

LOUISIANA LIBRARIES

LOUISIANA LIBRARY ASSOCIATION

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From Your President

Make no mistake – this is a difficult time for everyone. Anyone who says differently is either lying to you or, perhaps worse, lying to themselves. On top of a hurricane season that seemed like it would never end, all of us have been trapped in a pandemic for the last 9 or 10 months now. Throw in a divisive political landscape made worse by an abundance of fake news, and it's enough to break the strongest person's will to stay sane and informed. But we're doing it. In the face of layoffs, furloughs, and other library issues, we are still here because we are stronger than this. (This "we" includes you, whether you feel like it at the moment or not.) Be patient with yourself. You are living in a nonstop emergency situation right now. Even someone who has no personal worries or issues is feeling the constant stress, panic, and occasional inability to perform a so-called simple task courtesy of the perpetual fight or flight responses all of us are experiencing.



To library administrators and managers out there, I want to say bravo to those who have recognized this time for what it is – a chance to prove to your staff just how much they mean to you and your community. I have heard horror stories from libraries across the country where the people in charge were either unable or unwilling to stand up for their libraries and the staff within them. It's disappointing, but, more than that, it's detrimental to our field. I've said this many times

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Views and News for School Librarians

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before, and I will say it again here:

The library is the staff. Without the staff, a library is just a bookstore with a terrible business model.

How libraries react now will be remembered for a long time. There are currently librarians and library students working on research and accumulating data about which libraries abandoned their staff or put them in harm's way and which did their utmost to keep the staff and patrons safe and secure. This means that libraries who fall short run the risk of not having their choice of people to hire in the future. It means those libraries may find themselves hiring staff who have their eye on the door from day one.

It is also important to recognize the stress your people are experiencing--whether they are working from home or in the library or both. I have heard too many tales of staff who were told that they shouldn't complain because they received "paid time off" during quarantine. I'm

relieved that I've yet to hear of an instance of this in Louisiana. Maybe it's because we all intrinsically understand the stress of the "paid time off" many of us might receive during hurricane season. My point is that your people are already stressed and feeling guilty about not doing enough. They are afraid for their jobs and their lives. Please remember that, and please remember that no one is going to be at their regular level of productivity now. So if your staff is or if they are excelling beyond it, please recognize them...and also realize that it's most likely a stress response.

So thank you to those who have been able to step up, and I understand not everyone is in such a luxurious position. But use this information to sway your Boards and those outside of the library world who hold our fates in their hands.

Sonnet Ireland
LLA President, 2019-20



Libraries, Communities and Third Places

University students expect much from their libraries. They want a place to study and research; a place to eat and hangout with their friends; somewhere to relax between classes and maybe find a quiet place to focus on work. They want a home away from home. As libraries have begun to accommodate these various requests and shift away from the traditional ideas of a library, our students have come to expect a contradiction of a building. Are academic libraries forever associated with the idea of a traditional library or can it evolve and also be a third place for students? Academic libraries are perfectly situated to be both a traditional library when needed while also supporting non-traditional library expectations. Libraries are not bound by one definition but can be fluid and shift with a changing population's needs. What a library is or isn't can be an asset and it is time academic libraries lean into the idea of creating a community around the library.

Defining Third Place

Ray Oldenburg wrote about the idea of third place in the book, *The Great Good Place*. The first place is home and the people that live there. The second place is work or where a majority of people spend most of their day. The third place is the place that binds you to community life and provides you with social capital. It is a place that fosters creative interactions and facilitates conversations (Oldenburg, 1999). It is a "community center point" (Morehart, 2016). Third places can be churches, community centers, and schools as well as social places such as coffee shops, hair salons, and bars. Third places are where people feel comfortable and bond over mutual experiences with others who may or may not look like them. There are eight set characteristics that Oldenburg describes that

make up a third place:

- A neutral ground: a common space where people are free to come and go as they please. Attendance is not mandatory or forced.
- A leveling place: these spaces do not specifically cater to one class type or group. It allows for commonality among strangers. These places are usually open to all and there are no barriers to access.
- Conversation: In third places, a conversation is usually playful or happy. It also does not have to be the only activity going on, but it is an important aspect.
- Open/ Assessable: these places may keep long hours and accommodate whoever wants to be there. Third places meet the needs and wants of the inhabitants.
- Regulars: third places have regulars who frequent the places. The regulars give the place its own tone or character. This helps attract newcomers who feel welcomed and valued.
- Low Profile: these places usually feel wholesome and unassuming. A third place is not pretentious or extravagant. These places are accepting of all and do not make one group feel unwelcomed.
- Mood: The mood is usually playful and positive. These places do not often have negative tension or hostility. People come back to it because it is enduring and comforting.
- A home away from home: people feel a sense of warmth and intimacy in their third spaces. They feel a sense of belonging and

have possession over it. They feel connected to the space and feel recharged by being in the space (p. 20-42).

Libraries are traditionally a neutral ground where everyone feels welcomed. They do not cater to one class or group of people. All students belong at the library. Most modern day libraries have spaces for group study and collaboration. As libraries have transformed from quiet toms to community centers, gone are the days of the shushing librarian. Many academic libraries serve not only their own student populations but also visiting researchers, scholars, and public patrons. Academic libraries are keeping longer hours (Hayman, 2015, p. 87) and during those hours see patron “regulars,” who know staff faces and strike up conversations. Libraries can feel overwhelming and large at first but the spaces themselves are usually inviting and homey. As academic libraries have evolved and become more and more like community centers, the library spaces itself has also evolved. Many libraries have food and coffee vendors and often feel more like going to the mall or a bookstore than a library. The mood in a library, while not always playful and positive, is endearing to many. For some students, staff, and faculty, a library is a home away from home. Academic libraries meet many of Oldenburg’s third place criteria, however, they can do better. Libraries could host events that engage diverse student populations. They could create programs that encourage discussion and conversations. Libraries can engross students in more holistic ways by hosting events that don’t have an educational aspect but are just “for fun”. Libraries can be a home away from home for students by providing a place where students feel safe or comfortable. Events and programming support opportunities for students to have all their third place needs met.

What is Programming?

Defining programming can be difficult.

According to the National Impact of Library Public Programs Assessment, a public library program has a few defining traits: students should come to a program because they want to, not because it is required. And programs should have a social element to them that encourages interaction between students and library faculty and/or staff (NILPPA, 2018).

Academic libraries have much to learn from public libraries when it comes to programming and librarian outreach. Traditional programming in academic libraries consists of librarian meet-and-greets, open houses, workshops, library orientations, book displays, and display boards at information fairs. However, too often these student interactions are superficial and don’t truly engage students. “As universities increasingly put more emphasis on community engagement, community outreach seems to be a priority for academic librarians” (Leong, 2013, p. 220).

Using the three-pronged outreach model discussed in Swanberg, Engwall and Bulgarelli’s (2018) article, “Community Engagement at an Emerging Academic Medical Library,” it takes more than just integrating into existing institutional activities to have successful outreach. Focusing only on informational or educational programming does nothing to holistically shape a student. Students are overly confident in their library researching skills (Molteni and Chan, 2015) and do not think they need those workshops being offered. If libraries host programs that are *fun* and are more proactive about reaching students, students will be less likely to hesitate to ask when they need help. Libraries need to be practical in building relationships with students. Their model recommends partnering with relevant stakeholders as well as creating, “library driven initiatives, where the library is the primary driver of an outreach project or activity” (Swanberg,

Engwall, and Bulgarelli, p. 237-238). In order for students to trust that libraries have what they need, libraries need to build rapport with students. The traditional types of programs seen in libraries do not offer opportunities for students to have a conversation about their wants and needs. By focusing only on one type of student, librarians are missing out on an opportunity to build genuine relationships with students from all types of diverse backgrounds. To do so, programming needs to be as diverse as student populations. Diverse library programming incorporates the arts and includes more community outreach and technology in the library's programming objectives.

Libraries + Programming = Third Place

Through programming, libraries can elevate the library's mission statements. According to Brett Lear, *Adult Programs in the Library* (2002),

“Programming can assist in promoting collections and resources. It can be the best way to disseminate information and bring in a wide variety of people who may not normally go to the library. Programming provides a place to host events and gives access to patrons who might not normally be able to afford access to certain types of events. Libraries establish and nurture community partnerships and help foster conversations and ideas that can be difficult to have. Most importantly, programming increases the library's visibility in the community (p.16-17).

During the 2008 recession, when everything else was spiraling, public libraries saw an uptick in their services. However, that same trend did not happen for academic libraries.

“In stark contrast to academic libraries, public library usage, based on several indicators (e.g., circulation, program attendance, and visitation), has been trending upward over the past decade according to a report issued

by the federal government's Institute of Museum and Library Services (IMLS) in 2014” (Shapiro, 2016).

With the help of recreational programming opportunities, libraries can collaborate with student groups, support groups, and other campus stakeholders to build relationships that provide students with a campus-wide network that supports student success. In the article “Library as Third Place,” (2016), Bruxvoort recommends identifying other third places on campus that students use and consider collaborating on programs (p.14). Libraries fill whatever roles students need and for many, it is a center for cultural and civic life (Viator et al, 2008, p. 49). Programming opportunities create a more level playing field for students and encourage students to see that their library is their space while also elevating the library's role on campus as THE place for student services and support

Programs open communication and break down silos. Through programming, libraries integrate into students' lives. The opportunities and partnerships created because of programming are invaluable. A program like pet-therapy may not have a library centered message but the positive effects are immeasurable. Positive word of mouth is the best free advertising and because of a program like pet-therapy students associate positive mental health with the library. Libraries help students find a sense of belonging while also lowering student stress (Lannon & Harrison, 2015). Recreational events provide an avenue for students who do not know each other, to sit down and talk to each other, even if it is just for a few minutes. Hosting events in the library that pique student's interest gets students excited about visiting the library. Students use programming opportunities to bond with friends, to talk to librarians, and meet new people. They use the time to ask questions they might never ask

librarians in the first place. The time spent with students one-on-one is priceless. These events can help bring people together and show them that we are more alike than we are different. It is why these programs appeal to such a large group.

A community can positively or negatively impact students and their success. “Students’ sense of belonging is closely related to their academic achievement, retention, engagement, satisfaction with student life, mental health, and overall well-being” (Samura, 2016, p. 135). An emotionally invested student fights for the advancement and continuation of that community. They develop pride and a sense of belonging. The students begin to see the library as not just any library, but their library. Colleges are in the business of developing successful adults and one of the best ways libraries can do this is by providing a community students feel a part of. While students drop out for numerous reasons beyond our control, mostly due to a lack of peer-support and financial situations (Catling, Mason and Jones, 2013), libraries are perfectly situated to assist students with finding a community they belong in. Programming helps build community within the library.

Libraries are not just a physical space on campus. Programming engages with the university at large and brings attention to the work that is being done at the library. Through programming, the library becomes more about the librarians and what they do more than the status of the building. Programming provides opportunities for librarians to engrain themselves into student lives and are the people students turn to when they need help.

In Conclusion

Libraries are an essential part of an academic community and an ideal third place. To build a community in the library, it is essential that libraries meet the student’s third place needs.

This is accomplished through programming. By providing students, faculty, and staff with opportunities to connect with the library and with each other, libraries are growing library advocates. If libraries and librarians want to change how students view us, we need to change what we show them. Gone are the days of only doing department orientations and information fairs. If academic libraries want to continue to be successful, innovative ideas and outreach are essential. Programming needs to be as active and engaging as our teaching. By building a community around the library, libraries are contributing to creating holistically successful adults who happen to also be successful students. Libraries are natural third places, why not use this to our advantage?

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Thomas, Julie. *Poncho's Rescue: A Baby Bull and a Big Flood*. LSU Press, 2018. 978-0-8071-6939-1. \$15.25 (paperback).

In *Poncho's Rescue*, Julie M. Thomas shares with us the true story of Poncho, the bull who was rescued near Baton Rouge, Louisiana following the flood of August 2016. A book that is written for children in the 5-8 year-old age range, *Poncho's Rescue* tells a story of hope that stems from one of the most devastating natural disasters in Louisiana history.

South Louisiana was inundated with flood waters in 2016. Homes, schools, churches and businesses were destroyed. In a time of great despair, there were also numerous stories of communities coming together to help one another. While thousands of people were affected by the flood, so were the pets and farm animals that inhabited the area. Poncho the bull is just one of those animals. As a one-month-old calf, Poncho found himself chest-deep in water in a ditch outside of Baton Rouge. After about three days of standing in the water, Poncho was rescued by a young man named Kaleb and his father. Kaleb and his father got Poncho out of the water and took him to a shelter that had been set up for animals that were rescued during the flood.

Veterinarians at the shelter were not sure if Poncho would survive. He was weak, dehydrated and sad. Poncho had sores on his eyes from looking at the brightness of the sun's reflection on the flood water for so long. His skin had become irritated from the dirty water. After assessing him and spending a couple of days with Poncho at the shelter, the veterinarians decided Poncho needed to be sent to the Louisiana State University veterinary hospital. There, he received amazing care including bubble baths and regular visits from Kaleb and his family. After two months at the hospital, Poncho was adopted by Kaleb and his family and taken to live on their farm. Poncho made new friends including another cow, Princess, as well as a potbelly pig, a horse, and a goat. Although he suffered great tragedy at the beginning of his life, Poncho came out of the flood with newfound freedom and a family of his own.

Poncho's story is documented in photographs throughout the book. Thomas also provides definitions

for younger readers who may not fully understand the meaning behind words such as "veterinarian" and "dehydrated." The author includes a dedication to the LSU School of Veterinary Medicine as well as more information about Poncho's veterinary treatment and information about bulls at the end of the book. With colorful backgrounds on the pages and a storyline that is easy to follow, this story of bravery and kindness makes for a wonderful and heartwarming read for children of all ages.

Blair Stapleton, Edith Garland Dupré Library, UL Lafayette

Martin, Michael S. (ed.), *Rethinking New Acadia: Recent Interpretations of the Acadians' Dispersal and Arrival in Louisiana*. University of Louisiana at Lafayette Press, 2019. ISBN 978-1-946160-46-1. \$19.95 (paperback).

In 1765, the British government and Massachusetts militiamen ousted a large group of people from the French territory Acadie, now present-day Nova Scotia. This became known as *Le Grand Dérangement*, where thousands of Acadians lost their homes and families, and were forced to relocate to wherever they were welcome. This dark portion of history, only nineteen years before America gained its independence, is not widely taught in schools outside of Louisiana. In fact, according to Louisiana historian and University of Louisiana at Lafayette professor Michael Martin in his introduction to the insightful new book *Rethinking New Acadia: Recent Interpretations of the Acadians' Dispersal and Arrival in Louisiana*, very little was written about the Acadians and their travails for more than a 150 years after their arrival in Louisiana. This changed in the latter half of the twentieth century, where a boom of Acadian culture and education took hold. In 2015, in commemoration of the 250th anniversary of the Acadians' arrival in Louisiana, the Center for Louisiana Studies at the University of Louisiana at Lafayette and Festival Acadiens et Créoles organized and sponsored a symposium called "The Path to a New Acadia." The speakers at the event provided presentations on different subjects related to the Acadians' dispersal and early settlements. These

six presentations have been translated to essays in *Rethinking New Acadia*, and they weave together a fascinating narrative on how the Acadians settled, and where their remains, artifacts, and homes may still be.

The first two essays detail the Acadians plight during and after their expulsion from Nova Scotia. John Mack Faragher opens the book with a chilling and horrifying comparison and contrast on the Acadian and Cherokee diasporas. While both groups experienced similar hardships, it is interesting to note how early historians and writers lamented the Acadians exile, but defended the Cherokee genocide (not to mention solely blaming the British when American troops were involved). The second essay by Jean-François Mouhot chronicles the Acadians that relocated to France, and why they did not last long there. Dr. Mouhot challenges prior beliefs that Acadians failed to assimilate into French society because of strong and perhaps stubborn ties to their culture. Instead, he suggests the French government viewed the Acadians as more of a burden, and that many Acadians refused to go to Louisiana due to a lack of trust between intermediaries and fear of illnesses due to the climate.

The next four essays are tied together with the Acadians' arrival in southwest Louisiana. Shane Bernard offers an introduction by describing Bayou Teche, the area that the Acadians would inhabit. The essay does not so much focus on the Acadians, but explains the significance of the land and the early settlers who arrived before. This transitions smoothly into Donald J. Arceneaux's essay, a highly detailed and painstakingly researched yarn on the different areas, or camps, that the Acadians occupied and where many of them have may have been buried. Some of this information is based off of the records of Father Jean-François, a priest who conducted many baptisms, weddings, and burials in *Nouvelle Acadie*. However, it has been unclear where exactly these camps were located. Based on the families clustered in these camps, as well as information obtained from the records of such Teche settlers as Jean-Baptiste Grevemberg and Claude Boutté, Mr. Arceneaux theorizes that the original Acadian settlements may be along a ten-mile section of the Teche Ridge, known as *la Fausse Pointe* (also referenced by Dr. Bernard in the previous essay). This theory provides the starting point for Mark A. Rees's essay on the New Acadia Project. Dr. Rees is an archeologist and

anthropology professor at the University of Louisiana at Lafayette who started this project to identify the camps Mr. Arceneaux talked about. The New Acadia Project entails archeological surveys along the aforementioned ten-mile section of the Teche, searching for artifacts coming from the *Nouvelle Acadie* period. The project is ongoing and has made tremendous progress.

The final essay by Daniel J. Usner describes the Acadians' interactions with other groups of people in the "newly inhabited" region. The Acadians immigrated to Louisiana during the period of Spanish rule, along with Native Americans and Africans brought over as slaves. Dr. Usner presents the very complex and sometimes difficult relationships between each of these groups, not shying away from the fact that some Acadians were slave-owners. However, the coda of the piece (and the end of the book) presents some optimism. Dr. Usner explains that Acadians and African Americans eventually began to explore common interests, which may explain the cultural unity celebrated today.

Each of the essays are meticulously researched and provide extremely detailed accounts of this time period. While the essays do more or less stand on their own, put together, they create a single narrative. The first two essays are truly striking, not just because of the horrible treatment the Acadians faced, but also because it brings to mind similar acts of dehumanization that are still practiced today, even in America. The rest of the essays delve into the Acadians settling in their new home, though not without further complications. A single theme stands out in all the essays, though clearly specified in Dr. Rees's: collective memory. Rees and Arceneaux suggest that perhaps a reason the Acadians did not record much of their history was because they preferred to live in the moment and focus on tomorrow. While this attitude seemed to get the Acadians through their difficult times, herein lies a frightening urgency for historians and Acadian descendants. If these artifacts and sites are not discovered and excavated, a whole history will be blown into the wind. On a much broader scale, when memory fades, the same mistakes get made, just as with the dehumanization of deporting and leaving immigrants in a state of limbo.

Like many other cultures and ethnicities, Acadians

have a stern pride about them. Not only is their culture unique, but they had to go through many unnecessary hardships just to be themselves. It is not surprising to see where that pride comes from and how long it has lasted. *Rethinking New Acadia* is tightly focused, and the overall story does not go beyond the Acadians settlement. It would be very interesting to hear how education on Acadian history came to pass, and how the Acadians' travails were finally acknowledged through a Royal Proclamation from the Queen of England. Perhaps an afterward would have helped tie the essays together to show the influence of the Acadiana lifestyle and how it flourished. This book, however, does a keen job of explaining the Acadians' origins, their triumph over adversity, and the push to preserve these histories and memories. This book is recommended to historians, anthropologists, descendants of Acadie, and anyone who has an interest in Acadian history and culture.

Zachary Stein, Edith Garland Dupré Library, UL Lafayette

Becker, Patricia Austin. *Cane River Bohemia*. LSU Press, 2018. Hardback. \$24.33. ISBN 978-0-8071-6982-7.

There is a mystique to the concept of "the artist group:" that far-seeing circle of writers, artists, poets, and thinkers who gather in some coffee shop, gloomy den, or wilderness clearing to inspire each other to greater heights. The subject of Patricia Austin Becker's *Cane River Bohemia*, Cammie Henry and her Melrose Plantation, follows that tradition. The book is a biography of both the matron figure, Cammie Henry, owner of the plantation, and Melrose itself, a place out of time that drew in numerous creatives through the 1920s and 30s such as writer Lyle Saxon, author Ada Jack Carver, and naturalist Caroline Dorman.

Cane River Bohemia is unapologetically romantic towards its subjects, painting an impressionist portrait of Cammie Henry and her Melrose Plantation. The book is less concerned with the logistical realities of running the plantation or the functional role it played in the lives of the numerous individuals who passed through it. Becker's focus is on the emotional role that Cammie and her retreat played in the lives of the many people she met and engaged with, and how they impacted her and Melrose in turn. The book

continually weaves commentary from its vast cast of characters through the narrative, pulling from letters and diaries to create a sense of subjective experience rather than stoic fact.

This romantic approach is fitting, given the subject, and, as the book gets going, it works to the narrative's advantage. The central story is engaging as we witness something of a time lapse of Melrose, a flurry of people and events blurring through, creating the impression of Melrose's human reality rather than simply explaining it in hard terms. The start of the book can be somewhat difficult, with a buckshot of characters and names introduced rapidly and sometimes with no sense of what role they will play as the narrative goes on. But as the story builds, Becker succeeds in showing us the Melrose of history: semi-mythical, active, and filled with faces.

Michael Mitchell, Edith Garland Dupré Library, UL Lafayette

Gibson, Jon L. *Louisiana Piney Woods Oil Boom*. Gretna: Pelican Publishing Company, 2019. ISBN: 9781455624553. \$28.95 (paperback).

Louisiana Piney Woods Oil Boom is an intriguing and outstanding story of oil drilling in Tullos-Urania and Olla in the north Louisiana area. The present oil drilling initiated in the early twentieth century. Jon L. Gibson was raised in Tullos and obtained excellent pictures about the oil production from people and special collections. Dr. Gibson's superior research is also from conversations with people who lived during the start of the oil production. He includes pictures displaying the development of oil drilling equipment over the years from wooden derricks to steel structures. Professor Gibson discovered old oil pipes, oil tanks, roads, and derricks and obtained fossils. Enchantingly, cracks in the ground are signs of oil. The narrative of oil drilling creating an increase of the number of people in Tullos, Urania, and Olla, wealth, prosperity, and problems from crime is attention-grabbing.

The four page index is accurate. The three page bibliography has comprehensive references. A very useful "Oil Field Vernacular: Glossary" revealing ninety-one oil drilling terms, is outstanding. The two pages of "Notes" are excellent. The preface shows an interesting map of thirty-four oil fields in Texas,

Oklahoma, Louisiana, and Arkansas and shares their history. Eighty-nine top quality black and white photographs help paint a perfect picture of exciting oil production in Olla, Tullos, and Urania. Three first-rate drawings of oil drilling equipment are included. Three good quality drawings of fossils around Tullos in an area titled Shell Place are outstanding. A map of the oil fields in Olla, Tullos, and Urania is outstanding. Another notable map reveals a subsurface blister in Tullos.

Interestingly, the author shares that oil is formed from algae and plankton from oceans millions of years ago, ultimately becoming hydrocarbon fluids and

gases. Dr. Jon L. Gibson is an expert author. Other works by Professor Gibson are *The Ancient Mounds of Poverty Point: Place of Rings, Spirit Wind*, and *Signs of Power: The Rise of Cultural Complexity in the Southeast*. Dr. Gibson has a Ph.D. from Southern Methodist University in anthropology and is a former professor of anthropology at UL Lafayette. The recommendation for audience are individuals researching or interested in oil drilling in Olla, Urania, and Tullos of north Louisiana. It is a valuable addition to public and academic libraries.

Melinda F. Matthews, University of Louisiana at Monroe Library



LLA 2021 Conference — Virtual

WEDNESDAY, APRIL 21ST

9:00-10:30

President's Program

Guest Speaker: Dr. Theodore Foster, University of Louisiana at Lafayette

10:45-11:45

Catching FYRE: Librarians as Research Mentors

Presented by: Sarah Hernandez and Jasmine Malone, Xavier University of Louisiana

Description: With the vitalization of undergraduate research, there is room for library faculty to become a more significant part of that experience. This presentation will introduce undergraduate research opportunities and mentorship within academic libraries as a way of positively participating in undergraduate research programs and furthering campus engagement with the library.

PRIME TIME Pivots: Meeting Families' Literacy Needs During Pandemic Times

Presented by: Sarah DeBacher, the Louisiana Endowment for the Humanities

Description: The Louisiana Endowment for the Humanities PRIME TIME program includes Family Reading (for caregivers and their 6- to 10-year-olds), Preschool (for 3- to 5-year-olds and their caregivers), and now, PRIME TIME Online (virtual adaptations of both programs), as well as “analog” reading and discussion kits for independent, at-home implementation--the PRIME TIME Spark Box. Sarah DeBacher and Lacey Cunningham will highlight the impact of these “programmatically pivots” developed during the ongoing Covid-19 pandemic and explain how Louisiana libraries can partner with PRIME TIME to deliver programming in their communities. PRIME TIME is a Library of Congress Best Practices in Literacy Promotion honoree and a project of the Louisiana Endowment for the Humanities.

1:00-2:00

Centennial Women's Suffrage: Celebrating 100 Years of Grit and Grace

Presented by: Angela Dunnington and Carol Madere, SELU

Description: The Centennial Women's Suffrage Project was launched at Southeastern Louisiana University in 2019. Learn how its interdisciplinary group of faculty (including librarians) and staff developed ways for members of the community to join in the centennial commemoration. Partnering with the National Women's History Museum, Preserve Louisiana, Louisiana Endowment for the Humanities, and the Library of Congress Teaching with Primary Sources regional program, the team has successfully engaged in scholarly discourse through presentations, panel discussions, a one-day conference, a virtual institute for K-12 educators, and a traveling exhibit.

6th-8th-Grade Book Talks, 2020-2021 Louisiana Young Readers' Circle (LYRIC)

Presented by: Jamie Hebert, State Library of Louisiana (SLoL), and Angela Germany, West Baton Rouge Parish Library

Description: The Louisiana Young Readers' Choice (LYRC) awards program has an average of 25,000 students reading and voting on their favorite titles annually. The LYRC committees read hundreds of titles in order to create the best book lists for our state. This program and two other others will showcase these titles, and resources to promote them, to educators, public librarians, and school librarians.

2:15-3:15

It's Alive: Bringing History to Life

Presented by: Soline Holmes, Academy of the Sacred Heart, and Alicia Schwarzenbach, Delgado Community College

Description: Teaching and programming with

primary sources can be useful for every age level and for every subject. These raw materials of history are also great tools to teach visual literacy and empathy. Learn best practices for using primary sources in your library or classroom to help bring history to life.

One Team, One Mission: School and Public Library Partnerships

Presented by: Amanda Jones, Live Oak Middle School; Marcie Nelson Livingston, Parish Library

Description: Public libraries and school libraries both have the same mission, so why not create a partnership? Learn how Live Oak Middle is working with the Livingston Parish Public Library to create a partnership for the students with their district—student ecards, the school’s Family Night, onsite visits, and more.

Rolling with Bookmobiles (and Outreach)

Presented by: Amy Wander, Lafayette Public Library; Tameka L. Roby, East Baton Rouge Public Library; Aime’ Lohmeyer, New Orleans Public Library; and Londa Price, Rapides Parish Library

Description: Join a panel of Bookmobile and Outreach personal from across the state discuss how they do Bookmobile and Outreach offerings locally, how things have changed because of COVID-19, and what they are planning for this summer. There will also be plenty of time for questions.

THURSDAY, APRIL 22nd

9:00-10:30

Vice President’s Program

Guest Speaker: Dan Schneider, “The Pharmacist”

10:45- 11:45

Preserving Black Catholic History by Re-discovering and Re-engaging the Oral History Projects of Xavier University of Louisiana

Presented by: Vincent Barraza and Jane Fiegel, Xavier University

Description: An archives-led oral history program can fill gaps in University history and allow students fresh ways of interacting with the archives. After discovering a collection of cassette tapes from 1989 containing oral history interviews conducted by the original University Archivist, we decided to carry on the work started by Sister Roberta Smith, S.B.S. Learn how we revitalized a forgotten program, by digitizing old materials and recording new oral histories, and how we incorporated student interns into the project.

Let’s Get Ready to Rumble: Creating a Battle of the Books

Presented by: Amanda Jones, Live Oak Middle School; Tiffany Whitehead, Episcopal Baton Rouge

Description: What is a book battle? Learn about resources for selecting books (including the Louisiana Young Readers’ Choice nominees), combining the program with voting machines, funding, creating questions, battle formats, and our past successes.

9th-12th-Grade Book Talks (LYRIC)

Presented by: Jamie Hebert, SLoL, and Kristi Hammatt, Catholic High (EBR)

Description: The Louisiana Teen Readers’ Choice committees read hundreds of titles in order to create the best book lists for our state. This program will showcase these titles and resources to promote them.

1:00-2:00

3rd-5th-Grade Book Talks (LYRIC)

Presented by: Jamie Hebert, SLoL; Chanel Maronge, Park Elementary (EBR); and Soline Holmes, Academy of the Sacred Heart

Description: The Louisiana Young Readers' Choice (LYRC) awards program has an average of 25,000 students reading and voting on their favorite titles annually. The LYRC committees read hundreds of titles in order to create the best book lists for our state. This program will showcase these titles and resources to promote them.

Privacy and Public Archives: Dealing with Sensitive Materials in Special Collections

Presented by: Zack Stein, ULL

Description: Archivists aim to make research and manuscripts accessible to the public. However, accessibility becomes an ethical challenge when confronting sensitive information. Further difficulties arise due to the size of the collections, previous accession practices, and insufficient staff and resources. The Special Collections department at the University of Louisiana at Lafayette's Edith Garland Dupré Library is addressing this problem by following protocols to protect sensitive information from being released while staying true to the accessibility mantra. This presentation will cover the department's plans and provide advice to others who are confronting backlogs of sensitive information.

Put Your Self(ie) Out There: Using Social Media to Advocate for Your School Library

Presented by: Amanda Jones, Live Oak Middle School

Description: Let the world see how invaluable a school library can be for the school, as well as the community, and that a library involves more than just checking out books. Join a 2019 AASL Social Media Superstar to examine how to use social media, apps, and free website builders, and to discuss media releases, platforms, and social media resources. It's important to advocate for your library, but first you

have to put your self(ie) out there.

2:15-3:15

Get Your Free Passport to Learning with Flipgrid Virtual Field Trips

Presented by: Melanie LeJeune, St. Louis Catholic High School

Description: Discover how to connect your library to free journeys and adventures. With Flipgrid virtual field trips, your students can meet authors, engineers, designers, scientists, and others. No transportation needed!

Team Building in the Virtual World

Presented by: Tanya DiMaggio, St. Tammany Public Library

Description: Virtual meetings just may be the new normal. While it is an efficient way to get work done, we miss connecting to colleagues on a personable level. This presentation will cover how to use remote work technology to adapt some traditional team building activities. It will cover ideas from the corporate world as well as from library programming. Participants will also learn about new apps that can facilitate team building. Participants will leave with a toolkit of activities, from simple ice breakers to activities that sharpen communication skills. Many of the ideas can be used for public programming as well.



Louisiana Library Association

Virtual Conference Committee & Speakers

Conference Committee Chair: Celise Reech-Harper, Rapides Parish Library

Exhibits Chair: Joseph Gremillion, Shreve Memorial Library

Exhibits & Sponsors Sub-Committee: Heidi Daigle, Emily Horan, Kenya Iverson, Alicia Jefferson, James Smalley, & Anna Walls

Programs Chair: Patricia Brown, Watson Library at Northwestern State University

Vincent Barraza (he/him) is the Digital Preservation Librarian at Xavier University of Louisiana. He presently manages all projects, activities, personnel, and daily operations of the XULA Archives & Special Collections. He previously earned his Master's degree in Museum Studies, from Marist College, which was conferred at the Lorenzo de' Medici International Institute, in Florence, Italy.

Sarah DeBacher is the Director of Curriculum and Content Development at the Louisiana Endowment for the Humanities (LEH), where she collaborates with humanities scholars, content area experts, and librarians on the generation of book series and discussion guides for the LEH's award-winning inter-generational reading and discussion program, PRIME TIME Family Reading. During the pandemic, she executive produced and co-hosted "Little Voices, Big Ideas," a podcast featuring strategies to foster connectivity and critical thought through family-based conversations of the humanities themes found in easy-to-access children's picture books. She has two young sons with whom she reads daily.

Tanya DiMaggio is the Assistant Director of Support Services at the St. Tammany Parish Library. Tanya holds a MLIS from the University of Texas at Austin. She was a youth services librarian for over 20 years before moving to library administration.

Angela Dunnington is a Professor of Library Science at Southeastern Louisiana University. She has worked at Sims Memorial Library in various

capacities since 2002 and has introduced new technology to library collections, led information literacy assessment projects, written grants, improved policies, and co-created a student employee training course. Angela frequently shares her expertise locally, statewide, and nationally. She has published and presented extensively and was selected as the 2019 Outstanding Academic Librarian by the Louisiana Library Association.

Jane Fiegel is the Digital and Technology Associate at Xavier University of Louisiana, where she digitizes various archival materials for preservation and access purposes and makes these items discoverable online through Xavier's Digital Archives. Jane is currently pursuing an MLIS from Louisiana State University.

Theodore Foster is assistant professor of African American History at the University of Louisiana at Lafayette. His research explores the politics of historical memory of Black freedom struggles in the U.S. South, Chicago and Black diaspora. He is at work on a book project titled *The Firehose Next Time: Neoliberalism, Race and Black Visual Culture in Civil Rights Memory*. This summer he will conduct research in Chicago funded by the Black Metropolis Research Consortium for a project titled "Projecting Archives: The Politics of Black Chicago History, Memory and Civil Rights."

A native of Baton Rouge, State Librarian **Rebecca Hamilton** earned her Master's in Library and Information Science from LSU. She was appointed State Librarian in 2005 by Lt. Governor Mitch Landrieu, making her only the fourth State Librarian in the agency's 82-year history, and, at the time, the youngest state librarian in the nation, ever. She was reappointed by Lt. Governors Jay Dardenne and Billy Nungesser.

Through hurricanes, severe budget cuts, the recession, an oil spill, floods and most recently, the Pandemic, Hamilton has ensured that Louisiana's public libraries receive the maximum benefit possible from both state and federal funds. She works

tirelessly to ensure that Louisiana and the State Library of Louisiana continues to invest in local libraries in every way possible by supporting their existing programs, helping them develop innovative new programs, and working together to extend and enhance library services across the state. During her tenure as State Librarian she has implemented a top to bottom reorganization of State Library operations to update job descriptions, right-size salaries and streamline operations, grown the annual Louisiana Book Festival to an attendance of 30,000, secured \$21 million federal and private dollars in the aftermath of Hurricanes Katrina/Rita to provide temporary library facilities in Louisiana and later to hold nearly 2,000 digital literacy and software classes for citizens and to deploy 760 laptop computers to public libraries statewide for citizens to checkout. She was also instrumental in getting the FEMA regulations changed to include Public Libraries as essential services.

Some of her awards include being named one of the 2007 Top 40 Under 40 by the Baton Rouge Business Report, the 2012 Anthony Benoit Mid-Career Award from the Louisiana Library Association, and most recently, the 2017 Lynda Carlberg Award, given to those leaders who have made outstanding contributions to Louisiana libraries.

Jamie Hebert is the Administrative Coordinator for the Louisiana Book Festival and Louisiana Readers' Choice Awards. She recently joined the State Library of Louisiana in 2019, but she got her bookish start many years ago as a YA book blogger. Jamie's greatest treasures are her husband and two sons, her collection of signed books, and the memory of once sharing a cab with David Leviathan.

Sarah Hernandez is the First-Year Experience Librarian at the Xavier University of Louisiana. She earned her B.A. in History at Trinity University in 2016 and a Master's in Library and Information Studies from the University of Wisconsin-Madison in 2018. Before coming to Louisiana, she worked at the Memphis Public Library, where she assisted teens and nontraditional students with college and career readiness. Sarah has previously presented on undergraduate research experiences and currently serves as a research mentor for the Leadership

Alliance's First Year Research Experience. She is currently working on a grant-funded project studying the perceptions of student success by HBCU librarians.

Soline Holmes is the Elementary School Librarian at Academy of the Sacred Heart. Soline serves on the Louisiana Young Readers Choice Award committee and has given presentations on graphic novels and on Mother Goose and STEM at local and national conferences. She is the Chair of the New Orleans Information Literacy Collective. In 2019, she attended the Teaching with Primary Sources Summer Institute at the Library of Congress. Soline co-authored an article for *Children and Libraries* and was interviewed, with Alicia Schwarzenbach, for *Book Links* about how to best use Graphic Novels in the Classroom.

Amanda Jones is a teacher-librarian at Live Oak Middle School in Livingston Parish. She is the 2021 School Library Journal Librarian of the Year, 2020 Louisiana School Librarian of the Year, and 2nd Vice President of LASL. She blogs for AASL's Knowledge Quest and has often been featured on the School Librarians United podcast.

Melanie LeJeune is a librarian at St. Louis Catholic High School and began her journey in education in 1997. She earned a master's degree in Library & Information Science from LSU in 2002 and continues learning as a Microsoft Innovative Educator Expert and Professional Learning Specialist for Ed to the Max.

Aime' Lohmeyer has worked for New Orleans Public Library for over 12 years and has been the system's Outreach Librarian since the position was re-created in 2016.

Dr. Carol M. Madere is a Professor of Communication at Southeastern Louisiana University. She is currently the Elizabeth Weeks Jones Endowed Professor of the Humanities as well as undergraduate coordinator in the Department of Communication and Media Studies. Carol teaches in the areas of strategic communication and journalism. She recently published three books, *Viewpoints on Media Effects*, *Celebrity Media Effects*, and *How Celebrity Lives Affect Our Own*. Carol has presented

at the International Conference on Knowledge, Culture and Change in Organizations, the National Popular Culture Association Conference, and at the Southern States Communication Association Conference.

Jasmine Malone is a student of the Xavier University of Louisiana, majoring in Spanish. As a student working at the University Library, she assists with digitization and archival collections process, arrangement, and the creation of finding aids. Jasmine participated in Xavier's first iteration of The Leadership Alliance's First-Year Research Experience as an intern in Summer 2019, completing research titled: *The Conscious Archivist: Activism and the Role of Record Keepers*. Jasmine returned to FYRE in 2020 and served as Xavier's Student Coordinator while participating in the HBCU Library Alliance 2020 Summer Conservation/Preservation Internship with Harvard's Libraries as her host. She plans to pursue an MLIS degree after graduation.

Chanel Maronge is currently the librarian for East Baton Rouge Parish School System's new Virtual Support Program. This program services over 300 students from several different schools in grades K-5. This is her 5th year as a librarian and 12th year in education. She enjoys spending time with her family, reading books, and playing video games. Her favorite book series of all time is **The Wheel of Time** series by Robert Jordan and Brandon Sanderson. Her favorite 2020 books are *Nana Akua Goes to School* (children's picture), *The Messy Life of Blue* (middle grade), *The Inheritance Games* (YA), and *The Invisible Life of Addie LaRue* (adult).

With over thirteen years of experience, **Marcie Nelson** has worked in every facet of librarianship from shelving books to administration. The majority of her years have been spent in programming and youth services where she has been afforded numerous opportunities to collaborate with other librarians and community organizations to develop new and exciting services for patrons of all ages. Most recently she was the Head of Youth Services with the Livingston Parish Library, but now serves as the Interim Library Director for the Lincoln Parish Library in Ruston, Louisiana.

Londa Price has worked in Outreach Services at the Rapides Parish Library for twelve years. She currently supervises and works with the Bookmobile, Homebound Services, Nursing Home, and Assisted Living Center deliveries.

Dan Schneider, after losing his son in a drug-related shooting in New Orleans in 1999 and lacking answers from police, beat the odds when he embarked on a dogged pursuit to find and bring his son's killer to justice. But months later, the ripple effects of his son's addiction and tragic death found the pharmacist again when a troubling number of young, seemingly healthy people began visiting Dan's pharmacy with high-dose prescriptions for OxyContin.

Sensing a crisis long before the opioid epidemic had gained nationwide attention, Dan staked a mission: Save the lives of other sons and daughters within his community, then he took the fight to Big Pharma itself.

Alicia Schwarzenbach is a Librarian Instructor at Delgado Community College who has over twenty-five years of experience in public, school, academic, government, and corporate libraries. Alicia has presented at conferences including the Louisiana Library Association (LLA), Conference for Young Adult Literature Louisiana (CYALL), and LOUIS Users Conference (LUC) and has published in ALSC's *Children and Libraries* and *Book Links*. She has a special interest in youth literature and has served as a Social Media Coordinator for the Fay B. Kaigler Children's Book Festival.

Zachary Stein is the Head of Special Collections at Edith Garland Dupré Library, University of Louisiana at Lafayette. He holds a Bachelor of Science in Psychology and a Master of Science in Library and Information Science, both from the University of Illinois at Urbana-Champaign. He is also currently pursuing his Doctorate in Educational Leadership at the University of Louisiana at Lafayette. Mr. Stein is responsible for implementing UL Lafayette's first institutional repository, which launched in late 2018, and the University Libraries' digital program. Other responsibilities include developing policies, soliciting and processing collections representing the Acadiana region, and performing outreach activities for the

University and Acadiana communities. Mr. Stein is a member of the American Library Association (ALA), the Louisiana Library Association (LLA), the Society of American Archivists (SAA), the Association of College and Research Libraries (ACRL), the Louisiana Archives and Manuscripts Association (LAMA), the Society of Southwest Archivists (SSA), and the Louisiana Historical Association (LHA).

Amy Wander is Head of Outreach Services at Lafayette Public Library. For the last fifteen years, she has been offering library outreach to the Lafayette community, most recently with the Bookmobile, BiblioBike, and official Outreach Services Department.



2019 Louisiana Library Bibliography

by Elissa S. Plank, Chair
Louisiana Literary
Award Committee

The Louisiana Literary Award Committee consists of members appointed by the LLA President and approved by the Executive Board. The membership represents both the different types of libraries (academic, public, etc.) and the different geographic areas of the state. The purpose of the Louisiana Literary Award Committee is to promote interest in books related to Louisiana, to encourage their publication, and to keep the library community informed on the release of such books. At the end of 2019, the committee selected *Tinderbox: The Untold Story of the Up Stairs Lounge Fire and the Rise of Gay Liberation*, published by Liveright, as this year's winner. The book recreates the tragic event that took place on June 24, 1973, when the Up Stairs Lounge, a bar known as a sanctuary for working-class homosexual men in New Orleans, was torched by a disgruntled patron, resulting in the deaths of 32 people. The book functions as a tribute to those victims that could not have been made at the time of their deaths because of the societal constraints of the period. It chronicles the refusal of by authorities to act on credible information that would have brought the man who set the fire to justice and exposes the reluctance of civil rights activists to include gay rights under the umbrella of their mission.

In addition to choosing the best book about Louisiana published each year, the Committee also compiles a bibliography. This list contains not only the candidates for the award based on their subject but also includes books on any subject written by a Louisiana author. This bibliography can be used by librarians in the state for the purpose of collection development.

Adult Fiction and Nonfiction

Adams, Thomas Jessen, and Matt Sakakeeny. 2019. *Remaking New Orleans: Beyond Exceptionalism and Authenticity*. Durham, NC : Duke University Press.

Adler, Jeffrey S. 2019. *Murder in New Orleans: the Creation of Jim Crow Policing*. Chicago : The University of Chicago Press.

Aiello, Thomas. 2019. *New Orleans Sports: Playing Hard in the Big Easy*. Fayetteville, AR : The University of Arkansas Press.

Alers, Rochelle. 2019. *The Bridal Suite*. New York : Kensington Publishing.

Alexander, Kirsten. 2019. *Half Moon Lake*. North Sydney, NSW : Penguin Random House.

Aswell, Tom. 2019. *Louisiana's Rogue Sheriffs: A Culture of Corruption*. [Baton Rouge] : [Claitor's Pub. Division].

Attenberg, Jami. 2019. *All This Could Be Yours*. Boston : Houghton Mifflin Harcourt.

Azzarello, Robert. 2019. *Three Hundred Years of Decadence: New Orleans Literature and the Transatlantic World*. Baton Rouge : LSU Press.

Baird, Matthew D., John Engberg, Gabriella C. Gonzalez, Thomas Goughnour, Italo Gutierrez, and Rita T. Karam. 2019. *Effectiveness of Screened, Demand-driven Job Training Programs for Disadvantaged Workers: an Evaluation of the New Orleans Career Pathway Training*. Santa Monica, CA : RAND Corporation.

Baptiste, Bala J., and Brian Ward. 2019. *Race and Radio: Pioneering Black Broadcasters in New Orleans*. Jackson : University Press of Mississippi.

Barjot, Dominique, and Denis Vialou. 2019. *La Nouvelle-Orléans, 1718-2018: Regards sur Trois Siècles d'Histoire Partagée : Deuxièmes Entretien d'Outre-mer*. Paris : Hémisphères éditions.

Barron, Errol, and Richard Campanella. 2019. *Tulane Observed: a Campus Sketchbook*. [New Orleans] : Tulane School of Architecture.

Belton, Kevin, Rhonda Findley, and Eugenia Uhl. 2019. *Kevin Belton's New Orleans Celebrations*. Layton, UT : Gibbs Smith.

Bennett, Bernice Alexander. 2019. *Tracing Their Steps: a Memoir ; My journey to Find Granddaddy's Land in Livingston Parish, Louisiana*. Palmyra, VA : Shortwood Press.

Bercier, Carolyn A. 2019. *The Frescoes of Conrad Albrizio: Public Murals in the Midcentury South*. Baton Rouge : LSU Press.

Brantley, Robert S., and S. Frederick Starr. 2019. *Sacred ground: the Cemeteries of New Orleans*. New York : Princeton Architectural Press.

Braun, Juliane. 2019. *Creole Drama: Theatre and Society in Antebellum New Orleans*. Charlottesville : University of Virginia Press.

Bretting, Sandra. 2019. *All hats on deck: a Missy*

- DuBois mystery*. New York, NY : Lyrical Underground.
- Brook, Daniel. 2019. *The Accident of Color: a Story of Race in Reconstruction*. New York : W.W. Norton & Company.
- Broom, Sarah M. 2019. *The Yellow House*. New York : Grove Press.
- Brosman, Catharine Savage, and Olivia McNeely Pass. 2019. *Louisiana Poets: a Literary Guide*. Jackson : University Press of Mississippi.
- Brown, Cecily, Lærke Rydal Jørgensen, and Anders Kold. 2019. *Where, when, how often and with whom - Cecily Brown*. Humlebaek : Louisiana Museum of Modern Art.
- Brown, Jericho. 2019. *The Tradition*. New York : Macmillan.
- Bunn, Cullen, Jonas Scharf, Alex Guimarães, and Ed Dukeshire. 2019. *Bone Parish*. Los Angeles : BOOM! Studios.
- Burke, James Lee. 2019. *The New Iberia Blues*. New York : Simon & Schuster.
- Byron, Ellen. 2019. *Fatal Cajun Festival*. New York : Crooked Lane, an imprint of The Quick Brown Fox & Company LLC.
- Camp, Bryan. 2019. *Gather the Fortunes: a Novel*. Boston ; New York : Houghton Mifflin Harcourt.
- Campanella, Catherine. 2019. *Lost Lake Pontchartrain Resorts & Attractions*. Charleston, SC : The History Press.
- Caroll, Robin. 2019. *Darkwater Lies*. [Place of publication not identified] : RC Productions, Inc.
- , 2019. *Darkwater Truth*. [Place of publication not identified] : RC Productions, Inc.
- Carter, Rebecca Louise. 2019. *Prayers for the People: Homicide and Humanity in the Crescent City*. Chicago : The University of Chicago Press.
- Carter, Stephanie J., and Courtney Jentzen. 2019. *The Little Local New Orleans Cookbook: Recipes for Classic Dishes*. New York : Countryman Press.
- Cassady, Charles, Mary Lynn Randall, and Ruth Ketcham. 2019. *Mardi Gras in Kodachrome*. Charleston, SC : Arcadia Publishing.
- Castile, Zoey. 2019. *Hired: a Happy Ending Novel*. New York : Kensington Books.
- Cellucci, Vincent A. 2019. *Absence Like Sun*. [New Orleans] : Lavender Ink.
- Chambers, Glenn Anthony. 2019. *From the Banana Zones to the Big Easy: West Indian and Central American immigration to New Orleans, 1910-1940*. Baton Rouge : LSU Press.
- Chase, Deanna. 2019. *Dragons of Bourbon Street*. [Place of publication not identified] : Bayou Moon Publishing.
- Childs, Laura, and Terrie Farley Moran. 2019. *Mumbo Gumbo Murder*. New York : Berkley Prime Crime.
- Christina, Monique Boutté. 2019. *Let's Party at Mulate's*. Gretna : Pelican Publishing Company, Inc.
- Clark, Emily, Ibrahima Thioub, and Cécile Vidal. 2019. *New Orleans, Louisiana & Saint-Louis, Senegal: Mirror Cities in the Atlantic world, 1659-2000s*. Baton Rouge : LSU Press.
- Cole-Jett, Robin. 2019. *Traveling History Among the Ghosts: Abandoned Places Along the Red River Valley*. Lewisville, TX : Red River Historian Press.
- Coykendall, John, Christina Melton, and Sarah Hackenberg. 2019. *Preserving Our Roots: My Journey to Save Seeds and Stories*. Baton Rouge : LSU Press.
- Cummins, Light Townsend. 2019. *To the Vast and Beautiful Land: Anglo Migration into Spanish Louisiana and Texas, 1760s-1820s*. College Station : Texas A&M University Press.
- Dajko, Nathalie, and Shana Walton. 2019. *Language in Louisiana: Community and Culture*. Jackson : University Press of Mississippi.
- D'Amour, Lisa. 2019. *Airline Highway: a Play*. New York : Dramatists Play Service, Inc.
- Davis, William C. 2019. *The Greatest Fury: the Battle of New Orleans and the Rebirth of America*. New York : Dutton Caliber, an imprint of Penguin Random House.
- Dawson, Janet. 2019. *The Devil Close Behind: a Jeri Howard Mystery*. Palo Alto : Perseverance Press ; McKinleyville, CA : John Daniel & Company.
- DeCuir, Randy P. 2019. *The Big Cane Rifles: the Story of Company K, 16th Louisiana Infantry which organized for the Civil War in Big Cane, Louisiana*. Marksville : Avoyelles Publications.
- , and Carol Mills-Nichol. 2019. *Civil War portraits of Avoyelles: the Faces of the Avoyelles Parish Soldiers and Citizens During the War Between the States*. Marksville : Avoyelles Publications.
- , 2019. *Louisiana's Blue & Gray Generals: the Civil War Generals Who Lived or Served in*

- Louisiana. Marksville : Avoyelles Publications.
- , Julius Janeau, and Sheldon Roy. 2019. *The Three Churches of St. Joseph of Marksville: the Story of the Three Buildings to House St. Joseph Catholic Church of Marksville and the Priests Who Built Them*. Marksville : Avoyelles Publications.
- DeLeon, Jana. 2019. *Cajun Fried Felony: a Miss Fortune Mystery*. [Place of publication not identified] : Jana DeLeon.
- . 2019. *Damned*. [Place of publication not identified] : Jana DeLeon.
- . 2019. *Swamp Santa*. [Place of publication not identified] : Jana DeLeon.
- Devillier, Justin, Jamie Feldmar, and Denny Culbert. 2019. *The New Orleans Kitchen: Classic Recipes and Modern Techniques for an Unrivaled Cuisine*. New York : Lorena Jones Books.
- Donlan, Seán Patrick, and Vernon V. Palmer. 2019. *Legal Traditions in Louisiana and the Floridas 1763-1848*. Clark, NJ : Talbot Publishing, an imprint of The Lawbook Exchange, Ltd.
- Dupart, Jesseca. 2019. *When the Miracle Drops: How Instagram Helped Turn a Quick Fix into a Million-dollar Product*. United States : [Place of publication not identified].
- Easley, Shannon Martin. 2019. *Broken and Poured Out*. [Louisiana] : Shannon Martin Easley.
- Eaves, Marilee. 2019. *Singing Out Loud: a Memoir of an ex-Mardi Gras Queen*. Berkeley, CA : She Writes Press.
- Fant, Clyde E., Jr. 2019. *The World in Black and White: a Memoir of the civil rights wars*. [Place of publication not identified] : [Publisher not identified].
- Fisher, Jaimey. 2019. *Treme*. Detroit : Wayne State University Press.
- Flynn, Tenney, Susan Puckett, and Danny Lee. 2019. *The Deep End of Flavor: Recipes and Stories from New Orleans' Premier Seafood Chef*. Layton, UT : Gibbs Smith.
- Fox, Charles. 2019. *Buried*. [Cambodia] : Catfish Books.
- Franklin, Tee. 2019. *Jook Joint*. [Place of publication not identified] : Image Comics.
- Fredsti, Dana. 2019. *Blood Ink*. London : Titan Books.
- Freeman, Tina, Susan M. Taylor, and Russell Lord. 2019. *Lamentations*. [Lafayette] : University of Louisiana at Lafayette Press.
- Frey, Jax. 2019. *The Gumbeaux Sistahs: a novel*. Charleston : [Publisher not identified].
- Galway, Caitlin. 2019. *Bonavere Howl*. Toronto ; Buffalo ; Lancaster (U.K.) : Guernica Editions.
- Gandhi, Shaylin. 2019. *By the Light of Embers*. Golden, CO : Briar Rose Publishing.
- Gaudet, Marcia G. 2019. *Ernest J. Gaines: Conversations*. Jackson: University Press of Mississippi.
- Gilbert, Jan. 2019. *Art of the City: Postmodern to Post-Katrina*. [New Orleans] : The Historic New Orleans Collection
- Gisclair, S. Derby. 2019. *Early Baseball in New Orleans: a History of 19th Century Play*. Jefferson, NC : McFarland & Company, Inc., Publishers.
- Graham, Heather. 2019. *The Stalking*. Toronto, Ontario : Mira Books.
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