A Story of Mankind* by Van Loon (1921) gives a descriptive overview of the history of mankind from its first appearance as a cell to the first time the world was at war with itself. The main character in this book is mankind. There are a variety of different pronouns used by the narrator to refer to this character: "they," "he," "him," "himself," and sometimes "we." These pronouns tend to be more masculine or ambiguous and rarely, if at all, are feminine. Although mankind does include all

humans, both male and female, the use of such pronouns leads the reader to believe that the overarching main character of “mankind” is male. For example, the author writes that some members of mankind liked “to have their hair and beards neatly cut” and “loved to see their wives wear ornaments” (Van Loon, 1921, p. 69).

The three minor characters include Moses, Napoleon, and Alexander the Great. The minor characters discussed in this work are overwhelmingly male. There are a few exceptions, but the female minor characters are written about in brief passages as opposed to the more substantial paragraphs or chapters about male minor characters. Women are also usually referred to as wives or as potential conquests. The personal interests of mankind include the pursuits of survival, knowledge, and expansion. Throughout the time periods discussed in this work mankind had to work and create new ways to survive and thought of new ways to ensure this survival. Whether this is through the discovery of fire or the creation of new ways of governing, mankind constantly seeks to survive and to ease survival. This ties in to the interest in pursuing knowledge. In the book, throughout history, civilizations have shared knowledge whether through open forums like the Greeks or through the creation of universities and the desire to explain natural phenomena. The pursuits of both survival and knowledge also tie in to the pursuit of expansion. This is a common theme in the book. Mankind sought to expand the territory controlled by a person or group, the number of adherents to a certain religion, or the expansion of the amount of wealth that a person possessed. The criteria regarding the occupations and household roles of parents were not applicable to this book because there are no defined parental figures. The criterion regarding the occupational goals also does not apply because of the broad definition of the main character.

The main character in *The Voyages of Doctor Dolittle* by Lofting (1923) is Doctor John Dolittle, who is male, and his assistant as well as the story’s narrator, Tommy Stubbins. The three minor characters examined are Bumpo, the African prince; Polynesia, the parrot, and Jip, the dog. Bumpo and Jip are both

male, while Polynesia is female. Tommy Stubbins has many traditional male characteristics that include “wandering among the hills,” and “rambling through the countryside” (Lofting, 1923, p. 7). However, Tommy does possess the more feminine interest of caring for animals, and he even takes care of a squirrel he finds until Doctor Dolittle returns. Mr. Stubbins, Tommy’s father, is the town’s cobbler, and his mother stays primarily at home and takes care of the house. The household roles of Tommy’s parents appear quite traditional with the father being the main breadwinner and the mother being the housekeeper and primary caregiver. The first time Doctor Dolittle comes over, Mrs. Stubbins apologizes because “the place is a little untidy because I haven’t finished the spring cleaning yet,” and she makes a fuss and prepares a special dinner the next time the Doctor calls (Lofting, 1923, p. 40). The occupational goals that Tommy has starts out broadly defined as a longing to “sail away with those brave ships... I longed to go with them out into the world to seek my fortune in foreign lands- Africa, India, China, and Peru” (Lofting, 1923, p. 4). This is later narrowed down to a desire to become a naturalist like his mentor and accompanying main character, Doctor Dolittle. Doctor Dolittle and Tommy have similar interests, with the desire to care for, learn about, and heal animals, Dolittle’s main interest and career. He also has a desire to travel and constantly goes on adventures. Doctor Dolittle also has an interest in learning about animals and their languages. One of the major projects he undertakes in the book is to learn the language of the shellfish, and this comes in handy when the group of adventurers is returning home after travelling across the world. The occupations and household roles of Dolittle’s parents are unknown so the criterion could not be applied to this specific character. Dolittle’s occupation is that of a naturalist and this is what inspires the other main character, Tommy, to become one as well. As a naturalist, Dolittle learns about animals and cares for them, almost like a veterinarian.

Flora and Ulysses: The Illuminated Adventures by Kate DiCamillo is the first of the two recent books examined for this project. In this novel, the main characters are Flora Belle Buckman, a female, and Ulysses, her male squirrel companion. The minor

characters include Flora's mother as the only female, Flora's father and the neighbor's great-nephew, William Spiver, who are both male. Flora's occupational goals are not discussed in the book, but Ulysses aims to be as great a superhero as The Amazing Incandesto, a superhero featured in Flora's favorite comic books. Flora's mother writes romance novels, and she and Flora's father are divorced. The occupation of Flora's father is not mentioned. The household roles of the parents in this book are somewhat non-traditional since Flora's parents are divorced, but her mother is the primary caretaker. George Buckman, Flora's father, shares her interest in comic books. Because of the divorce, Flora's father is less present in her life than her mother. However, Flora's father seems to be more in tune with Flora's emotions and Flora expresses a desire to live with him as opposed to with her mother. Flora's main interests include comic books, practicing the skills of observation she has gained by reading comic books, and caring for Ulysses. Ulysses' interests include saving Flora, honing his super powers, and poetry (Dicamillo, 2013). Ulysses' parents are not mentioned, and thus the criteria related to this could not be analyzed.

The last book to be studied for this project is *The Crossover* by Kwame Alexander (2014). The main character is Joshua "Filthy McNasty" Bell, who aspires to be a basketball star like his father. The minor characters include his twin brother Jordan, his mother, and his father. Josh's main interests include basketball, girls, and listening to music. His career aspirations include going to college, preferably Duke, and then going on to play professional basketball. His mother is an assistant principal at the twins' middle school, and his father is a retired professional basketball player who does not have a job but plans to go back and coach. Not taking into account the occupations of the parents, the household roles are traditional. The mother cooks and cleans when not at work, and the father coaches Josh and Jordan in basketball and takes them to the recreation center to play against one another. The mother is more nurturing throughout the trying times that Josh faces

throughout the novel, while his father is portrayed as more of a friend that takes Josh and his brother to restaurants expressly forbidden by their mother after they finish basketball practice.

Discussion

The main characters are male in all of the books examined except in *Flora and Ulysses: The Illuminated Adventures* (DiCamillo, 2013), where only one of the main characters is a female. This follows the pattern of female characters being constantly underrepresented in children's literature (DeWitt et al., 2013). The gender of the minor characters was also overwhelmingly male. In this study, the male minor characters numbered nine out of twelve. The earliest books had five male characters and one female character, and the 2014 and 2015 books had two female characters and four male characters.

Female characters, major and minor, were still underrepresented with there being more males overall in earlier books and latter books (Figure 1). The major characters were overwhelmingly male with only one female main character. In the earliest books, none of the main characters were female. The sole female character appeared in the 2014 and 2015 books. The greater number of minor characters allowed for the presence of both genders, and while there were more females that made an appearance, they were still overshadowed by the number of male characters. These results are consistent with previous studies that focused on gender in children's picture books (Clark, et al., 2003; Crisp & Hiller, 2011; Hamilton, et al., 2006). The lack of female characters and role models in children's books does not reflect well on the progress of gender equality. Because children take clues from the world around them about how to act and how to think about themselves and others, what is presented in the books they read can have lasting effects on how children view what is appropriate for their gender (Crisp & Hiller, 2011). It is possible that girls may view themselves as less important or less able if they are unable to find a positive role model, or any model at all, in the books that they read.

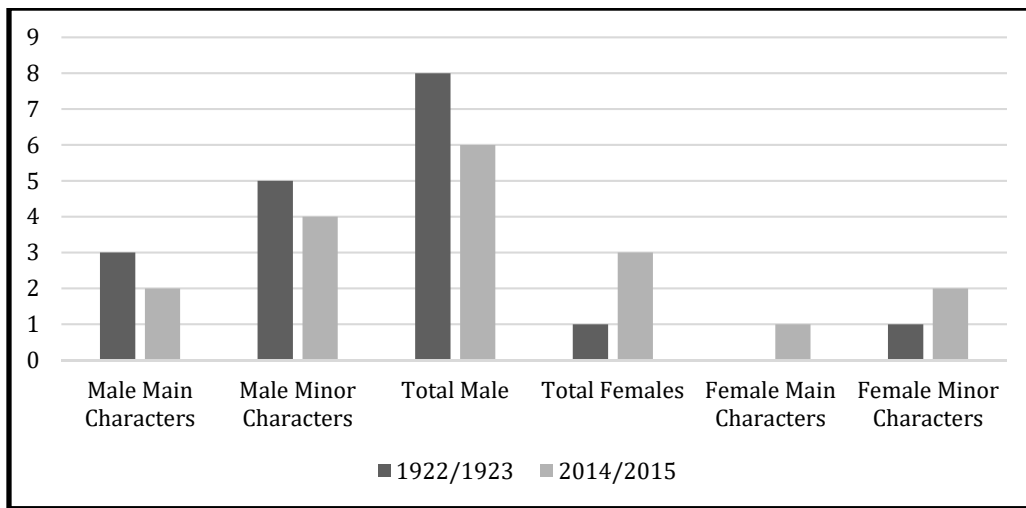


Figure 1. Male and Female Main and Minor Characters by Years

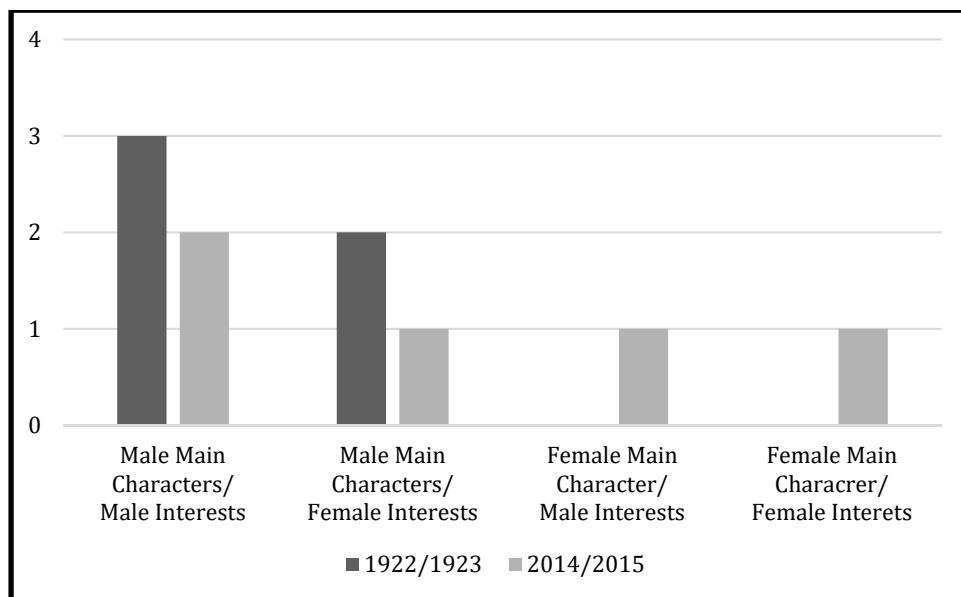


Figure 2. Main Characters Interest in Stereotypical Gender-Specific Activities by Years

The interests of the main characters tended to line up with gender stereotypes when the main character was male. For example, Tommy Stubbins, Doctor Dolittle, Josh Bell, and Ulysses all share interests that include some sort of physical activity, whether it be exploring, sports, or flying. Mankind itself also tended to have interests that were geared more towards the masculine, which matched the pronouns that were used overwhelmingly throughout the book. The activities in *The Story of Mankind* (van Loon, 1921), which included expansion and survival, involve the main character taking part in wars or other activities that are thought to be more traditionally masculine. None of these characters are taking part in more

traditionally female activities like playing inside or learning to take care of a house.

However, not all of the male characters had strictly stereotypically male interests (Figure 2). Tommy Stubbins and Doctor Dolittle both displayed a more nontraditional male interest when it came to their devotion to saving, caring for, and learning about animals. With this behavior, both of the characters displayed the more feminine traits of “affection... or tenderness” (Kok & Findlay, 2006). Ulysses’ love of poetry was also a nontraditional male interest, and this was one of the major points of the book. Poetry was often quoted as one of the superpowers that Ulysses possessed.

In the case of the male characters, there was the inclusion of a nontraditional interest in both Tommy Stubbins' and Ulysses' case. Out of the six interests studied for the 1922 and 1922 winners, five of the interests studied lined up with traditional male activities, and one did not. There was a similar result for the 2014 and 2015 winners, with five of the six being traditional and one being nontraditional. This does not show any increase or decrease in the presence of nontraditional male interests over time.

Flora, the sole female main character, also had some nontraditional interests. The one that came up most often in the book was her love of comic books. She gained this love of comics through her relationship with her father. Comic books are seen as a traditionally male interest, and most comic book heroes are male as well. The hero in the comic featured in *Flora and Ulysses: The Illuminated Adventures* (DiCamillo, 2013) and the hero of the story itself, Ulysses, were both male. The love of comic books also led to some other nontraditional interests that included practicing survival skills that she learned from these comic books and observing the world around her should the opportunity present itself to use these skills. Flora was an active participant in most of the adventures that Ulysses took part in, and while she was not the superhero herself, she often came to his aid. This portrays her partly in both the more stereotypical role of the assistant or the supporter, and the less stereotypical role of the actively involved female.

The occupational goals of the main characters were only expressly discussed in three books. In *The Voyages of Doctor Dolittle* (Lofting, 1922), Tommy Stubbins aspires to be a naturalist like the other main character of the book, Doctor John Dolittle. In *Flora and Ulysses: The Illuminated Adventures* (DiCamillo, 2013), Ulysses aspires to be a superhero, and in *The Crossover* (Alexander, 2014) Josh aspires to be a professional basketball player. Once again, the desire to be a naturalist that nurtures and heals animals is not in alignment with the stereotypically male profession, like a professional basketball player or a superhero.

Each book in the study except *The Story of Mankind* (Van Loon, 1921) had parents that were present. As shown in *Table 1*, the household roles of the parents, when parents were discussed in the book, tended to be more traditional, with "the acts of providing, disciplining, and participating in physical play (considered *traditional* behaviors for fathers and *non-traditional* for mothers)" were displayed by the fathers in the books, "and combining acts of nurturing, care-giving, and participating in non-physical play (considered *traditional* behaviors for mothers and *non-traditional* for fathers)" were displayed by the mothers (DeWitt et al, 2013, p. 90). The fathers tended to have more traditional household roles as opposed to the mothers despite the difference in time in publication of the books. In *The Crossover* (Alexander, 2014), the main character's father is the one who constantly plays sports with them and inspired the main character's goal to become a professional basketball player, although he is not employed. Additionally, the father figure is not discussed as performing household duties like cooking or cleaning. Tommy Stubbins' father (Lofting, 1922) displays the "traditional" act of "providing" (DeWitt et al, 2013), as he is the sole breadwinner in the family, and the father in *The Crossover* also displays the "providing" behavior because of his making and saving a great deal of money from his days of playing professional basketball.

The mothers in two books, *The Voyages of Doctor Dolittle* (Lofting, 1922) and *The Crossover* (Alexander, 2014), tended to uphold the stereotype of the nurturing mother that was more responsive to the emotional needs of their children as well as performing most of the household duties like cooking, cleaning, and ensuring that the child or children are in good health. However, in *Flora and Ulysses: The Illuminated Adventures* (DiCamillo, 2013) the mother is more emotionally distant from the main character Flora. She cares for her daughter, but does not show it by constantly nurturing and simpering over her. She shows her affection by trying to force Flora down a particular path so that she is socially accepted. Flora's father takes on the more feminine role of the more emotionally supportive parent.

Titles	Traditional Activity for Mothers	Traditional Activity for Fathers	Nontraditional Activity for Mothers	Nontraditional Activity for Fathers
<i>The Voyages of Doctor Dolittle</i>	Cleaning house, preparing meals, worrying for child's welfare	Main breadwinner		
<i>Flora and Ulysses: The Illuminated Adventures</i>	Mother is the primary caregiver	Father is employed, but is less present in life	Mother is divorced from father, Mother is employed, Mother is less emotionally in-tune with the child	Father is more responsive to child's emotional needs
<i>The Crossover</i>	Cleaning house, more emotionally involved with children	Playing sports with children, contributes to financial health of the household	Mother is employed outside the home	Father is currently unemployed

Table 1. Traditional vs Nontraditional Activities for Mothers and Fathers

Flora is more comfortable around her father, and feels that she can truly be herself. The pair have bonded over comic books, and the activities that Flora's mother discourages are encouraged by her father. Flora is more comfortable around her father, and feels that she can truly be herself. The pair have bonded over comic books, and the activities that Flora's mother discourages are encouraged by her father. Flora even wishes to move in with her father because she and her mother have such differing ideas. This is not how fathers are usually portrayed in children's books, with Mr. Buckman displaying both "nurturing" and "care-giving" (DeWitt et al., 2013).

While the mothers in these books tended to display more of the traditional nurturing behaviors, the more recent books turn the stereotype of the unemployed housewife on its head. In both *Flora and Ulysses: The Illuminated Adventures* (DiCamillo, 2013) and *The Crossover* (Alexander, 2014) the mothers are employed, as a vice-principal and a romance writer respectively. Both are perceived as successful at their

jobs, and both contribute to the financial health of the family. This is not the case with the mother in *The Voyages of Doctor Dolittle* (Lofting, 1922), who stays at home and takes care of both the house and the child. The presence of nontraditional characteristics in the 2014 and 2015 books shows that there has been some improvement over time.

Most of the criteria examined tended to line up with traditional gender roles and gender stereotypes, but some exceptions were present. Some aspects of the books that were studied showed improvement, like the interests of Flora and the mothers working outside the home in both the 2014 and 2015 winners, and some remained the same, like the household roles of the parents in the books. The presence of some forward movement in equalizing the presentation of characters of different genders shows that children's literature has not been standing still and resisting change. The exceptions, while not overwhelming or groundbreaking, show that some progress is taking place.

The presence of some characters shown in traditional gender roles and exhibiting gender stereotypical behavior is troubling, although not unexpected. In regards to both male and female characters, the perpetuation of these stereotypes can be damaging for children who are still establishing who they are as an individual. Take, for example, the mothers in the books. All that were present exhibited the traditional role of the parent who worries more about the emotional and physical well-being of the child as well as their success and acceptance by others. The portrayal of mothers in these children's books gives us an insight into how society views women because "even as *mothers* garner a certain kind of reverence (at least in certain cultural contexts and provided they conform to societal norms), *mothering* gets little recognition, and systemic injustices that hinder good mothering go unaddressed" (Moran, 2016). Even though the mothers may be employed and have lives outside the home they are all still ascribed to being seen as less than the father figures because they display these stereotypical behaviors, and can be seen as the weaker of the two parents because of their traditional focus on emotions instead of actions. Father figures gain admiration and respect much more easily when participating in the home and working, while mothers can still be portrayed as neglecting the family if they have a job. This is not the state of the world that children are currently growing up in, and women are successfully balancing home and work lives while some men are choosing to stay at home and take on responsibilities traditionally ascribed to women.

Conclusion

As gender equality has become a more prominent issue and men and women have become more equal in many ways, one would expect this change to be reflected in children's literature. In this study of four Newbery-Award winners, some aspects of gender representation and the presence of gender stereotypes are present in the earliest Newbery Award winning books *and* the more recent winners. Female characters are still underrepresented, and both genders are still subject to portrayals defined by societal expectations. However, there are some changes that have occurred, and this shows that children's books and their authors are not oblivious

to the gradual equalization of society and the fact that the genders are not being so strictly limited by societal expectations. The changes between the two sets of years are as follows:

- First, there is the inclusion of a female main character in the later pair (2014/2015) and an overall increase in female characters—from one to three; however, there are still twice as many male characters in the 2014/2015 award recipients, and overall male characters dominate in numbers in both sets of years.
- Second in regards to gender stereotypes in interests, the main characters overall are like actual people, multifaceted with both male and female stereotypical interests, but the male main characters while exhibiting one female interest have many more traditional male interests. The one female main character exhibits several traditionally male interests like reading comic books, being into survival, and having adventures along with her female ones.
- The final change is that in the 2014/015 recipients the roles of the parents are no longer reflective of the historical or traditional stay-at-home mother and working father.

Given the small sample size in this study, it is difficult to make definitive statements about the changes in children's literature. It is also difficult to state that the thesis was definitively supported or not supported. There are improvements in some areas, and a lack of improvements in others. Overall, the criteria studied seem to uphold the thesis at least in part, although the sample size was small.

Although there have been improvements in the presence of gender stereotypes and traditional gender roles in children's literature, there is still much to be done. Looking at the data in this study, one can see that efforts can be made on the part of children's book authors to equalize the presentation of the genders. It is not about excluding characters who may line up with gender stereotypes, it is about including those that do not. There has to be a balance of characters who have a variety of interests, and do not all line up with societal expectations. The children of today are growing up a world that has fought for

gender equality, and while it may not be perfect, it is a different world than many children's book authors may have grown up in. It will take some effort to step away from biases and expectations engrained in all people by the world they experienced in their life, but it is important to show children that they are capable of more than they know, and that they are not limited by their gender.

Recommendations for Further Research

This project can be improved upon by future researchers in different ways. First, it would be beneficial to include more than four Newbery Award winning books from a wider array of time periods. This might allow trends in the books, for example: the visibility and number of female characters or the employment of the mother characters. Another improvement that could be made would be to examine not just award-winning chapter books, but popular chapter books as well. This would give insight into how characters are portrayed in books that might appear in a wider variety of locations or environments.

Another improvement that could be made to the project would be the examination of factors that can be used to define someone or used as a bias against someone besides gender. This could include race, ethnicity, income, and a variety of other factors. This could give the researcher a broader view of how characters in these different groups are represented, and how these representations could affect the children in these groups.

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African American Archival Resources: Representation in North Carolina, South Carolina, and Georgia

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Introduction

The breadth, scope, security, evaluation, and preservation of African American archival resources in the United States are all understudied. Moreover, the scope and contents of the majority of African American resources are likely unknown. Some proportion of existing materials Africana are presumed held in private homes and private collections with no lending practices or duplicates to share, they are therefore inaccessible. On the other hand, Africana collections in formal archival repositories such as in university library collections, historical societies, and in state, city, or county run archives and museums are typically not fully digitized; and marketing information about their existence may be too slim to alert researchers to their existence. In addition to these issues is the historic issue of slavery and its aftermath, including segregation and accompanying social and political repression of African Americans. The outcomes of these realities include the restriction, physically and in terms of representation, of African Americans from mainstream libraries and state historical societies until the mid-1960s, and omission of documentation of their story from the archives, libraries, and historical societies. These misrepresentations have led to the current problem of fair and accurate representation.

Yet, there is more to consider. Another aspect of the historical backdrop for the current research is that African Americans have experienced complications with traditional identity reinforcement structures due to their constructed non-appearance in the historical record. For years, public school textbooks and the national narrative omitted the African American story, at least from an African American perspective. Like many other subject peoples around the world who, in the aftermath of the world-wide fight against colonialism, did internalize the concept of self-determination, many African Americans have

adopted the ideal of determining one's own identity since the international anti-colonial and domestic Civil Rights Movement. This practice is carried out with respect to several of areas of life, including the right to record, protect, design, and preserve their own history.

Historically, African Americans were colonized for the purpose of usurpation of their labor. African American archivists and historians have insisted on interpreting African history from that vein. Namely, reinforcing the reality that African American's experiences in the Americas and Western Hemisphere, generally, revolved around an economic system and economic incentives. These factors were alive in the minds of Africana lay curators in the 1960s and 1970s during the boom of independently-formed Black museums. It is perhaps not too surprising that private Black-run archives and African American museums emerged in droves after the Civil Rights Movement. The goals of these curators and managers were first and foremost to preserve the history of African people, and the right of African people to tell their own narratives. However, many of these curators also knew that historical archival resources and historical narratives bear potential latent economic value, and they reasoned that care should be taken to ensure that colonization of the African American story did not occur. Lay Africana curators at times insulated their collections away from the reach of state and county archives and at times they may have lost opportunities for city and state support. Their efforts to resist the possibility that their collections would fall into the hands of those who would exploit the African image and use Africana documents for their own gain, effectively prohibited collaborations with institutions who would acquire African American holdings. In some cases, financial distress resulted, and some African American museums and archives, funded by the curator's personal income or memberships fell into disrepair within a few decades. Meanwhile, a growing class of professional African American historians and archivists emerged, and these individuals continue to seek the best ways in which to

maintain their people's national and local history, and African Americans' right to tell their story themselves.

Problem Statement and Purpose

The preservation, processing, and accessibility of African American archival materials has been neglected, historically, and despite some advancements, has still not reached the standard or acceptable level of archival resources in the United States. The initial purpose of this study was to compile a record of collections holding primary resources on African Americans in the United States. When the scope of necessary research was considered, it was clear that a comprehensive study would exceed the scope of a master's project. Similarly, the goal of researching archival holdings in the Southeast United States, would require significant funding and other resources, setting this subject outside of the scope of a master's thesis. While both of those projects should and must be done in the future, the current project is much smaller and encompasses a smaller geographical area. The present research is therefore dedicated to conducting research on African American Archival Resources in three states, North Carolina, South Carolina, and Georgia. This research builds on earlier work by Linda Simmons-Henry and Lisa Parker, who wrote the 1995 *Guide to African American Documentary Resources in North Carolina* after being commissioned to do so by an organization that formed in the North Carolina research triangle and which went by the title the African American Archives Group. The *NC Guide* provides a model for how individual studies of Africana collections may be conducted in each of the fifty states. Lehman (2007) virtually updated the *NC Guide* (Simmons-Henry & Parker, 1995) more recently by assessing the digitalization of the collections described in the Guide.

Thus, the best model to date of a listing of African Resources by state is the *Guide to African American Documentary Resources in North Carolina* (aka the *North Carolina Guide* or *NC Guide*) (Simmons-Henry & Parker, 1995). South Carolina and Georgia were selected to expand on the North Carolina report in part because they each border on North Carolina and because symbolically, the work started in North

Carolina is expanding outward. Historically and culturally, Georgia and South Carolina are considered part of the Deep South, as well as part of the Southeastern United States, a region that is understudied with respect to Africana resources. Moreover, they are part of an area with no regional collection that is equivalent to the Schomburg Center for research in Black Culture, situated in New York City, in terms of scope and size of the collection, funding support, national recognition, or Black leadership. That these regions are centers of African American experience in the U. S., from which African Americans migrated west and north make the hypothesis that there is a depth of history and historical holdings there which has not be tapped, and archival and material resource holdings which are still dissembled and protected, likely. It should be said that such historical documentation of the Africana experience is inaccessible to researchers, but that is not the most important point. More importantly, such resources may be partially hidden from successive generations of African people, who need to experience their entire story as part of the daily narrative of life.

Research Questions

- R1. What Africana resources exist in North Carolina (outside of formal repositories)?
- R2. What Africana resources exist in Georgia (in formal repositories and within communities)?
- R3. What Africana resources exist in South Carolina (in formal repositories and within communities)?

Operational Definitions

- Large collection: defined by this study as over 200 cubic feet
- Medium collection: 50-200 cubic feet
- Small collection: 1-49 cubic feet
- Africana: Pertaining to African American or Diasporic Africans
- Black Museums and Archives: African American repositories in the United States.

Limitations and Assumptions

Research was limited to the English language. It was assumed that historical documents existing in private and formal repositories are authentic representations

or original materials and that materials in the collections are accurate and authentic.

Importance of the Study

This study will add to the body of scholarly research on the existence, scope, type, location, status, security, context, and accessibility of African American and Africana archival holdings in the Southeastern United States.

Literature Review

A Brief History of African American Archives and Museums

In 2007, Lonnie Bunch was busy leading the planning for the National Museum of African American History and Culture which would eventually join other premier American museums on the National Mall in Washington, D.C. As the head of the project he would be called upon to answer why the museum was needed. Why in a pluralistic society that had verified everyone's Civil Rights decades earlier was a national African American museum a sign of racial progress? Was a separate museum advisable? Would integrating the African American story into the broader narrative of American life be more optimal within existing museums? To queries like these, Bunch responded that all Americans should know how African Americans work, intellectual achievements, and culture have contributed and contoured "the identity of the nation" (Heywood, 2007, p. 21).

The recognition by the U.S. Congress that a national museum dedicated to African American life and history was needed arose out of the context of more than one hundred years of independent resource collection and labor by lay African American archivists and a handful of trained African American librarians. The history of collection development by African Americans in the United States is long and should be written. For the purpose of this study, it is sufficient to say that it began during the abolitionist and colonization movements in the mid-1800s. African Americans began organizing personal family collections during the slave era and after emancipation, African American Literary Societies and Churches oftentimes kept the histories of the members and communities they served.

The first formal archives dedicated to African American life developed in the libraries of some historically Black colleges, most of which were founded between 1866 and the turn of the 20th century. Like other ethnic groups in America, African Americans' concern for preservation of their past was expressed through displays of their contributions to education, business, arts and sciences in public exhibits and despite resistance, they displayed their contributions to society at the World Fairs that spanned the hundred-year period from 1895-1995. Wilson (2007) relays that it was the Black professional-class men and women such as Ida B. Wells and Booker T. Washington whose ideas on history made its preservation paramount, culminating in the founding of historically Black colleges (HBCUs) and independent Black-run museums and archives.

Meyerowitz (2001) observed the formation of African art museums after the American Civil Rights Movement as active statements of rejections of white art museums and mainstream critics who used white-identified standards to evaluate African art. African American curators challenged cultural supremacy, racism, and disparate visions of the aesthetic in building places for Black art. These trends in art, which began in the Harlem Renaissance and sprung forth with an ideology of self-determination in the 1960s, had a counterpart. The dual side of the Black Arts Movement was the movement toward a positive Black identity, and to a useful, realistic, and truer history of the African past, present, and capacity for a free future (Meyerowitz, 2001).

Kook (1998) posits a "Shifting Status of African Americans in the Collective American Identity" and argues "African Americans were completely excluded from the American collective identity up until the 1960s" (p. 154) and since the American Civil Rights Movements, successive waves of struggle over inclusion of the Africana narrative in public school education, in media, and in historical repositories have taken place. Culture studies departments have emerged in the past few decades, and these departments increasingly evaluate group member actions, choices, and institutions based on each group's own cultural mores. Still, much of the recent scholarship places American citizenship at the center

of the discourse around identity, while African American identity formation is arguably much more complex. In fact, scholarship on Africana identity has shifted, from a focus on the African American community to a contradiction in White American culture, to changes in law and membership status for African Americans (Kook, 1998).

At present, much of the scholarship focuses the African American story into a broader American story about the incorporation of all citizens into the common wheel. Situated at the core of these narratives is America, and the nation's fulfilment of its own promises, founding documents, and creeds. This American legalist approach fails to consider African American perspectives on their own myriad and multi-layered identities. That most African Americans view themselves as citizens is not reason enough to exclude the greater complexities that make up their identities. In reality, African history and culture, Africana traditions, African American experience, and efforts at remedies for past abuses and omissions in America's historical and educational institutions, are part of the Africana saga. In the final analysis, American citizenship as the sole vantage point from which to view the Africana past, falls into the trap of narrow research foci. In 1974, F. Gerald Ham told the academic community that true efforts at diverse representation in history must "incorporate the unexplored history of underrepresented groups" (Gibbs, 2012, p. 195). Gibbs (2012) argues that, "archivists still have not analyzed the historiography of ethnic archives, including those in the African American community" and that American racial politics has created "social hierarchies" that persist until today and which surface in archival repositories in a "representative imbalance in documentary records" (p. 195). In response, African Americans constructed their own museums and archives under segregation. Often maintained by a single individual or family, community histories were kept and stored at the personal expense of a few individuals.

African American Collections: Building Lists

Kook (1998) noted that African Americans were gradually included into the American identity after the 1970, using both text and symbols. Symbols included development of African American commemorative items such as postage stamps, and textbooks in public school curricula. In public school textbooks, the African American story was constructed around the notion of citizenship (Kook, 1998). However, African American intellectuals refused to accept slavery as the starting point for Africana history. They observed African Americans as having rich and complex culture to which the citizenship narrative, while a factor, was not the center of community life. From this vantage point, citizenship was a tool to be acquired, like other tools, to help in the meeting of the objective of strong families, meeting one's potential, and building their legacy as a people. In fact, the mantra among many politically minded African Americans, those said to be awake or conscious, was to restore African people to their traditional greatness in a legacy that went back thousands of years prior to the Atlantic Slave trade.

In 1978, it was the desire to enable the telling of the whole African American historical narrative that led Dr. Margaret Burroughs, founder of Chicago's DuSable Museum, and Dr. Charles H. Wright, the founder of the African American Museum of Detroit, to form the Association of African American Museums, a non-profit corporation organized around six African American museums. Its focus was to support anyone working on African American collections, in order to help preserve and restore African American history. Originally named the African American Museum Association (AAMA) and headquartered in Boston, the organization was later renamed Association of African American Museums and moved to Washington, D.C. The mission of the AAAM continues today: to promote Africana archivists and museum workers as a professional organization, and as a supportive agency for Afro-American cultural organizations (AAAM, 2014). The AAAM contributed the publication of the *Guide to African American Museums and Galleries in the United States* (1988). In print in 1988, the 80-page book listed African American museums, historic sites, archives, and art collections (Rhodes, 1988). That same year, African American Museums Association

(AAMA) published a 54-page resource entitled *Profile of Black Museums*, jointly published by the AAMA in Washington D.C. and the American Association for State and Local History of Nashville, Tennessee (AAMA, 1988).

These two documents became the most important resources in their day for scholars who sought insight into where to begin an authentic study on any topic in African American history, and for African American families in search of their genealogy. In 1995, another important book, *Guide to African American Documentary Resources in North Carolina* (Simmons-Henry & Parker, 1995), followed its prototype, *Guide to African Americans Museums* (1988), but focused only on one state (Simmons-Henry & Parker, 1995). The *NC Guide* (Simmons-Henry & Parker, 1995) work was commissioned by the North Carolina African American Archives group, which may have formed largely for the purpose of publishing the *Guide* book. This work was partially funded by a grant from the National Historical Publications and Records Commission and served to list institutions with African American collections, thus providing a useful model of collaboration. The *NC Guide* identified 41 institutions in the state with Africana holdings, defined as materials about Africans in the diaspora, including historically Black colleges, private colleges, libraries, church and state-run archives and museums (Lehman, 2007). The *NC Guide* identified over 2500 African American collections in North Carolina, in over 40 repositories, setting the benchmark for identification of African American resources among the fifty states (Simmons-Henry & Parker, 1995). In 1996, the *NC Guide* was published online by the University of Virginia Press, making it the go-to site for information about African American holdings in North Carolina (Lehman, 2007).

In the last ten years, additional research on African American archival holdings has been produced. In 2007, Lehman evaluated the progress of the 41 institutions in the 1996 online version of *NC Guide* (Pyatt, 1996). Lehman (2007) did not find a substantial increase in online African American holdings in North Carolina repositories since 1996: 15 of the 41 institutions (36 %) showed an increase in African American holdings available via the Internet.

A final study by Davis (2008) identifies the leading repositories for African American materials in the United States. She includes the Charles L. Blockson Afro-American Collections at Temple University, the Amistad Research Center, and the Fisk University Library Special Collections among others. While not comprehensive, the work does direct researchers to the 37 best funded, most highly organized, most accessible African American Collections in the United States.

Afro Museums and Archives in the 21st Century: Case Studies

At the time that he was appointed head of the National African American Museum Planning Commission, Bunch (2007) published, "Embracing Ambiguity: The Challenge of Interpreting African American History in Museums," in which he argued "the American national memory is fundamentally shaped by African American history and culture. However, the essence of this experience is often forgotten or downplayed" (p. 45). Bunch says that instead of a single view of the past, Americans must accept "Ambiguity, and...finding [sic] a 'new integration'" that re-centers African American history (p. 46). Cultural borrowing, conflict, and compromise may dominate the new narrative, but it would be closer to the truth (Bunch, 2007).

Bunch (2007) alludes to the contested ground of interpretation over African American history in *Old Slow Town* which describes, among other things, Detroit's African American community during the American Civil War (Taylor, 2013) to "African American museums in South Carolina, including Old Slave Mart at Historic Brattonsville in South Carolina" (Shettel, 2011, p. 2). Point-of-view and day-to-day decision-making over historical narratives are touched by the reality of race, racial privilege, cultural competency, and colonial subject identity verses self-determination. Harris (2005) writes:

Because of the persistent and pervasive problem of misrepresentation of ethnic and minority groups within history, natural history and general museums, ethnic and cultural groups have established their own museums and cultural

centers. These valuable institutions are places where the content comes from the voice of that ethnic or cultural group and where these groups have a place to celebrate their identity. (p. 1)

Harris (2005) notes that a “boom” in the development of cultural museums followed the American Civil Rights Movement in the 1960’s “when a renewal of ethnic identity demonstrated through the Race Pride Movement” (p. 1) but the survival of these institutions became an issue at the end of the twentieth century as their founders aged, and as technological infrastructure for museums and archives increased. In the beginning, the growth of African American collections, which had begun with collectors of African American books and other materials before the turn of the twentieth century, blossomed into small museum-archive combinations in cities and towns around the nation and culminated in the emergence of nationally-renowned African American Collections. It is noteworthy to point out that the preeminent African American archive in the United States, and perhaps in the world, emerged early in the last century as the result of a collaboration between Africana collector Arthur Schomburg and New York Public Library (NYPL). It was with the sale of his collection that the Schomburg Center for Research in Black Culture was formed at the 135th Street Branch of the NYPL in Harlem (Biddle, 1978). Schomburg had been collecting African American books and memorabilia for decades before he agreed to the sale of his collection. His archive and library became the basis for an Africana collection through collaboration in funding from the New York State Council on the Arts, National Endowment for the Humanities, and Ford Foundation, with additional funding from the Library Services and Construction Act (Biddle, 1978). The African American leadership provided by the NYPL Harlem Branch and Schomburg’s direct leadership after the sale (he served as curator for six years after the collection was moved to NYPL) created a model for ensuring cultural competency, primacy of Africana world view in guiding interpretation, and procedures that guarantee access by those whose culture the collection represents.

Methodology

Historic preservation and representation within colonial contexts are complicated by imbalances in power and in command of resources. Constructions of the past sponsored by governmental entities have tended to privilege the historical narratives most familiar to the more powerful contingents. Franz Fanon wrote extensively about the psychology of colonial societies, both of master and of subject. Individuals and groups from Frederick Douglass, and Bishop Henry McNeal Turner, and Alexander Crummel, in the 19th century, to W.E.B. DuBois and Marcus Garvey in the early twentieth century worked to separate racialized thought which justified oppression of brown and Black people, from historical reality wherein they were actors in their own history on their own cultural stages. Harris (1982) describes the work of the Council to create a guide to resources on African Americans that existed within the bowels of the National Archives. However, issues over methodology soon arose within the members of the Committee. Would the Council’s confrontation with false narratives of Africana life include practical attempts to end discrimination against Black scholars or include diasporic approaches to African history? Or try to correct omissions in the current national narrative, and include contributions of Black people to the United States. When the scholars could not agree on the group’s focus with the chairperson, who in 1950 was Melville Herskovits, the organization disbanded, leaving issues of methodology far from resolved (Harris, 1982).

A number of secondary issues confront those whose goal is to preserve African American collections and interpret Africana materials with authenticity. Each of these factors impacts the choice of methodology that collectors, archives, museums, and African historiography has taken. Some of these issues are: whether the potential loss of the materials is the ultimate loss, or whether lost or submerged documents are preferable to donating material to a mainstream collection where it might be misinterpreted (Wakin, 2005); what obligation—if any—do African American librarians have provide special protections for and to correct narratives about African American people (Johnson, 2008; Johnson-Simon, 2004); do these same questions

impact museum curators, is it enough to police and when necessary correct the narratives about African Americans? Or should independent control of their historical representation? Are university-based collections such as Emory University's acquisition of the Carter G. Woodson (Father of Black History Week) Collection and the Association for the Study of African American Life and History a model of the best way to preserve the African American past into the future (Black Issues, 2004). In recent times the reality of the need to digitize African American collections, along with all other materials now being transferred online, raises additional concerns (Evans, 2007). Will independent collections lose needed patronage from walk-ins if materials are online? Must finding aids and information about collections be placed online to advertise collection contents? While the later issues are not unique to Africana collections, making the right decisions are potentially more impactful in small ethnic-based facilities than with mainstream collections. Finally, since African American materials were not, in general, historically included in archival repositories or apparent in collection finding aids - unless they supported the narrative of American history being told by the institution - what scrutiny of existing African collections must be done to make sure their interpretations are devoid of colonial-dominating thought?

Both historical contexts and mediating conditions were considered before outlining a methodological approach to the present research. The analytical model used in this study is similar to that used by Armada (2010), which found that African American collection formation, preservation, interpretation, and access for originating communities were all impacted by competing historical, economic, and cultural traditions (Armada, 2010).

Armada (2010) traces the formation of the National Civil Rights Museum in Memphis, Tennessee, where Dr. Martin Luther King Jr. was shot, from its origins as the Lorraine Motel. He considers the site's history, economic trajectory, and ethnic and cultural value to specific groups and its construction as a key site in national identity. Armada (2010) considered the historical "efforts of everyday Black citizens who rescued the Lorraine Motel from demolition in 1982" (pp. 898-99) to its designation by the National Park

Service as a building of exceptional significance. He also considers the hotel's economic demise after the King assassination in 1965, from a site of vice and prostitution, to the filing of bankruptcy by owner Walter Bailey and the fundraising efforts of WDIA-AM 1070 a Memphis-based Black radio station. The radio personalities who started the project that not only saved the building, but put it on its road toward being a national site of commemoration for not only Dr. King but for the nation, memorializing America's growth toward recognizing the Civil Rights of all citizens, and African Americans' role in that process. While it may be argued that America again sneaks into the center stage in this story, one may counter that in this case, because of the ethnographic approach of the narrative, America becomes a mere device, around which the actors move to reclaim their history, agency, community, economic stability, and representation all with greater and lesser degrees of success.

The specific methodological approach to this study include qualitative research, in that it utilizes descriptive statistics to gain insight into the existence and scope of Africana collections in cultural resource institutions in a three-state area: North Carolina, South Carolina, and Georgia. Other methodologies used here include critical analysis, historiography, historical analysis and interpretation, grounded theory, and triangulation.

Procedures for this study begin with a generation of lists of formal repositories in South Carolina and Georgia, and generation of leads regarding important collections that are in private hands or informal collections in North Carolina, South Carolina and Georgia. The method utilized to generate the *North Carolina Guide to African American Collections* (Simmons-Henry & Parker, 1995) was replicated for collections in South Carolina and Georgia. This entailed sending requests to formal archives, museums, and university libraries, and state curators, asking for data on their African American holdings. These data were collated and lists of archives on their holdings both in print and online were prepared. In addition, investigation into informal holdings was sought to create a secondary list of holdings that are not currently included in major repositories in each of the three states. The discussion section of this

research addresses what proportion of important historical materials Africana are in formal repositories, the status of any independent Africana collections, reasons why African holdings are not included in formal repositories especially where they are in danger of being lost, degree of digitization for Africana collections in the three state area, examples of successful collaboration, costs of collaboration, benefits of collaborations, suggestions for successful collaborations, and suggestions for further research.

This study builds upon the existing body of research into the historical representation of ethnic groups within a pluralistic society with persistent power imbalances along color, gender, and ethnic lines. This research seeks to further and contribute to the breadth of knowledge about the existence, scope, and status (such as condition, preservation, security, digitization, and current accessibility) of African American archival resources in a three-state area in the Southeastern United States. Africana collections held in private homes, as well as those existing within historical societies, libraries, and in other formal repositories are surrounded by issues of preservation, digitization, and accessibility. Independent African institutions face the added stress of financial feasibility and therefore sustainability, while formal mainstream institutions face challenges with respect to budgetary decisions and allocation of resources, cultural competency, fairness and accuracy of interpretation. This study provides information about Africana holdings in support of the preservation of these materials and of expanding knowledge about these collections so that their historical, economic, and cultural contexts can be understood and respected. Finally, this research seeks to add to the body of knowledge that leads not to greater exploitation of Africana people, or to the segmentation of their culture and past into a form of tourism which further exploits them economically, but rather toward solutions that benefit the communities from which they emerge.

Results

R1. What Africana resources exist in North Carolina (outside of formal repositories)?

African American collections in formal (institutional) repositories in North Carolina were documented in 1995 by Linda Simmons-Henry and Lisa Parker in their

Guide to African American Documentary Resources in North Carolina. The following year the University of Virginia published an online version. In all, the *NC Guide* identified more than 2,500 African American collections, held in 45 formal repositories. The project represented the collaborative efforts of the African American Archives Group along with the North Carolina State Historical Records Advisory Board, and the African-American Educational Archives Initiative. The *NC Guide* has served as the authority on African American collections in formal repositories from its publication up to the present. It also provided a view into Africana materials in the state and a research model for identifying African American archival materials (Simmons-Henry & Parker, 1995). The study did not shed a great deal of light on where to search for information on African American collections that were not held by either HBCUs, public or private libraries, or state or municipal offices.

While scores of African American lay curators, family historians, church archives, and African American historical organizations exist in North Carolina, determining the identity, names, and locations of individual collectors and organizational archives may call for an extensive ethnographic study. Meanwhile, insight into what can be referred to as outlying Africana collections, those in private hands and in private organizations, can be discovered with help from formal archives and from some community members. For example, when Jeffrey J. Crow, Deputy Secretary of the North Carolina Office and History, published a volume on *African American History in North Carolina*, (2002) he printed all the important features of the lives of Black Carolinians that he could glean from the state archives. His finds included the names of multiple black “benevolent organizations” such as the Royal Knights of King David, the Masons, and the Sons of Ham (Crow, 2002).

Crow (2002) described strong church ties among African Americans in North Carolina, estimating that at least one-third of black inhabitants belonged to a church just before the turn of the twentieth century. He wrote that voluntary associations and churches shared members, even though “churches had their own organizations, such as...the African Methodist Episcopal Zion [Church’s] Woman’s Home and

Foreign Missionary Society” (Crow, 2002, p. 2). The result was overlapping social structures in which generations were reared and which created deep cultural continuity, long multifaceted relationships, and a strong community life. Crow (2002) models how examinations of these cultural institutions make it possible to recreate Africana life. While Crow (2002) does not provide end notes or footnotes, he does offer the names of hundreds of individuals and black institutions as clues for researchers who want to further investigate the archives of former or extant black organizations in North Carolina. The present study, utilized some of Crow’s finds as inspiration to begin asking questions of community members known to the author in the municipalities of Charlotte and Rocky Mount. Using informal requests for information (word-of-mouth) the author was able to locate and view the records of five outlying North Carolina collections and was not able to view but acquired credible information about the existence of six other outlying collections in central and eastern North Carolina.

Privately-held Outlying African American Archival Collections in North Carolina

Using community connections such as neighborhood elders and local librarians for word-of-mouth and other informal means of acquiring information about outlying collections in North Carolina, the Outlying Collection identified by the present study are listed here:

- **Charlotte Mecklenburg Black Heritage Collection** (Charlotte, North Carolina)
- **Happy Hill Cemetery Records**, (Winston-Salem, North Carolina)—enslaved ancestor cemetery records; collected by the Happy Hill Cemetery Committee and the Rural Initiative
- **Black Workers for Justice and Abner Berry Freedom Library & Workers Center Archive** (Rocky Mount, North Carolina)—Black Workers Union Papers
- **The African American Genealogy Interest Group** (Charlotte, North Carolina)
- **Comprehensive Genealogical Services** (Charlotte, North Carolina) —enslaved ancestor cemetery records.

Members of the five organizations above shared the names of other private or lay curated Africana collections in North Carolina; the lists include:

- **West Charlotte High School Archives** (Charlotte, North Carolina)—High School and African American Community records.
- **Second Ward Alumni House** (Charlotte, North Carolina)—Second Ward High School Collection assembled prior to urban renewal.
- **Grier Heights House** (Charlotte, North Carolina)-former Girl Scout Center.
- **Greenville Historical Society** (Charlotte, North Carolina)—Organized by lay archivist and historian T. Elder.
- **People’s Health Screening Clinics of the Garysburg, Tillery and Bloomer Hill, and Fremont Communities** (Representing North Hampton, Halifax, Nash, and Wayne North Carolina Counties).
- **Phoenix Archives** (Eastern North Carolina)—Workers Archives.
- **Georgia and South Carolina Holdings:**

Resource constraints prohibited similar informal inquiries about outlying African American collections in Georgia and South Carolina so the current research utilized Eben K. Lehman’s approach. Lehman (2007) expanded on the work of the *Guide to African American Documentary Resources in North Carolina* (Simmons-Henry & Parker, 1995) by conducting a follow-up study. Specifically, Lehman wanted to know whether African American collections identified by the *NC Guide* had been digitized and put online by 2007. Out of the 41 institutions identified by the *NC Guide* as holding African American collections in 1995 (1996 for the online version), Lehman (2007) discovered that only 15 of the institutions had created avenues for “online access to their African-American Holdings” (pp. 1-2). The institutions with the fewest references to their Africana Holdings online were: Duke University, Fayetteville State University, Greensboro Public Library, Johnson C. Smith University, North Carolina Archives, North Carolina State University, Richard B. Harrison Public Library, Shaw University, the University of North Carolina system, Wake Forest University, and Winston Salem State University. Lehman (2007) recorded the names of institutions with finding aids

for African American collections online. These same institutions plus the American Dance Festival and Appalachian State University had posted online finding aids for African American Collections. A subset of these eleven institutions posted online exhibits. Lehman (2007) noted that nearly half of the institutions with information about or with actual online African American collections had enjoyed the benefit of outside funding, in this case NC ECHO grants (pp. 33-37).

Of the 17 queries on Lehman's (2007) article, four questions were retained that were relevant to the research questions of this study:

1. Are there African American collections online?
2. Are there finding aids online?
3. Are there any exhibits?
4. Is there evidence of funding or collaboration with other institutions?

African American Collections in Formal Repositories in Georgia and South Carolina

This study examined the online presence of all state and municipal library systems, university library systems, museums, historical societies and other historic and historic preservation institutions in the two states. The identifiable historic preservation and library institutional websites, databases, and online collections were analyzed for the presence of African American materials. The findings are reported as: Institutions with African American Holdings (Appendix A) Institutions with Online Finding Aids (Appendix B); Institutions with Online African American Exhibits (Appendix C), and Institutions with self-reported collaboration with other institutions or with outside funding (Appendix D).

R2. What Africana resources exist in Georgia (in formal repositories and within communities)?

Libraries:

- **Atlanta-Fulton Public Library** (Atlanta, Georgia)—Genealogy and Pathfinder for African American vertical files. (Thirty-six of the thirty-seven branches of the Atlanta-Fulton Public Library System redirect the majority of their African American archival material to the Auburn Avenue Research Center Branch).
- **Atlanta University Center Woodruff Library** (Atlanta, Georgia) includes the campuses of Clark Atlanta University, Spelman College, Morehouse College and the Atlanta University Center Consortium Interdenominational Theological Center through The Atlanta University Center's Robert W. Woodruff Library—holds manuscripts and archives on the people of the African Diaspora. The core of the collection began with Atlanta University's Trevor Arnette library Negro Collection. Today the AU Collection includes the papers of African literary and political icons such as the Countee Cullen, the papers of Walter Rodney and the Freedman's Aid Society records.
- **Auburn Avenue Research Library on African American Culture and History** (Atlanta, Georgia)—Currently under reconstruction, the branch is temporarily housed in the Central Branch of the Atlanta-Fulton Public Library and its archives are being temporarily housed in the Georgia State Archives. There are over 100 collections available online. Examples include the National Black Arts Festival Papers (1988-98); the Julian Bond Papers (1940-); and the Utopian Literary Club Collection (1916-1986). This collection holds materials that are not available anywhere else in the region, including rare materials on African American immigration to Haiti during the Fugitive Slave Act menace leading up to the American Civil War (aaba.galileo.usg.edu/aafa/search and www.afpls.org/aarl).
- **Chattooga Library System** (Summerville, Georgia)—Research tools include Heritage Quest which holds Freedman's Bank materials
- **Cobb County Public Library** (Marietta, Georgia) — "African American Connection" includes oral history and civil rights entries
- **Emory University Library MARBL Collection** (Manuscripts and Rare Books) in its Woodruff Library (Atlanta, Georgia). This expansive African American collection includes collections on: The Civil Rights & Post Civil Rights Movement, Blacks and the Left, African American Literature and the Arts, Expatriate Literate and Cultural Material, & African

Americans and Sports
(marbl.library.emory.edu)

- **Georgia Public Library Service --Online Georgia Library Public Information Network (PINES)** (Georgia) -- This system covers 249 libraries in 127 counties, and represents 63 library systems. A search for African American materials yields 9530 results, most of them bibliographic. Two archival quality holdings exist under phonograph recordings. These are: "Slave songs from the Cost of Georgia" and Georgia Sea Island songs." Several library systems and individual branches of the Georgia Public Libraries also held Africana collections (see below) (georgialibraries.org)
- **Georgia State University Library** (Atlanta, Georgia)—holds Southern Labor Archives, Social Change Collection, Domestic Worker's Union papers, and more (digitalcollectionslibrary.gus.edu)
- **Kennesaw State Horace Sturgis Library** (Kennesaw, Georgia)—African Diasporic materials
- **Lee County Public Library** (Leesburg, Georgia)—Items relative to African American status in the state
- **Live Oak Public Libraries** (Savannah, Georgia)—African American History and Genealogy; including "African Americans in the Low Country" and "Internet Archive of a Slave Plantation" (www.liveoak.pl.org)
- **Middle Georgia Archives of Middle Georgia Regional Library** (Macon, Georgia)—holdings in African Americana (Mgaarchives.biblib.org)
- **Moultrie-Colquitt County Library** (Moultrie, Georgia)—Race films
- **Newton County Library System** (Covington, GA) — African American material in Heritage Room
- **Roddenbery Memorial Library** (Cairo, Georgia)—Special Collections includes Jack Hadley Black Museum Collection and GAgeneWeb (genealogy service)
- **Sara Hightower Regional Library** (Rome, Georgia)—Heritage Quest with African American material

- **Savannah State University Ash H. Gordon Library Special Collections** (Savannah, Georgia) "Negro Civil Rights Scrapbook" (library.savannahstate.edu)
- **Thomas County Public Library System** (Thomasville, Georgia) - Church histories and "Collection of African American Obituaries" (www.tcpls.org)
- **Uncle Remus Regional Library System** (Madison, Georgia) under "Ethnic Research" link includes primary resource collection on African Americans (www.uncleremus.org)
- **University System of Georgia Libraries** (Atlanta, Georgia) 37 branches—holds "Integration Materials 1938-65" for the University of Georgia (www.libs.uga.edu)

Museums, Archives, and Historic Sites

- **Albany Civil Rights Institute** (Albany, Georgia)—Southwest Georgia Movement
- **APEX Museum** (Atlanta, Georgia)—Ancient to modern Africana Artifacts and some archival material
- **Beach Institute of African American Culture** (Savannah, Georgia)—Africana materials and tours
- **Beulah Rucker Museum and Education Center** (Gainesville, Georgia)-African materials
- **Columbus Black History Museum & Archives** (Columbus, Georgia)—Africana Materials
- **Cumberland Island National Seashore Museum** (St. Mary's, Georgia)—Africana Materials
- **Dorchester Academy and Museum** (Midway, Georgia)—Former school for freed persons is now a museum
- **First African American Baptist Church** (Savannah, Georgia)—Africana church records
- **Geechee Kunda Cultural Arts Center and Museum** (Coastal Georgia) —African materials
- **Georgia Archives** (Atlanta, Georgia)— "Negro Education Division, Director's Subject files," 1928-1966 (www.georgiaarchives.org)
- **Georgia Department of Archives & History** (Atlanta, Georgia)—African American materials (www.n-georgia.com/ga-dept-archives-history.html)

- **Georgia Historical Society** (Atlanta, Georgia)—some African American holdings (georgiahistory.com)
- **National Dr. Martin Luther King Historic Site** (Atlanta, Georgia)—Dr. Martin Luther King Jr. Museum, Historic Home, Internment, and Civil Rights records (www.nps.gov)
- **National Archives at Atlanta** (Atlanta, Georgia)—holdings on African Americans 1716-1980s (www.archives.gov/atlanta/)
- **Muscogee Genealogical Society** (Muscogee County, Georgia)—African American cemeteries. Includes data for Columbus, Georgia, and Sumpter, Schley, Marion, Harris, Chattahoochee, and Muscogee counties (www.muscogeegenealogy.com)
- **Savannah Ogeechee Canal Museum** (coastal Georgia) —African materials.

R3. What Africana resources exist in South Carolina (in formal repositories and within communities)?

Libraries:

- **Benedict College Library** (Columbia, South Carolina)—Special Collections includes rare African American materials
- **Claflin University's H.V. Manning Library** (Orangeburg, South Carolina)—Holds "The Black Collection" featuring materials on local African Americans (www.claflin.edu)
- **Clemson University Library Special Collections** (Clemson, South Carolina)—"Black Heritage in the Upper Piedmont"; more than 100 oral history audio tapes (www.clemson.edu)
- **College of Charleston**—See Avery Research Center
- **Furman University Library Special Collections** (Greenville, South Carolina)—Race Relations Collection
- **Low Country Digital Library** (Charleston, South Carolina)—African American digital items (<http://lcdl.library.cofc.edu>)
- **South Carolina Digital Library** (Columbia, South Carolina)—over 4000 images including photos of African American farm houses (southcarolinadigitallibrary.com)
- **Southern Wesleyan University Clayton Family Research Room** (Central, South

Carolina)—Genealogy surnames includes some African American families

- **Spartanburg County Public Library Kennedy Room** (Spartanburg, South Carolina)—Genealogical services include Heritage Quest with African American materials
- **University of South Carolina Library Special Collections** (Columbia, South Carolina)—Digital Collection includes Africa American Materials
- **Winthrop University Archives and Special Collections** (Rock Hill, South Carolina)—African American History (digitalcommons.winthrop.edu).

Museums, Archives, and Historic Sites

- **African American Heritage Charleston**—(www.Africanamericancharleston.com).
- **Avery Research Center**, College of Charleston (Charleston, South Carolina)—Documents the history of African American South Carolinians from their origins on the African continent through the 20th century. Includes Charleston County Black School Directory Collection, African lineage in Sierra Leone and Senegal, Civil Rights Movement and over 200 manuscript collections (<http://avery.cofc.edu>)
- **Clemson Area African American Museum** (Clemson, South Carolina)—Africana archives; manuscripts and artifacts
- **Penn Center** (St. Helena, South Carolina)—Gullah Culture and African cultural transformation and continuity
- **SCIWAY South Carolina Information Highway** (South Carolina)—African American oral history, church histories, legal documents, music and more (www.sciway.net/afam/).
- **South Carolina African American Heritage Commission** (Columbia, South Carolina)—A facet of the State Department of Archives and History —Authority records can be browsed as culturally specific renderings. Searches for "African American" archival material result in "African American Criminals, African American Children—Mental Health Services" etc. (shpo.sc.gov)
- **South Carolina African American Heritage Foundation**—(scaaheritagefound.org)

- **South Carolina African American Genealogy**—(www.accessgenealogy.com)
- **South Carolina Historical Society** (Charleston, South Carolina)—Africana materials include cite directories, enslaved lists, capitation taxes on Freed persons, Freedman's Bank records and bibliographic materials on African American residents (www2.southcarolinahistoricalsociety.org)
- **Southern Revolutionary War Institute** (York County, South Carolina)—Includes Historic Brattonville and African Americans in the Southern campaign of the American Revolution (chmuseums.org)
- **State Historic Preservation Office, African American Historic Places** (Columbia, South Carolina)—Includes information on the Pine Grove Rosenwald School and Historically Black Colleges, Aiken Rhett Slave Quarters, Denmark Vesey House, Edisto Island's Folly Beach and Seaside School for African American Children, and information on African Americans on James' Island and John's Island (shpo.sc.gov)
- **William B. Box Collection** (Greenville, South Carolina)—Rotary Club "Negro" and Black Men at 3rd Annual Meeting of South Carolina Negro Life Insurance Association c. 1937.
- **WPA Federal Writers Project** (South Carolina)—Recorded Narratives of formerly enslaved men and women (library.sc.edu).

Discussion

Burns (2008) writes that the leaders of the Black Museum Movement contested and reconstituted mainstream representations of African American life and history. The goals of these institution builders were not a separate museum system, she argues, but accurate non-racist depictions of Black folk and African and African American culture. It was their persistence that led to the eventual revelation of majority archives, museums and libraries that African American history and culture must be included in the American narrative, interpreted with cultural competency, and identifiable in order to create meaningful avenues of access (Burns, 2008). The transition between the omission or misrepresentation of African American archival

resources from mainstream archives and the reference to such collections by many of the historic preservation organizations and bibliographic centers today was not without conflict. Early (2015) writes of instances where the specter of racism raises its head in the most distinguished historic preservation organizations in the world. He notes that the Smithsonian National Museum of Natural History's Africa Hall on human evolution was "publicly lambasted" before it was taken down and "reconceptualized within an African Diasporic context" (31-33).

Fear of have their records misinterpreted has resulted in many lay Black archivists' determination to keep their holdings out of mainstream repositories. Collections like the Black Workers for Justice Collection in Rocky Mount, North Carolina, is in private hands today, with no current research possibilities for the public. BWFJ records detail the history of African American workers of the Burlington Textile Plant and their encounters with the mostly white Mill Workers of Nash County, and the Railroad workers of Edgecomb County. Black workers protests, demonstrations, and movement building history in this region are currently outside of the historical narrative, but replete in the organization's archives (personal communication, 2015).

Some of the earliest organized black archives were those at Historically Black Colleges and Universities and today, HBCU libraries hold Africana collections dating back to emancipation. Peter Duignan's *Handbook of American Resources for African American Studies* (1967) reported African American archival resources in seven HBCU collections including Fisk, Atlanta University, Howard, and Hampton College (Duignan, 1967). Other studies followed with Aloha South surveying 58 of the roughly 120 HBCU's and founding that ten of the 58 had no holdings at all, that the remainder had some papers, but that few had given data on their holdings to the National Union Catalog of Manuscript Collections (Spenser, 2001). Indeed, the Atlanta University Center's Robert W. Woodruff Library today boasts one-of-a-kind records on African Americans in Atlanta and on campus. The collection includes photographs of generations of student bodies, studies on Black family life, and one of a kind holdings

such as the papers of Eric Lincoln and Walter Rodney (Atlanta University, 2017).

There are also a number of traditional mainstream colleges and universities that have invested resources and staff in the development of extensive Africana archival holdings. The Manuscript, Archives and Rare Book collection at Emory University Library (MARBL) has an extensive African American archival collection, much of it available online. The collection is especially rich in the areas of Civil Rights, Black Americans and the political left, and literary, cultural, and personal papers. The University of North Carolina at Chapel Hill likewise offers “African American Newspapers in North Carolina via their library (UNC, 2017). A project to update the 1996 version of the online *Guide to African American Documentary Resources in North Carolina* if undertaken would reflect new African American archival additions to formal repositories in the state and this research would make the *NC Guide* even more valuable to present day researchers (Simmons-Henry & Parker, 1995).

As historically bibliographic centered institutions, city and county libraries examined by the current study generally had few archival holdings. However, a handful had extensive or culturally rich Africana materials. The best example is the Live Oak Public Library System in Savannah, Georgia. This library boasts an African American History and Genealogy Service, under the category of local history, which is expansive. Its holdings include: *African American Heritage in the Low Country*; *In Those Days: African-American Life Near Savannah*, which is replete with oral histories of African Americans and is sponsored by the National Parks Service. The Live Oak’s offer links to the *Trans-Atlantic Slave Trade Database* that documents over 35,000 slave ships traversing over the middle passage (Live Oak Public Library, 2015)

The Atlanta-Fulton Public Library has relatively few Africana Archival holdings distributed among its 37 branches because its practice is to forward African manuscript donations and acquisitions to its Auburn Avenue Branch. The Auburn Avenue Research Library on African American Culture and History is a Special Library in the Atlanta-Fulton System. The branch was founded in 1994 to specialize in Africana archives and reference and is one of four renowned world-class

Africana combined library and archives in the United States. Like the Schomburg Center for Research in Black Culture in New York City, it attracts scholars from around the world. Situated within broader public library systems, yet independent in the arenas of interpretation and day-to-day work— both institutions gain considerable financial and structural stability from their relationships to the broader system while African collections integrity are maintained. These special libraries offer a formula for mutual success for public libraries and African collections, and can help inform other state and city libraries and Africana-preservation institutions. (Atlanta-Fulton Public Library System, 2015).

This preliminary study opens several avenues for further research. It should be noted that Africana art museums were not included in the present study, but a future study identifying these would help round out the historical and cultural narrative for researchers of African American life. Also not included were the services of [ancestry.com](https://www.ancestry.com), although several library branches subscribed to [accessgenealogy.com](https://www.accessgenealogy.com). For purposes of this study, [ancestry.com](https://www.ancestry.com) was defined as a service rather than as an online repository, although this definition could be debated. While this study provides information about the extent and nature of the Africana holdings of the repositories identified, when this information was available online, a listing all of the excellent resources of each of the collections was not possible. Such a study or series of studies should be carried out in the future. One example of why institutions’ core Africana Collections should be identified is provided by Emory University’s Special Collections and Archives Division. Emory acquired the Library of Carter G. Woodson and the Association for African American History and Life in 2004, and at the time the transfer of the collections was widely known. For a new generation of researchers, however, knowledge that this extensive collection resides with in the libraries on Emory’s campus a decade later may not exist (Emory University Library, 2004). Moreover, donations to collections are ongoing. For example, Eula Mae Ramsey collected funeral programs for over 30 years in Eastern Georgia. Ramsey’s niece Gloria Lucas gave the 300 funerary programs to the East Central Georgia Regional Library and donated them to be a part of the Library’s genealogy services. Rather than

send the programs on to the state archive or elsewhere the library created a special collection of African American funeral programs. This collection may have over 3000 surnames, family connections, church memberships, and more contained within it. Ongoing donations create the need for ongoing updates of archival holdings (Demarest, 2009).

While it was outside the present research to create, much less update, databases for collections of the institutions holding Africana materials in this three state region—such a study would be useful and could lead to the creation of a unitary database of African American holdings in the U.S. Subsequent cadres of researchers could then update the database. This could be carried out within a library and information science (LIS) department, or in collaboration with Africana studies, cultural studies, or in a history department at one of the universities in each state.

While this study was successful at identifying institutions in Georgia and South Carolina with Africana holdings, it uncovered no outlying or privately held collections in the two states. Community connections such as elders, local librarians, and word of mouth were used to learn about the existence of outlying collections in North Carolina. There is a need for a systematic follow up study aimed at locating additional privately held Africana collections in North Carolina. Resource constraints prohibited conducting similar informal inquiries about outlying African American collections in Georgia and South Carolina. Such a project would likely be most successful if approached as an ethnographical study. The cooperation and trust of local people will be a precursor to such an undertaking. While there is much work ahead, further research on privately held African American collections in the three state area is important to the history of the Southeast United States and would provide a more comprehensive archival data field for reconstruction of the African American past.

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Selected Web Sites

www.ancestry.com
www.accessgenealogy.com
www.aaba.galileo.usg.edu/aafa/search;
www.afpls.org/aarl
www.chmuseums.org
www.Digitalcollections.library.gus.edu
www.digitalcommons@kennesaw.edu

www.digitalcommons.winthrop.edu
<http://lcdl.library.cofc.edu>
<http://catalog.hathitrust.org/api/volumes/oclc/18875709.html>
<http://www.blackmuseums.org/>
<http://catalog.hathitrust.org/api/volumes/oclc/18875709.html>
www.library.sc.edu
www.Mgaarchives.bibblib.org
www.Shpo.sc.gov
www.southcarolinadigitallibrary.com
www.Africanamericancharleston.com
www.accessgenealogy.com
www.archvies.gov/atlanta/
www.blackmuseum.org/mission
www.n-georgia.com/ga-dept-archives-history.html
www.liveoakpl.org/research/genealogy/african_american_history.php
www.muscogeegenealogy.com
www.sciway.net/afam/
www2.southcarolinahistoricalsociety.org

Appendix A

Content Checklist for African American Archival Materials (Note: This data-gathering tool is a modified version of one developed by Eben K. Lehman (2007), 33).

Results in bold were tabulated and appear in the results and/or appendices.

Institution_____ has:

_____ Information on African-American Collection referenced and/or represented online, i.e. Are there African American collections online?

_____ What is the level of description? Catalog, Subgroup, Series, Folder, Item?

_____ Are formats indicated?

_____ Are there finding aids online? (Qualifying documents for this category were formal finding aids created by a curator or repository).

_____ What is the level of Access? Catalog, Subgroup, Series, Folder, Item, or None?

_____ Are there any exhibits?

_____ Is there evidence of funding or collaboration with other institutions?

Appendix B
Institutions with African American Collections
presented in Online Finding Aids

Georgia

Auburn Avenue Research Library
Atlanta-Fulton Public Library via
Civil Right Digital Library)
Digital Library of Georgia
Georgia Public Library System
Moultrie-Colquitt County Library
Marshes of Glynn Libraries
Uncle Remus Regional Library System
University of Georgia Archives
Georgia Historical Society
Georgia Archives
National Archives at Atlanta
Middle Georgia Archives
Emory University's Woodruff Library
University of Georgia Libraries
Georgia State University Library
Savannah State University Library
Albany Civil Rights Institute

South Carolina

College of Charleston's Avery Research Center
South Carolina Historical Society
SCIWAY (SC Information HWY)
Benedict College Library
Clemson University Special Collections
Furman University Special Collections
University of South Carolina Special Collections
South Carolina State Department of Archives and
History.

Appendix C
Institutions with Online Exhibits of African-American
Materials

Georgia

Live Oak Public Library
Moultrie-Colquitt Library
Middle Georgia Archives
Thomas County Public Library
Uncle Remus Regional Library System
Atlanta University Center Woodruff Library
Auburn Avenue Research Center
Georgia Virtual Library System (Galileo)

Atlanta-Fulton Public Library System
Georgia Historical Society
King Center Historic Site
Apex Museum
Georgia Archives
Emory University Woodruff Library
(MARBL Collection)
University System of Georgia
Albany Civil Rights Institute

South Carolina

College of Charleston's Avery Research Center
Clemson University Special Collections
Karpeles Manuscript Museum
Penn Center
South Carolina State Museum
South Carolina Digital Library
South Carolina Historical Society
University of South Carolina Special Collections
Wofford College Special Collections
WPA Federal Writers Project lib.sc.edu

Appendix D
Institutions Self-Reporting Collaboration or Outside
Funding

Georgia

Atlanta-Fulton Public Library System
Auburn Avenue Public Library
Cobb County Library
Live Oak Public Library
Chattooga Library System
Lee County Public Library
Newton County Library System

South Carolina

College of Charleston's Avery Research Center

Public Libraries and the Economically Disadvantaged: A Bibliometric Assessment of Published Research, 1996-2016

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Master's Research Project, May 2017

Readers: Dr. Teresa Welsh

Dr. Matthew Griffis

Introduction

One of the greatest challenges that American public libraries have faced is serving the disadvantaged and homeless population (Ayers, 2006). There are various reasons people can become homeless, in which poverty and lack of shelter being among the prime reasons (Hersberger, 2005). Stewart B. McKinney Act, 42 U.S.C. §11301, et seq. (1994) defines a homeless person as being an individual who: lacks a fixed, regular, and adequate night-time residence and ... has a primary night time residence that is: (A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations ... (B) an institution that provides a temporary residence for individuals intended to be institutionalized, or (C) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. (Stewart B. McKinney Act, 42 U.S.C. §11301, et seq. (1994).

Some of the key challenges that public libraries face with this population are rules that prohibit strong body odor, bringing large amounts of personal belongings into the library, and using library restroom facilities to sleep and bathe - rules that often seem superfluous to homeless patrons (Bardoff, 2015). Due to stereotypes and individual biases, members of this disadvantaged group can experience prejudice and resentment from library staff and other patrons (Wong, 2009). Hersberger (2005) asserts that libraries should be "social institutions of inclusion, not exclusion" (p. 200).

Purpose Statement

This research project analyzed publication trends in LIS literature from the past 20 years pertaining to

research related to public libraries and the economically disadvantaged, specifically publication trend over time, core journals, most prolific lead authors, and focus of the studies.

Research Questions

- R1. How many journal articles over the past 20 years have been published per year related to public libraries and the economically disadvantaged?
- R2. In which journals were the articles in this study published?
- R3. Which authors have published most frequently on this subject?
- R4. What is the focus of the articles in this study?

Definitions

Bibliometric Research: Bibliometric research is a common research method which analyzes written publications of a discipline in order to determine the progress of a certain subject within that discipline (Maharana, 2014).

Bradford's Law: "The bibliometric principle that a disproportionate share of the significant research results on a given subject are published in a relatively small number of the scholarly journals in the field, a pattern of exponentially diminishing returns first noted by Samuel C. Bradford in 1934" (Reitz, 2017).

Economically Disadvantaged: For the purposes of this study, this term is used interchangeably with the term homeless, in that it primarily refer to the homogeneous homeless population and somewhat refer to poor who are not necessarily without shelter (Estrella, 2016).

Lotka's Law: "Accurate when applied to large bodies of literature over a significant period of time, Lotka's Empirical Law of Scientific Productivity means that in a field in which $a = 2$, about 61% of all published authors make just one contribution, about 15% have

two publications ($1/2^2 \times .61$), about 7 percent make three contributions ($1/3^2 \times .61$), and less than 1% produce ten or more publications ($1/10^2 \times .61$)” (Reitz, 2017).

Importance of the Study

While surveying LIS literature no other bibliometric study of this subject could be found. Study results and findings may contribute to filling a gap in the research literature and may also be helpful to public librarians and staff, social workers and various stakeholders. The results of this study can also be useful for collection development on the topic of public libraries and homelessness.

Literature Review

Homelessness and Public Libraries

The treatment of economically disadvantaged and homeless patrons by public librarians and staff is a prominent subject in LIS studies and the media (Bardoff, 2015). Bardoff (2015) points out that the rules in a majority of public libraries are opposed to bad hygiene, bringing large amounts of personal belongings into the library, and using public restrooms for sleeping and bathing; these rules inordinately affect homeless patrons (p. 347). Hersberger (2005) contends that classifying a whole group of people as “problem patrons” is discrimination (p. 200).

Hersberger (2005) asserts that asking a patron to leave the library based on inappropriate behavior is legitimate; however, this is a separate concern from the patron’s social status. She compares this to the logic of classifying toddlers as problem patrons because they also “can be smelly and loud, are not in the library reading anything and are often asleep, but no one advocates that this is a problem patron group unworthy of library services” (p. 200). Leeder (2010) points out that all types of libraries can help homeless people if the negative stereotypes can be laid aside. He claims that libraries can create programs that target their needs by educating themselves on local organizations that can help and by providing the homeless with information such as

laws that pertain to them. Initiatives can be accomplished by contacting local organizations, providing space and other support (p. 5).

Serving the homeless can be challenging for public libraries because they are in a constant struggle between providing a safe environment and maintaining a relaxing and nonthreatening environment (Wong, 2009 p. 401). One challenge mentioned in LIS literature is that public libraries often have complicated policies in regards to user access and suitable behavior. Wong (2009) asserts that many libraries allow the homeless to use shelter addresses as proof of residency; however, some libraries do not specify and do not accommodate the homeless in obtaining a library card. As aforementioned, late fees and other fines can also hinder the homeless due to their unstable living conditions as far as losing library materials and being victims of theft.

Another challenge mentioned in LIS literature is the lack of awareness that the general public has of homelessness in regards to it being a community-based issue. Wong (2009) states how individual stereotypes and biases may cause some patrons to view the homeless as possibly dangerous and violent, in which case these patrons expect library staff to bar them from the library. Other challenges mentioned by Wong (2009) include the lack of administrative support and funding that would enable library services to be expanded to include the homeless and meet their needs.

The American Library Association’s policies and guidelines advocate equal access to information to everyone and acknowledge the pressing need to help the ever-growing number of economically disadvantaged people (ALA, 1990). ALA policy promotes the removal of all barriers to LIS services by exempting the economically disadvantaged from paying fees and late charges. Wong (2009) agrees and states: “Overdue and lost fines can also be a major hindrance for homeless users who have a tendency to lose their belongings because of their

unstable living situation...Due to their vagueness and inconsistencies, most library-access policies are not enforced equally for all users because the policies are often drafted without proper consideration of the users' right to access libraries and information" (p. 402).

Bibliometric Research

Two classic types of bibliometric studies are descriptive and evaluative (Potter, 1988). Descriptive studies focus on "the production of a body of literature by country, time period, and discipline"; and evaluative studies examine "how a body of literature is used, usually by analyzing patterns of footnoting or citations" (Potter, 1988, p. 1). According to Potter (1988), the majority of analyses conducted in descriptive studies is centered around efforts to retrieve data from certain subject areas and create general patterns or distributions which can be applied and assessed in other fields of study. In this area of bibliometrics, Potter (1988) discusses two of the primary distributions, which became known as laws: Lotka's Law of Productivity and Bradford's Law of Scatter.

Potter (1988) states that when Lotka's Law has been used in different disciplines, the results have varied; however, generally it has been most useful when testing a large body of literature that covers a wide span of time. Lotka's Law predicts that 60 percent of entries from all authors will emerge once, 15 percent will appear twice, and seven percent will appear three times, and so on, and that a few select number of authors will appear multiple times.

Potter (1988) states that Bradford's Law demonstrates how articles are dispersed in a collection of journals, that is, one-third of literature from any specific field is published in a small number of core journals. Potter (1988) discusses the similarities amongst these laws in how they are based on rank-free listings and how they demonstrate an inverse relationship that exists between rank and frequency. Ultimately, these laws of distribution may not be able to achieve a solid statistical fit between

observable data and the expected results; however, these laws are very useful for practitioners as far as approximating general patterns.

Patra, Bhattacharya, and Verma (2006) focus on the growth pattern, core journals, and author distribution of bibliometric literature indexed in *Library and Information Science Abstracts* (LISA). The authors used Bradford's Law to identify core journals; and Lotka's Law to identify author productivity patterns. The authors analyzed 3,781 records from LISA and discovered that the majority of these were journal articles and that *Scientometrics* was the core journal that published 41 percent of the total articles. Results show that most of the literature growth occurred in 1999 in which 208 indexed articles were published.

The authorship pattern of these data revealed that 4,000 authors published 3,781 items (0.94 articles per author); 3,106 authors (77.65%) had one publication and 470 authors (11.75%) had two publications. Patra, Bhattacharya, & Verma (2006) used the general form of Lotka's Law and discovered "that bibliometrics literature does not follow Lotka's Law" (p. 30), at least in exact percentages, but it supports the general principle that most authors publish only one article and only a few authors publish more than one article on a specific topic.

Muzzammil and Asad (2016) identified and described the characteristics of 4,371 knowledge management items from the *Web of Science* (WoS) database from 2007 to 2014 to "identify the place, language, year of publication, subject areas, forms of documents, country of origin, etc." (p. 873). This study tracked the growth pattern of KM literature from 2007 to 2014, examined the types of publications, identified author distribution productivity, developed a ranked list of journals and identified core journals in KM. The analysis of authorship patterns indicated that Lotka's Law was not applicable to the literature of KM; however, Bradford's Law was partially supported (Muzzammil & Asad, 2016, p. 892).

The methodology of this study is similar to that of the two previous studies in that it examines publication pattern over time and identifies core journals and most productive authors of publications on a particular topic. It differs in that it examines a different body of LIS literature, that of public libraries and the economically disadvantaged and homeless.

Methodology

A bibliometric analysis approach was used to assess the publication trends of journal articles, identify core journals, key authors, and focus of the articles that pertain to public libraries and the economically disadvantaged dating back 20 years.

Data Collection

The following USM databases were used: *Library and Information Science Source*, *Library, Information Science & Technology Abstracts*, *Academic Search Premier*, and *Google Scholar* to retrieve scholarly journal articles pertaining to public libraries and the economically disadvantaged from the past 20 years. The strategy used to retrieve these data included a Boolean search using the following keyword search terms: “public libraries” AND “homelessness” OR “economically disadvantaged.” Data collected for each article include publication year, journal title, author(s), article title, and article subject descriptors, which were used to determine article focus. Only the first or lead author was counted in determining authorship.

Data Analysis

The data for this study were compiled in Excel spreadsheets, analyzed to address each research question, and displayed in tables and figures.

Limitations and Delimitations of the Study

The databases used in this study were limited to *Library & Information Science Source*, *Library, Information Science & Technology Abstracts*, *Academic Search Premier* and *Google Scholar*, which were accessed through The University of Southern Mississippi’s University Libraries. This study was

limited to a timeframe of twenty years and limited to journal articles; books and periodicals from professional journals were excluded. This study was limited to English language articles only.

Assumptions

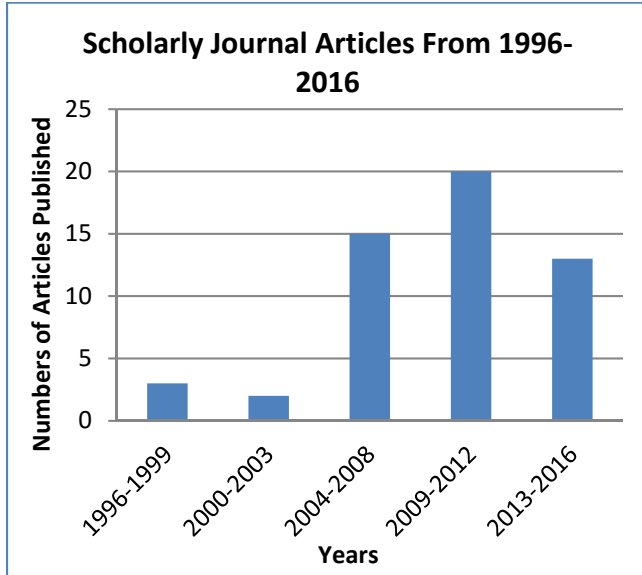
It was assumed that the databases in this study were comprehensive and indexed accurately so that relevant articles were retrieved. It was further assumed that the articles in this study are an accurate representation of the body of literature on public libraries and homelessness or economically disadvantaged in general.

Results

R1. How many journal articles over the past 20 years have been published per year about public libraries and the economically disadvantaged?

The total number of articles on public libraries and the economically disadvantaged from 1996 to 2016 retrieved for this study was fifty-three articles. In 1997, 1998, 2000, 2001, and 2014 there were no articles published. The greatest number of journal articles on this subject, five articles (9.43%), were published in 2008, 2009, 2010, 2012 and 2013; four articles (7.54%) in 2015; three articles (5.6%) in 2006 and 2011; two articles (3.7%) in 1999, 2002, 2004, 2005, 2007, and 2016; and one article (1.9%) in 1996 and 2003. Figure 1 indicates the publication pattern over time in 3-year increments.

Figure 1. Scholarly Journal Articles From 1996-2016



R2. In which journals were the articles in this study published?

Table 1 lists in rank order the journals and number of scholarly articles on public libraries and the economically disadvantaged per journal. According to Bradford's Law, about 1/3 of articles on a given topic will be published in a few core journals (Potter, 1988). Data from this study indicate that two journals *Public Library Quarterly* and *Library Review* published sixteen articles (30%), a percentage that is close to Bradford's Law of 33 percent so these two journals could be considered the core journals that publish on the topic of public libraries and the economically disadvantaged.

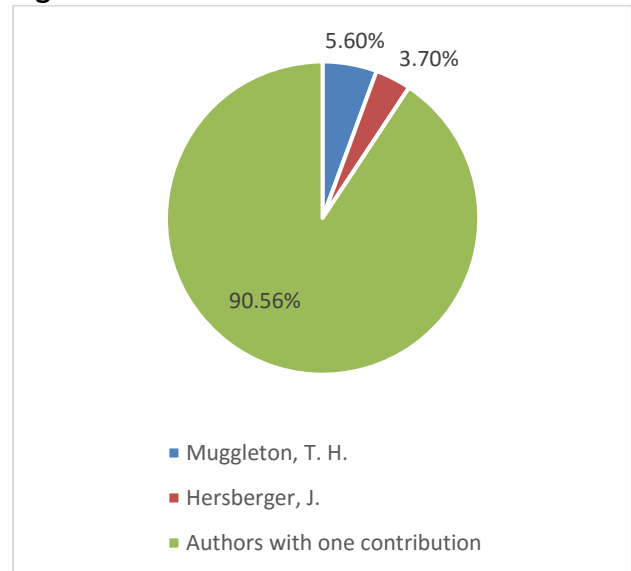
Table 1. Journals and Number of Articles on Public Libraries and Economically Disadvantaged

Journals	# Articles	% Articles
<i>Public Library Quarterly</i>	10	18.8%
<i>Library Review</i>	6	11.3%
<i>Aplis</i>	3	5.6%
<i>Current Studies in Librarianship</i>	3	5.6%
<i>Reference Librarian</i>	3	5.6%

R3. Which authors have published most frequently on this subject?

Out of the fifty lead authors that have published scholarly journal articles on public libraries and the economically disadvantaged, two authors published more than one article: Muggleton with three articles (5.6%) and Hersberger with two articles (3.7%). The remaining 48 lead authors contributed one article (90.56%), a number that differs from Lotka's Law, but supports the general principle that only a small number of authors will publish more than once on a specific topic (Figure 2).

Figure 2. Lead Authors' Contributions



R4. What is the focus of the articles in this study?

Around seventy-four percent of the articles in this study focused on four subtopics (Table 2): eleven articles (21%) on public library services for the homeless or economically disadvantaged, ten articles (19%) on services to homeless or economically disadvantaged youth, nine (17%) on outreach to the homeless or economically disadvantaged patrons, and nine (17%) on discrimination or social exclusion of the homeless or economically disadvantaged. The remaining articles focused on challenges serving homeless or problem patrons, ethical issues and human rights issues related to the homeless or economically disadvantaged, and LIS education

related to preparing librarians to serve the homeless or economically disadvantaged.

Table 2. Primary Focus of the Articles in this Study

Primary Focus	# Articles	% Articles
Public Library Services for the Homeless/ Economically Disadvantaged	11	20.7%
Services to Homeless/Economically Disadvantaged Children and Adolescents	10	18.9%
Outreach to the Homeless/Economically Disadvantaged	9	17%
Discrimination/Social Exclusion of Homeless/Economically Disadvantaged	9	17%

Discussion and Conclusion

Fifty-three articles on the topic of public libraries and the homeless or economically disadvantaged were retrieved for this study (Appendix). From 2008 to 2012, Figure 1 indicates an increase in the number of scholarly journal articles on this subject, which may indicate that the Recession of 2007-2009 in the U.S. may have played a part in increased attention to the role of public libraries and the economically disadvantaged. The number of articles decreases from 2014 to 2016, which could be the result of improvements in the U.S. economy. According to the U.S. Bureau of Labor Statistics, the most recent recession started in December of 2007 and lasted until June 2009; however, data indicate that a majority of statistics that describe the economy in the U.S. have not returned to their pre-recession values (United States Bureau of Labor Statistics, 2012). The BLS also reports that the national unemployment rates in the U.S. in December 2007 was 5.0 percent, which was at or lower than this rate 30 months before; when the recession ended in June 2009, unemployment was at 9.5 percent. The rise in unemployment rates after the recession could be one factor that explains why the greatest number of articles were published from 2009 to 2012.

Two journals that publish articles on the topic of public library and economically disadvantaged/homeless were indicated as the core journals: *Public Library Quarterly* and *Library Review*. These two journals published sixteen articles (30%), a percentage that is close to 33 percent of Bradford's Law so the general principle of the law is supported but not the exact percentage.

The two most prolific authors in this study were Thomas H. Muggleton with three articles (5.6%) and Julie Hersberger with two articles (3.7%). While these percentages do not exactly match those of Lotka's Law, they support the general principle that only a few authors will publish more than one article on a given topic.

The results revealed that the primary focus of the 53 articles in this study included general services provided to homeless/economically disadvantaged patrons, services for homeless/economically disadvantaged youth (children and adolescents), outreach to the poor or homeless, and discrimination or inclusion/exclusion of the poor or homeless.

To improve library services to the economically disadvantaged, Gehner (2010) suggests that libraries need to minimize social exclusion to decrease the negative perceptions that LIS professionals have of this group; this would change the way they approach these individuals.

Muggleton and Ruthven (2012) state that there is a gap in LIS literature when it comes to assessing how the role of access plays a part in identity formation and how the homeless socially interact; LIS literature tends to focus solely on information that revolves around meeting the basic physiological needs of the homeless, how they acquire this information, and the most effective ways this information is delivered.

However, Muggleton and Ruthven (2012) point out that even though information is critical to this physically vulnerable group, the danger lies in other needs of the homeless being neglected. The authors claim that the restrictiveness of their immediate

social networks has the potential to isolate the homeless from society in general; and only focusing on a person's individual needs as a "homeless person" perpetuates isolation and alienation. Muggleton and Ruthven (2012) suggest that the solution would be to "examine the extent to which homeless people are excluded from the informational mainstream and how this affects identity formation and social interaction among the homeless" (p. 224).

Recommendations for Further Study

Further bibliometric study of the scholarly literature on public libraries and the homeless/economically disadvantaged would be useful to determine publication pattern over a longer span of time. Future bibliometric research might investigate these research questions again to see if publication patterns or focus of the articles changed or remained the same.

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