Entertainments & Revelries

• At 4:15 pm, Professors Susan Cerasano and Margaret Maurer will lead a panel discussion entitled

WANTED: William Shakespeare, Dead and Alive.

Both are renowned Shakespeare scholars and will provide insight into Shakespeare’s wide-reaching influence throughout the past four centuries.

• Before our panel discussion, several senior theater majors, all students of Professor Simona Giurgea, will perform famous Shakespeare monologues from 3:00 – 4:00 pm.

• Refreshments will be served, including an array of crudités during the panel discussion.

• Special souvenirs will be distributed. Supplies are limited.

• There will be a variety of modern adaptations of Shakespearean works to peruse as well.

For any questions or concerns, please direct correspondence to Rachel Lavenda, Special Collections Librarian, rlavenda@colgate.edu or Jesi Buell, English library liaison, jbuell@colgate.edu.

We look forward to seeing you there!

What is a Shakespeare folio?

The term folio refers to a particular printing size and format where a single sheet of paper constitutes four pages (two pages on each side and then folded in half). There are four different folios of Shakespeare’s plays published between 1623 and 1685. Colgate is fortunate to own all of them. The first and third folios will be on display at the Shakesperience. Our third folio is particularly rare in that it contains purportedly the only surviving image of Anne Hathaway, Shakespeare’s wife.

Shakespeare 400:
A Colgate Shakesperience
Wednesday, April 20, 2016
1:00 – 6:00 pm
Case-Geyer 560

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GOBI Notifications
Help Us Know
What to GO BUY

In our on-going effort to best support the curriculum at Colgate, the librarians who liaison with the different academic departments and programs have a few different means of determining what books would be best to purchase. We go through class descriptions in Colgate’s course catalogue. We gather syllabi for classes we teach and go over the required readings to glean important information. We can also inform purchasing decisions from personal conversations or attendance at department meetings. But arguably the best way to inform our purchasing would be receiving a list of desired resources from the faculty themselves.

GOBI is a library service that aids us in the purchasing of our non-serial (i.e. books, ebooks, etc.) English language materials. Your library liaison (please see chart on the right) can assist you in setting up a GOBI Notification, which will periodically email you a list of resources available for purchase in specific subject areas. You can determine both the frequency as well as the genres you’d like to see. From this list, you can recommend titles directly to the Libraries Acquisitions Department staff and give your liaison a very clear picture of what titles would best support your classes.

For more information or to set up your notifications, please contact either Mike Poulin, Head of Collection Management, at mpoulin@colgate.edu, or your liaison listed on the right.

Library Liasons

<table>
<thead>
<tr>
<th>Name</th>
<th>Domain</th>
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<tbody>
<tr>
<td>Peter Tagtmeyer</td>
<td>All Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td><a href="mailto:jbuell@colgate.edu">jbuell@colgate.edu</a></td>
<td>Art &amp; Art History, English, Romance Languages, Jewish Studies, Linguistics, Women’s Studies</td>
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<tr>
<td>Debbie Krahmer</td>
<td>Asian Studies, Philosophy, Russian &amp; Eurasian Studies, Film &amp; Media Studies, LGBTQ Studies, Middle Eastern Studies, Educational Studies</td>
</tr>
<tr>
<td>Peter Rogers</td>
<td>Anthropology, Law &amp; IR, Political Science, Sociology, African American Studies, African Studies, Peace &amp; Conflict Studies, Geography</td>
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<tr>
<td>Lynne Kvinnesland</td>
<td>German, Music, Religion, Writing &amp; Rhetoric, History</td>
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<tr>
<td>Matt Smith</td>
<td>Classics, Latin American &amp; Caribbean Studies, Medieval &amp; Renaissance Studies, Native American Studies, Economics</td>
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<tr>
<td>Rachel Lavenda</td>
<td>Romance Languages (Italian, Spanish)</td>
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Lisa Wynn Memoriam

With much sadness we write that Colgate University Library LASR and Stack Maintenance Supervisor, Lisa Wynn, passed away on Tuesday, February 23, 2016. We shall miss her in many ways.

Lisa was extremely well regarded for her devotion to her job and the high quality of her work, and was well respected by her peers. She served as a leader for the SEIU-Local 200 Library/Mail Services/Dispatch unit and on the university’s Benefits Committee and Wellness Committee.

Lisa was one of only a dozen or so supervisors of a Library Automated Storage & Retrieval system (LASR) in the U.S. An exemplary employee, Lisa was dedicated to keeping LASR operating smoothly so that students and faculty could obtain materials in a timely manner. Her co-workers appreciated and loved her, and their comments are incorporated into the following paragraphs.

If one thinks of Lisa Wynn, one thinks of all the old-fashioned virtues which are associated with the success of this country. Dedication, perseverance, strong work ethic, innovation, and no tolerance for laziness. And yet Lisa was also very modest and did not ask to have her accomplishments widely lauded. She had high expectations of her students and taught them by both policy and example to be exacting and particular in all their tasks, so she also taught them pride of accomplishment in the work itself.

Lisa’s pragmatic dedication to getting the job done, coupled with her willingness to accommodate the needs of other library departments, made her a flexible and treasured collaborator.

She loved horses, animals in general, and spoke often about her family, her grandchildren, and her pets. She was part of the horse rescue and fund raising for the abused “Munnsville 22” horses and donkeys that were saved from neglect this past fall. She shared her passion for horses and animals with her daughters and granddaughter, entering and winning many horse shows here in CNY.

Lisa is survived by her domestic partner, Frank Mazzeo, Jr., her daughters, Rachel Cole and Danielle Pritchard, and her three grandchildren.
Report on External Review Team Visit

As described in the libraries fall newsletter, the Colgate University Libraries spent last spring drafting a self-study report that was made available to an external review committee in advance of their visit in October 2015. The reviewers spent one day on campus interviewing library faculty and staff and conducting discussion sessions around several questions of interest to the libraries, the university, and the library profession with Colgate students, members of the faculty, and members of the academic administration.

The review team submitted a written report with recommendations addressing some of the questions for them posed in the libraries’ self-study report. Topics they chose to focus on primarily involved the libraries’ organizational structure and governance, communication practices, library faculty status, recruitment of a diverse work force, the libraries’ relationship with ITS, and how well the libraries support faculty research.

One recommendation that was acted on immediately was to engage noted library consultant Maureen Sullivan to guide us in addressing the remaining recommendations. Maureen’s credentials include serving as a human resources administrator at two major research libraries; consultant and trainer for the Association of Research Libraries; and member of the faculty in the Managerial Leadership in the Information Professions PhD program at Simmons College and in one of the annual institutes sponsored by the Harvard Graduate School of Education. She has served as a consultant to academic libraries at Smith College, Middlebury College, Davidson College, Colby College, Occidental College, University of Virginia, University of Maryland, Johns Hopkins University, UCLA, the U.S. Naval Academy, the Harvard Law School, and Emory University, among other institutions.

Maureen is working closely with Dean of the Faculty and Provost Connie Harsh, Associate Dean of the Faculty Ken Belanger, and University Librarian Joanne Schneider. Rather than forming a representative task force within the Libraries to initially discuss and consider the report’s recommendations, Maureen is working with the library staff and faculty as a whole. The entire group is engaging in conversations regarding library and university priorities and how we might best organize and work together to achieve our stated goals. She also has been meeting with members of the faculty, including those elected to the Library Advisory Committee, and the three interim CIOs in ITS. The anticipated result will be the basis of a plan that articulates how the libraries may best move forward as an organization in support of the university’s strategic initiatives.

DIGITAL DEVELOPMENTS

New Digital Resources

Mike Poulin, Head of Collection Management and Acting Head of Digital Initiatives

In response to requests from faculty, the libraries have either established an annual subscription or purchased perpetual rights to the following digital resources. Feel free to contact Mike Poulin at mpoulin@colgate.edu with questions and/or comments.

Kanopy Streaming Videos

A new subscription to the on-demand streaming video service called Kanopy offers a broad selection of over 28,000 streaming films, documentaries, theatrical releases, and training videos from 800 producers, with additional new releases launched daily. Includes titles from the Criterion Collection, Great Courses, PBS, Media Education Foundation, and BBC among others. Films can be viewed from anywhere, anytime, by all Colgate faculty, students, and staff.

Records for most of the titles have been loaded into the online catalog and there is a link to Kanopy in Databases A–Z on the libraries web page.

One can easily share films, create clips or teaching playlists, and embed them into Moodle. These videos will play on most devices including PCs, Macs, iOS (iPads and iPhones), and Android. Most of the films are closed captioned and many have transcripts. For titles that are not captioned, you can request captioning and it will generally be completed within 48 hours. Since the subscription cost is based on usage, the first year will be a trial period where we will assess the use and value of this resource.


Mostly comprised of primary source documents organized around the history of women in social movements in the U.S., this collection seeks to advance scholarly debates and understanding about U.S. history generally at the same time that it makes the insights of women’s history accessible to teachers and students at universities, colleges, and high schools. Includes content from 118 archives and over 4,800 documents. There is a link to Women and Social Movements in the United States in Databases A–Z on the libraries web page.

Diaries of Gouverneur Morris — digital edition (Rotunda)

This digital edition includes an updated version of a 1939 edition of Morris’s Paris diaries, the newly transcribed and annotated 1794–1798 diaries about his European travels, with the 1799–1816 diaries to follow. Morris was the American minister to France during the height of the French Revolution. For access, search the on-line catalog for this title’s bibliographic record which contains the link “Connect to online resource.”

Featured Subject Guide

Colgate Digital Humanities LibGuide

http://libguides.colgate.edu/digitalhumanities

Compiled by the research and instruction librarians, the Digital Humanities (DH) LibGuide offers a wide array of DH resources, including scholarly research on DH and its impact, DH communities, and a long list of DH tools that can augment student or faculty scholarship.
Citing Beyond the Book: A Field Guide to Elusive Citations

This past Spring, Jesi Buell, Colgate’s Instructional Design and Web Librarian, led the design of a new Digital Learning Object (DLO) entitled “Citing Beyond the Book: A Field Guide to Elusive Citations” for the NY6 Liberal Arts Consortium.

This interactive tutorial walks students through creating citations for social media resources, datasets, or special collection materials in either APA or MLA format. Students learn how to both format these citations as well as read them and, after inputting information, they are able to save their work for use in bibliographies.

This newest tutorial was created in conjunction with NY6 team members:

- **Glynis Asu**  
  Instructional Support Librarian  
  Hamilton College

- **Lindsay Bush**  
  Instructional Services Librarian  
  Union College

- **Paul Doty**  
  Public Service Librarian  
  St. Lawrence University

- **Debbie Krahmer**  
  Digital Learning and Media Librarian  
  Colgate University

- **Johanna McKay**  
  Instructional Design Librarian  
  Skidmore College

- **Barbara Norelli**  
  Instructional Services Librarian  
  Skidmore College

To try this DLO out for yourself, please visit [http://exlibris.colgate.edu/beginningresearch/fieldguide/story.html](http://exlibris.colgate.edu/beginningresearch/fieldguide/story.html)
The final component is observational data, which we collect using another tool identified by the committee during our exploration stage. The tool, known as Suma (not an acronym), developed by the NCSU Libraries, is an open-source tablet and web-based assessment toolkit for collecting and analyzing observational data about the usage of physical spaces and services. The library customized an instance of Suma to collect much more detailed information on how our space is used than we ever have before.

This three-fold approach to assessing space satisfaction will give us the quantitative satisfaction data, qualitative ideas regarding our spaces, and direct observational data we need to not only answer questions such as ‘Are there enough carrels?’, but to answer them in context such as who prefers that space, when that space is in the most demand and if that space is or is not working well regardless of the amount of use.

From March 28 through April 11, the survey will be open to students and the focus groups will be conducted. After that we will begin analysis of the data and we anticipate being able to:

1. Assess the satisfaction of library users with library spaces
2. Examine if user needs are met
3. Determine whether library spaces are functioning as designed/desired
4. Gain understanding of the issues and problems of spaces not working well

If you have any questions about the survey, please contact Matt Smith, Head of User Services, at msmith1@colgate.edu or 228-7302.

In November of 2015, Digital Learning and Media Librarian Debbie Krahmer and Instructional Technologist Doug Higgins attended the Bucknell University Digital Scholarship Conference. Debbie and Doug partnered on a workshop proposal focusing on collaboration in developing digital projects. Their proposal was selected and combined with faculty from four other institutions to create a single, massive pre-conference workshop called “Best Practices for Digitally-Infected Courses.”

Jacob Hell from the Five Colleges of Ohio, Ethna Lay from Hofstra University, and Carey Sargent and Chris Gillman from Occidental College made up the other faculty involved in a two-day project to create the workshop from scratch. The various members of the group brought their expertise and experience in working on developing digital coursework. Debbie and Doug focused on their work in CEL at Colgate. Built around Wiggins and McTighe’s work Understanding by Design, the group used the idea of “Backwards Design” to organize and inform their final product.

Faculty and CIOs attended the workshop from other universities. Using a team-based format, the workshop walked participants through the process developed by the facilitators to create a plan for real courses that were going to be taught in the spring. The Digital Infection Protocol (as it was called) involved three stages. Stage one consists of an interview between support team colleagues and the faculty member that sets the context of the course, the motivations of the professor, and the perceptions/experiences of the professor with students in the past. Basically, team members ask, “What do you want students to learn?” and “Where have students had difficulties in years past?”

Stage two works through the Backwards Design Process as described by Wiggins and McTighe, including identifying course learning goals, assessable evidence of those goals, and an assessment rubric. Based on the stage two outline, the project and/or syllabus is brainstormed and workshopped into a brief two- to four-sentence prospectus that the professor can use in their syllabus or as a guiding principle as they develop their coursework. Out of this one-hour meeting, the faculty member will wind up with a worksheet that clearly explains their goals, ways of assessing different types of learning, and a basic idea of the project they want to develop.

Originally, the workshop was to be titled “Best Practices for Digitally-Infected Courses,” but the group decided that best practices would lead to a digitally “infected” course. This reflects that the best digital projects are fully incorporated into a course. The results are not as successful if it is a plug-in or add-on type project — the whole course should be infected with whatever work you want the students to produce. In the end, the work that students produce must make sense within the context of the content, and focus on assessing their progress on your learning goals.

The group is planning on following up with faculty who used the Digital Infection Protocol at the end of the spring semester to see how it worked. Eventually, the materials from the workshop will be made available through the Bucknell University Digital Scholarship Conference website, as well as other venues to be determined.
Everyday Accessibility
Researching with Disabilities
Debbie Krahmer, Digital Learning and Media Librarian

Print continues to be the medium best suited to preserving information. Books that were printed 100 years ago are still accessible, whereas digital files from 10 years ago may be inaccessible or too digitally degraded to rescue. If you’ve ever tried to resurrect a file from a floppy disk, you’ll agree that print works best. Unfortunately, I can’t easily read and digest materials in print due to a visual impairment. Not everything ever printed has been digitized, and I certainly can’t find every text I need through Google. This presents a few extra hurdles as I try to do research with non-digital materials.

This workflow will give you a brief look at how I make print text accessible to me, when I have the time to prepare. This workflow won’t work for everyone, and every disability is different, but I hope this gives you a better idea of the sort of extra work that comes with any issue.

1. Scanning
2. OCR
3. Backup
4. Reading
5. Deep reading

Scanning
I use the same scanners that are available in the library for students, faculty and staff to use for their scanning needs. I prefer the big Epson GT-1500 connected to an iMac on level 5 of Case, but I also use the smaller Epsons attached to PCs on level 3. The Epson Scan software works best when I scan to PDF; I can make a multipage document that is clear enough for the next step without needing to spend a very long time at the computer.

OCR
OCR, or Optical Character Recognition, is the process of converting an image to machine-readable text. Have you ever tried to copy-paste a bit of text out of a PDF, only there’s no way to highlight and select the bit you need? That document hasn’t been OCR’d. OCR can be done on any image of text. I typically run any scanned PDF through ABBYY FineReader, an OCR application on my Mac. This software will auto de-skew for straighter alignment on each page and separate duplex pages, and it recognizes text in many different languages. I can also do a visual scan over the material to determine that I managed to scan everything that I needed. Once I run a scanned PDF through FineReader, I’m left with a document that’s ready for text-to-speech.

Backup
I keep my research files organized in Dropbox folders. I pay for the Pro access, so I don’t have to worry about running out of space. Dropbox also makes my research available to any mobile device or computer I’m using. I can access the same file on multiple devices at the same time, and make changes or move them around as I need.

Read
Depending on what device I’m using, I use either Voice Dream or ezPDF to read material that I have scanned. ezPDF only handles PDFs, but Voice Dream will handle just about anything. These text-to-speech apps read the OCR’d text aloud. This allows me to quickly scan over and ingest the content. My text-to-speech or TTS speed is far faster than my previous reading speed ever was. I use these apps for getting a general overview of the material, and for the majority of my reading. (For an in-depth review of Voice Dream, see the Fall 2015 Libraries Newsletter.)

Deep Reading
Once I have everything digitized and I’ve had a chance to read it, I will usually open the PDF in iAnnotate. This is an iOS application that allows me to highlight or annotate the document in multiple ways. I use iAnnotate for deep reading of texts, for when I need to do further research such as following up on citations, and for marking areas to revisit. I was definitely a reader who took notes and wrote marginalia back when I could use print text, and I still hold those habits dear. I like to be able to still work with texts in this way, even if it is through a digital form.

Accessible vs. non-accessible text.
NEW AND RETIRING FACULTY

Lynne Kvinnesland
Lynne Kvinnesland joins the Colgate Libraries as the Information Literacy Librarian. Lynne comes from DeSales University in Center Valley, Pennsylvania, where she served for nine years as Public Services Librarian. Her primary duties there included research assistance, information literacy instruction, and assessment in both virtual and traditional classroom environments. Lynne received her MS in Library Science from the University of Pittsburgh in 2007. She also holds an MA in German Language and Literature, and an MA in Education.

Priscylla Nascimento
Priscylla Nascimento, Circulation Supervisor at Colgate University’s Case Library, a native of Brazil and a local resident of Hamilton. Priscylla has a background as an educator and translator in Brazil and in the U.S. Prior to her work at Colgate University; she was a high school teacher. In Brazil, she coordinated and taught ESL at an international school. She has a drive for teaching, helping others in the community, and due to her international background, she is very passionate about other cultures and languages.

Ann Ackerson’s Retirement
Matthew Smith, Head of User Services
I first came to know of Ann about ten years ago, while serving on a committee of NYLINK, a former statewide cooperative serving libraries and cultural heritage organizations. Jon Penn, NYLINK’s Resource Sharing Librarian, and I were chatting about resource sharing, specifically custom holdings lists, and he mentioned how Ann Ackerson had crafted such advanced and complete custom holdings lists of print and digital items owned by Colgate that they had overwhelmed the capacity of the servers and software of the day. That conversation stuck with me. At the time I never would have imagined that I would be working at Colgate or interact with Ann in any way beyond a listserv or at a conference. Turns out I was wrong, and here we are having worked together the last two years and for just a few remaining weeks.

Ann earned her MLS from University of Maryland in 1983 and found her way to Colgate in 1989. Since that time, she has done yeoman’s service in obtaining the materials our patrons needed that we did not own. More recently, in 2009, she started playing music for home hockey games, and looks forward to the new rink in fall of 2016.

Rather than any parting words, Ann wished to share a Calvin and Hobbes comic from July 20, 1987. (The strip is licensed only for limited print distribution and is not included in this electronic form of the newsletter which is downloadable from the library website. You can view the comic by going to http://www.gocomics.com/calvinandhobbes/1987/07/20)

Ann retires from Colgate on May 6, 2016 and she has a lot yet to do. Just not here. I’ll miss her knowledge and humor (and Christmas gifts) and wish her nothing but joy in her retirement.

Envisioning Science at Colgate
Peter Tagtmeyer, Science Librarian
The newly renovated Cooley Science Library opened last August in time for the start of the fall semester as described in the libraries Fall 2015 newsletter. While the renovation enhanced all furnishings, lighting, carpeting, interior painting, air-cooling and handling, and accessibility, it did not include more detailed ornamentation. Kristi Mangine, Science Library Coordinator, agreed to work with students to address this and proposed acquiring several art prints and artificial plants for the main seating area and the mosh pit.

For Cooley’s east wing wall, Kristi became inspired to feature photographs that are reflective of the sciences. After consultation with several campus stakeholders, she moved forward with the idea to turn this opportunity into a campus-wide contest with selections made by community vote.

During the latter part of February, Colgate community members were invited to submit their photographs of what they thought best envisioned the idea of science at Colgate. Thirty pictures were submitted and in March, community members were invited to vote for one of the submitted images.

As you read this, the winning images will likely have been announced. Six selected images will be framed and hung on the east wall of Cooley by the end of the spring semester. Stay tuned to the Libraries’ blog and twitter for announcement of the winners!
In the fall, Colgate will allow students, faculty and staff the option of identifying a preferred pronoun in the Banner information system. This service is an outgrowth of the Preferred Name program already available at Colgate. The use of gender-neutral pronouns is becoming a norm for universities across the US.

Efforts such as these are more about allowing people to self-identify the pronouns and names they prefer, rather than mandating university-wide usage of those pronouns in everything from official policies to research papers⁴. For many years, everyone at Colgate has been allowed to select a preferred name. But many people have asked, why are we bringing in more options for pronouns? He, she . . . doesn’t that cover everything?

“They” used to be the common singular gender-neutral pronoun for English, according to the OED, starting from the 14th century. An oft-cited passage in Chaucer’s Pardoner’s Prologue is used to illustrate this typical use: And whose fyndeth hym out of swich blame./They wol come up . . .

Interestingly enough, most copies I could find of this line had translated it as “He wol…” I had to use an 1892 microfiche copy² of an older manuscript in our collection to find the original text. I discovered that starting in the 1700s many grammarians, like Josua Poole⁵, advocated for “he” to replace the singular “they” because “[t]he Masculine gender is more worthy than the Feminine.” This way of thinking continued and using “he” to refer to any single person of indeterminate gender in legal materials was made part of Federal Law in the US Code⁴ through the “Dictionary Act” in 1871.

Yet the singular “they” never really went out of style; writers such as Austen and Swift used it regularly, and the OED³ cites examples throughout the 18th and 19th centuries of its use. Many linguists and feminists of the 1970s and 1980s advocated heavily for a return to the singular “they.” In her article “Androcentrism in Descriptive Grammar,” Ann Bodine⁶ examined 33 grammar textbooks being used in American junior and senior high schools in the 1970s. She reports that 28 of them “condemn both ‘he or she’ and singular ‘they’, the former because it is clumsy and the latter because it is inaccurate. The pupils were taught to achieve both elegance of expression and accuracy by referring to women as ‘he.’ However, New Fowler’s Modern English Usage⁷ lists the singular “they” as being back into common usage as early as 1984.

Dennis Baron, Professor of English & Linguistics at the University of Illinois Urbana-Champaign, even selected the singular “they” as the Word of the Year in 2015⁸, pointing out that it first appeared in English in 1365. His article making the announcement has an excellent summary of the use of “they” in English.

So if we have a perfectly fine singular gender-neutral pronoun, then why do we need something else? If one looks back through the scholarship as well as the general conversation around pronouns, one will find many references to the need for an ‘epicene’ pronoun. Epicene, meaning essentially gender-neutral, pronouns were pointed out as necessary as far back as 1839 in the United States, and even further back as referenced by Baron⁹, because grammarians had reduced the singular pronouns for humans to just he and she.

Basic ally, any place where the English “he” and “she” is found to not quite reflect the variety of identities that people are able to hold, gender-neutral pronouns are found to be quite welcome.

Other words that had some following but never really caught to mainstream usage include “thom,” “e/ey,” “co,” and the “sie/zie/xie/se/ze/xe” variants. These words may have roots as far back as the 1880s, and most gained some notoriety in the 1970s and 1980s. Ze/hir has a deep history in trans communities. Trans activists such as Leslie Feinberg¹⁰ and Kate Bornstein¹¹ popularized the “sie/zie/ze/hir” construction through their publications in the 1990s. Trans and intersex communities have embraced and developed gender-neutral pronouns to the point that several are in common usage today, though ze/hir and xe/xir continue to be the most popular ones.

Basically, any place where the English “he” and “she” is found to not quite reflect the variety of identities that people are able to hold, gender-neutral pronouns are found to be quite welcome.

For a fascinating and well-researched look at the history of these and other non-binary pronouns, check out Dennis Baron’s ongoing timeline <http://www.english.illinois.edu/-people/faculty/debaron/essays/epicene.htm>. Developed originally for his book Grammar and Gender⁸, Baron has continued to update it. This, along with many other bibliographies and similar works, can be found on the LGBTQ Studies Guide Pronoun page on the libraries website: <http://libguides.colgate.edu/lgbtq/pronouns>. If you’d like more resources or help in researching this or similar queer studies topics, please don’t hesitate to contact me.

Bibliography:
4. 1 U.S. Code § 1 <https://www.law.cornell.edu/uscode/text/1/1/1>
8. Baron, Dennis. “Singular They is the Word of the Year.” The Web of Language (blog), November 19, 2015. <https://illinois.edu/blog/view/25/280996>