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PRESIDENT'S PAGE

The Mississippi Library Association Insurance Committee, chaired by Richard Greene, presented their report on insurance to the Executive Board in March. As a result, the Executive Board voted to offer professional liability insurance as an optional benefit to Mississippi Library Association members who are practicing librarians. The insurance, provided through Myron F. Steves & Company, will cost participating librarians \$40 per year. This is an excellent price for professional liability insurance.

The policy provides errors and omissions insurance for claims for damages arising out of a member's duties as a librarian or library educator, including all defense costs. The occurrence giving rise to such claims is simply defined as an event that results in damages to some other person.

The policy also provides for reimbursement of attorney fees in a broad range of situations, such as criminal charges, allegations of sexual misconduct, actions involving dismissal, revocation of certification, and other professional rights and duties. The insurance also provides for payment of premium on bail bonds.

The policy will pay up to \$1,000,000 per insured per occurrence/\$3,000,000 per occurrence, plus the cost of defense, investigation and legal fees.

One special policy feature is that as long as the librarian or library educator is within the scope of his/her professional duties, the policy covers liability for injury to students and others while the educator is conducting visits to industrial and com-



Rhonda Tynes

mercial establishments, entertainment centers, outings, picnics and other similar school functions. This policy broadly covers library activities such as peer review, reference services, and personnel actions. The policy will also provide liability insurance for the furnishing of food in connection with trips, picnics, parties, and similar events.

After this lengthy description, you are probably wondering if I am selling insurance for Myron F. Steves & Company or if I am getting a percentage of the premiums. The answer is no, but as a veteran school librarian, I fully realize the liabilities educators face each day when they walk on campus. The school board and administrators have liability insurance to cover them, but not me. The same illustration applies to public and academic librarians.

For \$40 per year, I could go out to eat twice, or buy two books, or a pair of shoes on sale, or...protect myself with professional liability insurance. The cost of the insurance averages 11¢ per day. You can't get coffee (or anything else) that cheap. You will find more information about the insurance at the annual conference in October.

The theme for the Mississippi Library Association's annual conference this year is "Great Accomplishments, Greater Future." Vice President Henry Ledet and his conference committees have been hard at work planning a series of outstanding programs for the conference. Mark your calendar for October 18-20 and make your plans to attend now.

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Contents

| | |
|---|----|
| President's Page | 65 |
| Distance Learning: A New Spin on Traditional Library Services <i>Mary Hamilton</i> | 67 |
| Introducing the PLATO Web Learning Network <i>John Super</i> | 70 |
| Home Schooling and the Public Librarian <i>Paul Cartwright</i> | 73 |
| Mark Your Calendars | 74 |
| MLA Annual Conference Preliminary Program | 75 |
| MLA Mississippi Authors' Awards | 80 |
| In the Public Eye | 81 |
| Library Education Update | 83 |
| Academic Focus..... | 85 |
| What's So Special About... .. | 86 |
| Preservation Notes | 89 |
| People in the News | 91 |
| About Books | 93 |
| About Children's Books | 96 |

On the Cover: Figurine from the private collection of Ann Branton, Head of Cataloging, The University of Southern Mississippi; cover photograph by Barton Spencer, Head of Electronic Resources, The University of Southern Mississippi.

MISSISSIPPI LIBRARIES

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Manuscripts must be typescripts produced as a computer file document, Times Roman font, 12 pt., in MSWord 95 or greater, WordPerfect or ASCII text. Supply a paper printout as well. Manuscripts must be received by the editor by the following deadlines: Spring, February 2nd; Summer, May 2nd; Fall, August 2nd; and Winter, November 2nd. Photographs must be black and white, glossy finish.

NOTICE: Dues must be paid by March 1 in order to vote in election of officers and to receive the Spring issue of *Mississippi Libraries*.

Distance Learning: A New Spin on Traditional Library Services

By Mary H. Hamilton

Electronic Services Librarian

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Distance learning is not a recent development in education. In fact, the first distance education instructors in the United States began conducting classes during the late 19th century via the postal service. Since the advent of these correspondence courses, classes have been delivered to students using the most innovative technology available from radio to television to video recordings to satellite up-links. Today, courses are delivered through a variety of media including audio transmission and CD-ROM as well as through correspondence. The majority of distance learning courses are now taught using two-way interactive video (IVN) and asynchronous (not real time) Internet courses. According to the 1997-98 National Center for Education Statistics report, 54% of post-secondary education institutions offered instruction using two-way interactive video (IVN) and 58% offered asynchronous Internet courses.¹ An article appearing in the "Information Technology" column from the January 7, 2000 issue of *The Chronicle of Higher Education* reported 1.6 million students were enrolled in 54,000 distance education courses in 1998.²

APPEAL OF DISTANCE LEARNING

Why has the distance education student population grown? Why is distance learning attractive to these students? Some students are place-bound, either by geography or by physical disability. Learning at a distance allows these individuals an opportunity to receive an education without having to travel to a cam-

pus. Other distance education students work full-time. By taking an online course, these students are able to work their class into their existing schedule. Another addition to the distance education student population is the "traditional" student. Many traditional students are now registering for online courses from other institutions to supplement their program of study. These traditional students are also registering for online courses from their own institution for scheduling convenience.

The development and rapid growth of the Internet has impacted the growth of distance education tremendously. As stated earlier, a majority of colleges and universities are offering Internet courses, with 82% planning to expand their online course offerings in the next three years.³

Are library services a part of the educational experience of the 1.6 million distance education students? With such easy access to information, even on-campus students and instructors, who assume that all of their research needs can be found on the Internet, often overlook the library. What are libraries doing to make their materials accessible to off-campus users? This article will focus on the guidelines and standards for providing library services to off-campus students and the innovative services being implemented, including those in the state of Mississippi.

GUIDELINES AND STANDARDS

In 1998, the Association of College and Research Libraries (ACRL) approved a revised version of the "ACRL Guidelines for Distance Learning Library Services." The guidelines also include ACRL's definition of distance learning library services: Distance learning library services refers to those library services in support of college, university, or other

post-secondary courses and programs offered away from a main campus, or in the absence of a traditional campus, and regardless of where credit is given. These courses may be taught in traditional or non-traditional formats or media, may or may not require physical facilities, and may or may not involve live interaction of teachers and students. The phrase is inclusive of courses in all post-secondary programs designated as: extension, extended, off-campus, extended campus, distance, distributed, open, flexible, franchising, virtual, synchronous, or asynchronous.⁴

The ACRL Guidelines are divided into several sections: management, finances, personnel, facilities, resources, services and documentation. These areas are interrelated in any library setting, but this article will focus specifically on library services for distance education students. ACRL views eleven library **services** as essential for distance learners:

- reference assistance;
- computer-based bibliographic and informational services;
- reliable, rapid, secure access to institutional and other networks including the Internet;
- consultation services;
- a program of library user instruction designed to instill independent and effective information literacy skills;
- assistance with non-print media and equipment;
- reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials;
- prompt document delivery such as a courier system and/or electronic transmission;
- access to reserve materials in accordance with copyright fair use policies;

- adequate service hours for optimum access by users;
- promotion of library services to the distance learning community, including documented and updated policies, regulations and procedures for systematic development, and management of information resources.

The Southern Association of Colleges and Schools (SACS), a regional accrediting organization in the southeastern United States, included "Library/Learning Resources for Distance Learning Activities" in the 1998 Criteria for Accreditation. These guidelines are more open-ended than the ACRL guidelines, but do clearly state, "an institution **must** ensure the provision of, and ready access to, adequate library/learning resources and services to support the courses, programs and degrees offered."⁵ Access to electronic "information" as well as books and other materials are mentioned in the SACS criteria.

In a publication entitled *Quality on the Line: Benchmarks for Success in Internet-Based Distance Education*, the Institute for Higher Education Policy provides twenty-four benchmarks. Two of the benchmarks deal directly with library services:

- (1) Students have access to sufficient library resources that may include a 'virtual library' accessible through the World Wide Web; and
- (2) students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news archives, and other sources.⁶

COOPERATIVE EFFORTS

The Southern Regional Electronic Campus (SREC) is a cooperative effort between 16 states offering 3,200 electronic courses from over 250 institutions. Six universities in Mississippi are members of the Southern Regional Education Board's Electronic Campus (SREC),

which is a division of the Southern Regional Education Board (SREB). Founded in 1948, SREB collects data and compiles reports on the educational environment in the 16 member states. "The Principles of Good Practice," adopted by the SREC, state that each institution is responsible for providing "reasonable and adequate access to student services and resources."⁷ Although this document does not use the term library, many of the guidelines would apply to library services.

In early fall, an amendment to the "Principles" entitled "Principles for *Electronic Campus* Library Services" will be available. Also, the SREC web page link to library services provides access to GALILEO, Georgia's Online Learning Library, for any student who is registered for Internet courses through a SREC institution.

INNOVATIVE SERVICES

The *ACRL Guidelines* state that "members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings." Most librarians would agree with this in principle, but many might voice the opinion that the statement is not practical. The following section will showcase library initiatives that are attempting to provide "equivalent" services to students at a distance.

FLORIDA DISTANCE LEARNING LIBRARY INITIATIVE (FDLLI)

<http://dlis.dos.state.fl.us/dlli>

The Florida Distance Learning Library Initiative, a statewide project established in 1997, received \$2 million in funding. The FDLLI is a collaborative effort of the State Board of Community Colleges, the Board of Regents, and the public libraries of Florida through cooperation with the State Library of Florida. Students registered for distance education classes at one of 73 public and private universities, colleges or community colleges are eligible for services. The services are divided into

five components: electronic access to over 60 *FirstSearch* databases is made available; document delivery between 250 participating academic, public, and school libraries; a reciprocal borrowing agreement between the 28 community colleges and 10 public universities; user training via online tutorials and customized Web guides for individual courses; and the Reference and Referral Center (RCC). Four librarians and several part-time graduate assistants staff the Reference and Referral Center (RCC). Housed at the University of South Florida, the RCC is the heart and soul of the FDLLI, lending a personal touch to the services for students and faculty. The RCC may be contacted via email, real-time chat, or toll free phone call. Through the RCC, students can obtain assistance with reference questions; locating articles and books; and using online resources such as electronic catalogs and databases. The RCC staff also develops the online tutorials and course Web pages.

ONLINE TUTORIALS

Resource Discovery Network (RDN) <http://www.vts.rdn.ac.uk/>

The Resource Discovery Network was created by the UK Office for Library and Information Networking (University of Bath) and King's College, London. Currently, eleven discipline-specific tutorials are available at the RDN site including social work, history, law, and psychology. Academics and librarians with a specialty in the subject area have created the tutorials that include a list of recommended Websites, a section about critically evaluating electronic resources, and interactive exercises. Each tutorial takes less than an hour to complete. The RDN plans to add 27 more tutorials by Spring 2001.

Texas Information Literacy Tutorial (TILT)

<http://tilt.lib.utsystem.edu>

TILT, developed by the University of Texas System Digital Library, is an online interactive tutorial to introduce undergraduate students to research sources and

skills. The tutorial is divided into three 30-minute modules: (1) selecting – how to find and choose sources; (2) searching – how to construct and combine searches in library databases and on the Internet; and (3) evaluating – how to determine the credibility of sources and how to cite online resources. The four main concepts the TILT developers are trying to “get across” to students are:

- The Internet is a collaborative information space, not managed by any one group.
- The Internet, the Web, and browsers are all different things.
- Searching the Internet effectively takes a little know-how.
- Lots of useful information is not (and may never be) in electronic format.

REAL-TIME ONLINE REFERENCE SERVICE

<http://www.csus.edu/csuslibr/services/deal/instant.htm>
<http://www.liberty.edu/resources/library/edp/index.html>
<http://www.plattsburgh.edu/acadvp/libinfo/library/iref.html>
<http://www.cord.edu/dept/referenc/icq.htm>
<http://www1.morrisville.edu/library/talk.html>

Many libraries do not have the personnel with the computer expertise to design interactive tutorials or the \$2 million necessary to fund a project as comprehensive as the FDLI, but a number of libraries have taken advantage of free programs that can be easily downloaded from the Internet. With programs such as AOL Instant Messenger and ICQ (I Seek You), libraries are providing real-time reference services to off-campus patrons. These programs allow patrons immediate access to a librarian. Some sites include hours of service for the online reference desk.

Mississippi Electronic Library Online (MELO)

<http://www.colin.cc.ms.us/vcclib/>

In March 2000, the Mississippi Electronic Library Online (MELO), a subject guide to recommended online resources was unveiled. MELO, a cooperative effort of fifteen community and junior colleges, was created by a committee of three community college librarians to help meet the research needs of distance learners enrolled in Mississippi community and junior colleges. Online tutorials for using Web resources should be completed this fall and added to the MELO website.

Programs such as the Florida Distance Learning Library Initiative and the Mississippi Electronic Library Online exemplify

the type of cooperation that is needed to provide distance learners with necessary library services.

CONCLUSION

Only time will tell if distance education courses delivered via the Web and IVN are here to stay. What is certain, however, is that as long as courses are conducted using these technologies, the students in these courses deserve access to library services.

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Introducing the PLATO Web Learning Network

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Imagine your library as an electronic learning center. Patrons can pick from a wide variety of basic-to-advanced educational courses to improve their reading, writing, mathematics, job, or life skills. Perhaps they want to go to college or prepare for a college entrance exam, study for their GED, learn to read, or simply improve their skills to win a job promotion or satisfy a personal drive. Enrollment will be a snap for you, the librarian. Simply select the desired course and direct the patron to assign his/her password. Once enrolled, patrons have the flexibility to complete their studies from wherever they want – at computers in the library or at home, work, school, or anywhere else a computer is located. Best of all, you are not taking on new tasks and will not have to spend time accounting for use, or looking for missing components, as everything is handled electronically over the Internet.

Sound futuristic? Well, the future is now as the Mississippi Library Commission and five model libraries have begun testing the PLATO Web Learning Network. This exciting new system is bringing the world's largest collection of academic computer-based instructional curricula to Mississippi libraries beginning this fall. Proven in schools and colleges worldwide, PLATO learning resources benefit over 1,000,000 learners each year.

"Traditionally," said Kyle Hall, PLATO Learning's representative in Mississippi, "PLATO is installed in school computer laboratories, classrooms, or

media centers." Originally developed for young adults and adults, PLATO is among the world's leaders in providing effective computer-based instructional resources for middle, high school, and adult learners. Hall continued, "We offer a full curriculum spanning skill levels from grade two through the second year of college, and all PLATO instruction is built around real-life and job-related examples. It is an excellent choice for the Mississippi libraries."

SUPPORTS EDUCATIONAL INITIATIVES

According to John Pritchard, Executive Director, Mississippi Library Commission, the opportunity to take this major step is the result of two recent developments. "First, Mississippi Library Commission has spearheaded the investment in a frame relay network that makes high-speed Internet access available for virtually all the libraries in the state. This network has created the necessary communications infrastructure to support delivery of more complex software, such as PLATO, over the Internet. Second, an independent evaluation of PLATO Learning resources by the First Regional Library demonstrated a potentially powerful new way for libraries to support a number of important educational initiatives within communities."

The First Regional Library demonstration project was launched in the fall of 1999 when Jim Anderson, Director of the First Regional Library, entered into contract with PLATO Learning for the purchase of 150 site licenses to be shared among the membership of the North Mississippi Literacy Alliance. Subsequently, First Regional Library received grant monies from the Assisi Foundation of Memphis, the Phil Hardin Foundation,

and a LSTA grant awarded by the Mississippi Library Commission. This money, along with money raised by others in the Alliance, has been used to meet the financial obligations of the contract.

LITERACY INTERESTS

"We purchased 61 licenses to be used by patrons who visited our thirteen branches," said Catherine Nathan, Assistant Director for Public Services for the First Regional Library. "It is a sobering reality to think that nearly 1 in 3 adults in Mississippi over the age of 16 are functioning at Level 1 literacy. Our five-county area struggles with these illiteracy problems, so we wanted to establish a quality resource for helping our patrons improve their skills. PLATO has certainly proven to be that quality resource we were looking for."

Nathan believes instructional content can play an important role in library services. "PLATO has become the ABE and GED study courseware of choice for several of our North Mississippi Literacy Alliance partners. We saw the Depot Library at the Bolivar County Library System, a facility dedicated to after-school tutoring and literacy efforts, become an early and enthusiastic partner in NMLA. They are currently serving more than 70 registered PLATO users on a regular basis. Others, such as our DeSoto, Tate, Tunica and Lafayette County Literacy Councils, have also used PLATO with success."

Nathan also mentioned the success of the Grenada League for Adult Development (GLAD). "Cindy Heimbach, a GLAD instructor, tells us that they have had 46 PLATO users study a total of 385 hours. PLATO has allowed students to take more control of their learning, and it motivates their students. So far, four stu-

dents have passed the GED. Cindy also tells us the 'students enjoy PLATO' and are looking forward to the online version."

Nathan does express some concern, however, about reaching the large numbers of patrons who can benefit from the program. As First Regional librarians have surveyed patrons and users, they see – over and over again – that not enough people in their five-county service area know about PLATO. "We have developed posters and flyers, received newspaper coverage, conducted school visits, and have talked at service clubs, but we still feel our patrons do not know about our learning services. I like to think when all the libraries have access, and we can reach out more effectively to the workplace, schools, and homes with our Internet services, we will begin to see a big increase in users."

STATEWIDE PLAN

It is building an effective statewide distribution and promotion plan, as well as creating a workable delivery system, that the Mississippi Library Commission and five model libraries are working on today. Rama Vishwanatham is project director.

Working with Benton County Library, Elizabeth Jones Library, Jackson-Hinds Library System, Pearl River County Library System, and Tombigbee Regional Library System, Vishwanatham is striving to meet a fall release. "Above all else, we want the PLATO Web Learning Network to be easy to use for both our library staff and patrons," Vishwanatham explained. "Our model libraries are already enrolling students and monitoring results. Each Monday, we conduct a telephone conference call to review the last week, discuss outstanding issues, and present new ideas. A lot of good ideas are coming to the surface and the team is very enthusiastic about what this can mean for all the libraries across the state."

PLATO SITE LIBRARIES

Each of the five participating libraries was selected based upon submission of an application for participation that detailed how they would use PLATO to enhance or establish new services for their communities. These applications point to powerful new ideas for libraries to assume strong literacy leadership in their communities.

At Benton County Library System,

Sue Poff, Director, sees a strong role in supporting students as they seek college admission or GED diplomas. "The addition of this program will provide the tools for better test scores, more preparedness in the learning arena, and better qualifications for future leaders," Poff wrote. "PLATO [will] be another learning tool to aid students in the quest for knowledge. The end result should be a better community, county, and state." Poff adds that she sees school personnel, librarians, local literacy personnel, the Department of Human Services, and law enforcement agencies working together with clients to achieve success.

Marion Francis of the Jackson/Hinds Library System emphasized the role the program will play in helping students achieve college admission. "In preparation for college and graduation," wrote Francis, "the PLATO program would assist students in mastering curricula that would be needed to further education... PLATO is also used in the Jackson Public Schools, which shares a partnership with the Jackson/Hinds Library System. We feel that we can coordinate its use with schools."

Pearl River County Library System has designated Margaret Reed Crosby Memorial Library as its model project. Susan Cassagne, technology coordinator, believes the PLATO Web Learning Network can be used to establish a sustainable literacy program for Pearl River County. The program will focus on providing just-in-time services for literacy groups, alternative education, GED programs, and high schools.

Valinda Smith, Literacy Program Coordinator at Elizabeth Jones Library, is familiar with PLATO because of the First Regional Library program, which began in 1999. Based upon her experience, Smith highlighted how the library could enhance their services. "Local employees who work during the daytime hours do not have access to the Adult Education Center computer lab. Access to



Valinda Smith, Literacy Program Co-ordinator at Elizabeth Jones Library, Grenada, Mississippi, attending the training session held on July 13, 2000 for the five participating sites.

PLATO at the Elizabeth Jones Library will enable local citizens who work during the weekday to come to the library on Saturdays to use PLATO to enhance their reading, writing, math, employability, or other needed skills." Smith added, because several of the local plants run 24 hours a day, night shift workers will also benefit from access during the afternoon hours.

The final participant, Tombigbee Regional Library System, sees a number of ways to enhance their services. Mary Helen Waggoner wrote, "To help combat the high unemployment rate in Clay County (6.4%, approximately 2,000), high school diplomas and job skills are needed for a trained workforce. PLATO will be added as a tutorial to help those students...PLATO will add to our ser-

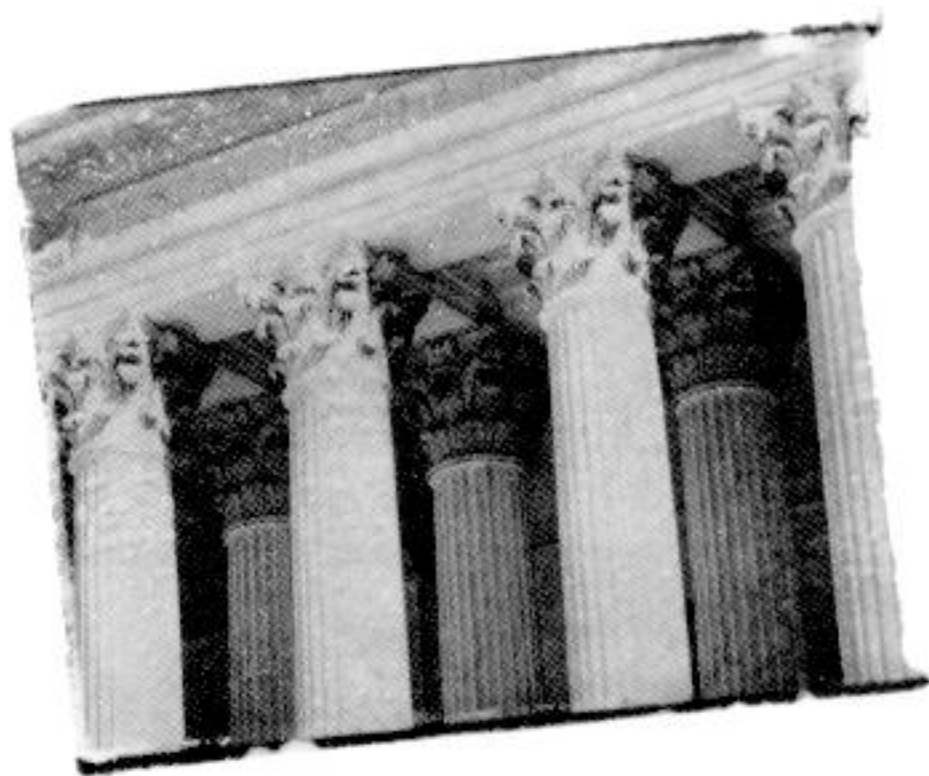
vices to the home schooled and their parents...[and] we have already talked with representatives from the [local schools] about the availability and logistics of bringing small classes to the library."

In September, the ideas, experiences, and recommendations of the five model libraries will be documented and the Mississippi Library Commission will begin to prepare for the statewide rollout. John Pritchard of MLC expects a number of good ideas from the five will bubble to the top and be available to help guide new participants. Further, he expects, as the program grows and blossoms, that a significant number of citizens will gain an opportunity to achieve their dreams by learning new skills with the help of their local public library.

JUST-IN-TIME LEARNING

"We envision our libraries as a critical resource for patron learning," said Pritchard. "The development of the frame relay backbone introduced a new level of access that opens the doors of our libraries to the world. Our relationship with PLATO is a logical next step as it brings to our libraries dramatic new ways for providing just-in-time learning for all patrons. Together, these two technologies are a big step in ensuring Mississippi libraries are doing their part to help the state address critical education and training needs."

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Home Schooling and the Public Librarian

By Paul Cartwright

Director

Copiah-Jefferson Regional Library

pcartw@copjef.lib.ms.us

Home school education in Copiah and Jefferson counties has risen by fifty percent since 1995. We expect that figure to rise even more due to an increase in private school fees and greater parental choice in educational access, particularly in Copiah County. Already in this year of 2000 there has been a shift in population toward the Wesson Public School system from area private school enrollment that has been attributed to fee increases that, in a rural area like Copiah County, are not practical for many family incomes.

In today's rural county and private school setting, many families are opting to teach their children at home with religious or ethnic-based curricula. The public librarian has the task of providing access to information to support these particular curricula. This is accomplished in the library branches of Copiah-Jefferson Regional Library (CJRL) by the following types of services: reference, reader's advisory, interlibrary loan, online catalog and Internet access, and a new ser-

vice called the PLATO Web Learning Network.

SERVING THE HOME SCHOOLED

At the Hazlehurst, Crystal Springs, Fayette, and Wesson branches, the library reference staff serves library users who home school their children. Our users are of every ethnic group and religious persuasion, reflecting a national trend to provide individual curricula that supports both the standard curriculum found in traditional school settings and also customized curricula to support personal belief systems, ethnic and cultural practices that are especially important to their family heritage and traditions. Children with special physical or medical needs are also found in home schooling situations.

REFERENCE INTERVIEW

To provide customized services, our staff takes time to visit with our home school library user in a brief reference interview to determine needs. We learn from this interview the type of home school curriculum that we will need to support. Each week the library staff helps to locate materials from branch library shelves to support the individual lesson plans. Because the home school families

need a great variety of materials, this can be a challenge. To support academic, as well as leisure reading needs, we also provide reader's advisory services to our users when supplementing or offsetting academic requirements. Our library has specifically developed its juvenile collections, both fiction and non-fiction, to support large circulation demands and general usage by students participating in home schooling.

ILL SERVICES

Interlibrary and intralibrary loan services between the branches and other regional libraries also provide support to the home school programs. Intralibrary loan between the branches is very heavily used to fill the home school curriculum needs. In several cases, the curriculum requires materials on a specific topic that our local library branches do not own. Interlibrary loan of these materials takes a little longer and requires prior planning on the part of the parents. Guidelines are made available to them so that requests can be made in a timely fashion.

INTERNET ACCESS

Of particular importance to both the library and the home school teacher is

Mark Your Calendar

October 11-13, 2000 SELA Annual Conference, Jekyll Island, GA

October 18-20, 2000 Mississippi Library Association, Jackson, MS

online access to information. The Internet can be used as a significant teaching resource and is a dynamic tool in developing the learning goals and objectives of a family-planned curriculum. Home school parents can access the county's regional online catalog via the Internet. They often have their material requests prepared even before they arrive at the library.

COMPUTER-RELATED RESOURCES

In addition, home school students can access the online catalog from their homes for other services, including the many databases available through MAGNOLIA (Mississippi Alliance for Gaining New Opportunities Through Library Information Access), the statewide consortium which is funded by the Mississippi Legislature and which provides online databases for publicly funded K-12 schools, public libraries, community college libraries, and university libraries in Mississippi. When students and their parents visit our libraries, our staff assists with searches and provides bibliographic instruction in the use of the many databases available through MAGNOLIA.

Parents can access it on our computers to find research materials that enhance their at-home curriculum. And due to the grants available through the Gates Foundation, our library can provide other computer-related resources. Often home school families come to the library to use the Microsoft software programs for both school and leisure activities.

PLATO

Finally, a new and very important resource for the home-schooled child is the PLATO Web Learning Network that will soon be available to public libraries across Mississippi. PLATO will help some home school families with testing and perhaps pre-testing for many academic subjects. These tests will be available to library users who register at the library. The tests are paced according to the needs of the home school parent and child. Of the CJRL home school families, the vast majority will use PLATO software, while some may not, due to the religious nature of their home curriculum.

ABOUT HOME SCHOOLING

There are many excellent online resources to assist parents in making the

decision to home school. These Web sites provide answers regarding Mississippi laws related to the education of children at home and what parents need to do to get started. Other resources, such as textbooks and activities for all grades, are also featured. Support groups abound for home schooling parents and can answer those frequently asked questions.

HOMESCHOOLING ONLINE RESOURCES

<http://homeschoolcentral.com/>

<http://eho.org/states.htm>

<http://computerage.net/homeschool/findit/>

<http://www.homestead>

<http://www.childu.com>

<http://homeschooling.about.com/education/primse>

<http://www.gomilpitas.com/homeschooling>

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WEDNESDAY, OCTOBER 18, 2000

8:00 a.m. - 5:00 p.m. **REGISTRATION**

8:00 a.m. - 9:00 a.m. **MLA BOARD MEETING**

Rhonda Tynes, President

9:00 a.m. - 10:00 a.m. **LEGISLATIVE COMMITTEE**

Frances Coleman, Chair

9:00 a.m. - 10:00 a.m. **CONSERVATION COMMITTEE**

Liam Kennedy, Chair

Irmi Wolfe

9:00 a.m. - 11:00 a.m. **MISSISSIPPI CENTER FOR THE BOOK
AUTHORS' PRESENTATIONS**

- **Louisa Dixon** author of *Outside Chance* and *Next to Last Chance*.
- **Sr. Mary Paulinus Oakes** author of *Angels of Mercy: an eyewitness account of civil war and yellow fever by a Sister of Mercy: a primary source*.
- **Rick Cleveland** sportswriter.
- **Why Mississippi Has Inspired So Many Writers:**
Robert Dalby (aka Rob Kuehnle) author of *O Bed! O Breakfast!* and *God of the Door*.

10:00 a.m. - 11:00 a.m. **INFORMATION LITERACY**

Mary Beth Applin, Presiding

11:00 a.m. **EXHIBITS GRAND OPENING**

Coffee and Ribbon Cutting

11:00 a.m. - 5:00 p.m. **EXHIBITS OPEN**

12:00 p.m. - 1:30 p.m. **BLACK CAUCUS LUNCHEON**

Ticket Required Byron Hansbro, Attorney at Law and Clergyman, Speaker
Deborah Lundy, Chair

1:00 p.m. - 2:30 p.m. **GENERAL SESSION**

The Majesty of Spain Exhibit

Royal Collections from the Museo del Prado & Patrimonio Nacional
Presentation given on the largest exhibition of Spanish national treasures
ever to visit North America.

2:30 p.m. - 3:30 p.m. **GENERAL SESSION**

Sid Salter, Speaker
Rhonda Tynes, President



Robert Dalby



Byron Hansbro

2:30 p.m. - 4:00 p.m. POSTER SESSION 1

- Searching the OPAC for Musical Works. Presenter: Rashidah Z. Hakeem, Music Library and Blues Archive Librarian, University of Mississippi
 - Developing and Cataloging an Electronic Collection at the University of Southern Mississippi. Presenters: Aiping Chen-Gaffey and Suzanne R. Graham, Catalog Librarians, USM
- Ann Branton, Chair

3:30 p.m. - 5:00 p.m. YOUNG PEOPLE'S SERVICES ROUNDTABLE (YPSRT)**Children's Swap**

End your first day of the conference by joining us for the Fifth Annual Swap Session for Children's Librarians. The informal session offers an opportunity for school and public youth services librarians to share programming hints and discuss current issues in youth services.

Kaileen Thieling, Chair

3:30 p.m. - 5:00 p.m. LIBRARIES BUILD SUSTAINABLE COMMUNITIES

Free Ticket Required

- Carolyn Thompson, The University of Southern Mississippi
- Dr. Lou Helen Sanders, Jackson State University
- Sara Carter Swinney, Director, South Mississippi Regional Library

5:00 p.m. - 6:30 p.m. PRESIDENT'S RECEPTION**6:30 p.m. - NEW MEMBERS ROUND TABLE (NMRT)**

[In Hotel Bar]

Robert Lipscombe, Chair

DINNER ON YOUR OWN**THURSDAY, OCTOBER 19, 2000****8:00 a.m. - 5:00 p.m. REGISTRATION****8:00 a.m. - 5:00 p.m. EXHIBITS OPEN****8:00 a.m. - 9:30 a.m. TWO YEAR COLLEGES ROUNDTABLE (2YCRT) BREAKFAST**

Ticket Required

Developing and Maintaining a Library Web Site

Joan Tierce and Gwen Graham, Holmes Community College, Grenada Center Library

Kay Boggan, Chair

8:30 a.m. - 12:00 p.m. PUBLIC LIBRARY AND TRUSTEES SECTIONS**Fundraising**, Margaret Murray, Presenter

Beth Culpepper, Trustees Section Chair

Robert Lipscomb, Public Libraries Section Chair

9:00 a.m. - 9:30 a.m. LONG RANGE PLANNING COMMITTEE

All Section Chairs and Vice Chairs should attend.

Josie Roberts, Chair

9:00 a.m. - 10:30 a.m. POSTER SESSION 2

- Mississippi State University Libraries Outreach Program. Presenter: Gail Peyton, Outreach Coordinator, MSU
- Development of the Richmond Barthé Ephemera Collection at the Hancock County Library System. Presenter: Sheila A. Cork, SLIS graduate student, USM.
- Linking Libraries and Symphony Orchestras: A Union that Serves the Community. Presenter: Brooke Lippy, Catalog Librarian, USM

Ann Branton, Chair



Ron Peterson



Orthella Moman



Deborah Lee



Peggy Price

9:00 a.m. - 11:00 a.m. YOUNG PEOPLE'S SERVICES ROUNDTABLE (YPSRT)

A Handful of Fun - Puppetry Program

The key to putting life back into your story hour programs is in the palm of your hand. Let us show you how to bring stories to life with puppets. Whether it's an appearance of a single puppet or an entire puppet show, puppets create a magic that easily spans all generations.

Kaileen Thieling, Chair

9:30 a.m. - 10:30 a.m. EDUCATIONAL COMMUNICATION AND TECHNOLOGY ROUNDTABLE (ECTRT)

"My Library" Ron Peterson, Electronic Services Librarian, USM, Speaker
Creating user-centered, customizable interfaces to your libraries' resources. "My Library" gives the library new ways to serve its patrons and also new ways to gather info about how people are using the library's resources.

Josie Roberts, Chair

9:30 a.m. - 11:00 a.m. SIRSI USERS' GROUP

Attention will be given to individual concerns of the group as well as questions and information regarding SIRSI products and operations.

Kay Boggan, Chair

10:00 a.m. - 11:30 a.m. AUTOMATION AND NETWORKING ROUNDTABLE (ANRT)

Marty Warstler, Chair

10:30 a.m. - 12:00 p.m. MAGNOLIA BASIC TRAINING

- EBSCOhost, Tommy Smith and Rob DePaolo.
An overview of EBSCOhost introducing new features such as smart linking and page composer. Will include discussion of new databases including NoveList.
 - Other vendors
- Catherine Nathan, Presiding

12:00 p.m. - 1:30 p.m. ACADEMIC, COLLEGE AND RESEARCH LIBRARIES SECTION (ACRL) LUNCHEON

Ticket Required Advocacy for Academic Libraries

- *Summary of the ALA ACRL Preconference on Advocacy for Academic Libraries.* Orthella Moman, Association Librarian, Coleman Library, Tougaloo College, Chair
 - *Measuring Customer Satisfaction: Survey Methods and Servqual.* Deborah Lee, Reference Librarian, Mitchell Memorial Library, MSU.
 - *Make Mine Medium Rare: Special Collections Face the Twentieth Century.* Peggy Price, Special Collections Librarian, McCain Library & Archives, USM.
- June Breland, President

12:00 p.m. - 1:30 p.m. PUBLIC LIBRARY AND TRUSTEES SECTION LUNCHEON

Ticket Required Charles Wilson, Speaker

Charles Wilson is the author of a number of acclaimed thriller/mystery novels beginning with *Nightwatcher*, in 1990. His most recent novel is *Game Plan*, 2000.

Robert Lipscomb, Chair

1:00 p.m. - 2:00 p.m. INFORMATION POWER

Janice Garrett

1:30 p.m. - 2:30 p.m. BETA PHI MU 6TH ANNUAL LIBRARY LEADERSHIP FORUM

Novel as Snap Shot: A Time, A Place, and A People

Martin Hegwood, Speaker

Martin Hegwood is currently the Senior Attorney for the Secretary of State Office for Mississippi. He is also the author of two mystery novels, *Big Easy Back Road* and *Green Eyed Hurricane*.

Ann Branton, President



Charles Wilson

2:00 p.m. - 3:00 p.m. SPECIAL COLLECTIONS ROUND TABLE (SCRT)

All About the Book: An Informal Session on the Mississippi Center for the Book

Thurman Boykin, Coordinator for the Mississippi Center for the Book, Speaker

The discussion will cover the history of the Centers for the Book, the establishment of the Mississippi Center and the projects planned by the Center to centralize book related activities and events, fight illiteracy, and celebrate literature in our state.

Toby Graham, Chair



Martin Hegwood

2:00 p.m. - 3:00 p.m. SCHOOL SECTION

Linda Irby, School Library Liaison, Mississippi State Department of Education

Jolee Hussey, Chair

3:00 p.m. - 4:30 p.m. MAGNOLIA ADVANCED TRAINING

Catherine Nathan

3:00 p.m. - 4:00 p.m. GOVERNMENT DOCUMENTS ROUND TABLE (GODORT)

Easy Access: A Guide to the Information Services of the Secretary of State's Office.

Charles Bearman, Chief of Staff, SOS, Pam Johnson, Asst. SOS of Publications, Speaker.

Christine Fletcher, Chair



Thurman Boykin

4:00 p.m. - 5:00 p.m. EXHIBITS RECEPTION

5:30 p.m. - 6:00 p.m. SPECIAL GUEST AUTHOR: NEVADA BARR

6:00 p.m. - 8:00 p.m. MISSISSIPPI AUTHORS AWARDS BANQUET

Ticket Required June Chressanthos, Chair

8:00 p.m. - STAR SEARCH

Ticket Required

By popular demand, MLA Star Search will once again be part of the conference and will provide MLA members with dazzling performances by librarians and vendors.

Paulette Entekin, Ringmaster

FRIDAY, OCTOBER 20, 2000

8:00 a.m. - 9:30 a.m. SPECIAL LIBRARIES SECTION BREAKFAST

Ticket Required

Job Burnout.com: Solutions for Dealing With Anxiety in Your Library.

Bill Cook, M.D. Clinical Psychiatrist in Private Practice and Director of the Geri-Psyc Unit at Baptist Behavioral Health, Mississippi Baptist Health Systems.

Cecelia Delbridge, Chair

8:00 a.m. - 9:00 a.m. PAST PRESIDENTS BREAKFAST

Ticket Required

Limited to MLA past presidents



Charles Bearman



Allisa Beck

9:00 a.m. - 10:00 a.m. STATISTICS FOR LIBRARIES

Keith Curry Lance, Speaker
Lynn Shurden, MLC

9:00 a.m. - 10:00 a.m. FRIENDS OF MISSISSIPPI LIBRARIES

Charles Bolton, Director of the USM Oral History Program, Speaker
Barbara Caroon, Chair

9:00 a.m. - 10:00 a.m. CONCURRENT SESSIONS**CIRCULATION DISCUSSION GROUP**

Allisa Beck, Collection Management Librarian, USM, Moderator

COPYRIGHT COMMITTEE

Electronic Copyright Discussion Group
Paula Lehman, Chair

10:00 a.m. - 11:00 a.m. CONCURRENT SESSIONS**PUBLIC LIBRARY DIRECTORS' DISCUSSION GROUP**

Paulette Entekin, Director, Laurel Jones County Public Library
Brenda Knight, Director, Pine Forest Regional Library, Moderators

TECHNICAL SERVICES ROUND TABLE (TSRT)

Streamlining Technical Services: A Panel Discussion
Richard Torgerson, Chair

INTELLECTUAL FREEDOM COMMITTEE

Paul McCarver, Chair

11:00 a.m. - 12:00 p.m. CONCURRENT SESSIONS**REFERENCE DISCUSSION GROUP**

David Nowak, Presiding

MARC: MAKING IT MANAGEABLE

Nate Casey, Sagebrush Corporation
Participants become familiar with the basic structure of MARC21 and how the implementation of MARC strengthens day-to-day library operations. The session then moves into a practical understanding of MARC21 by describing in detail commonly used MARC fields, indicators, and sub-fields.

11:00 a.m. - 12:00 p.m. TECHNICAL SERVICES ROUND TABLE (TSRT)

Streamlining Technical Services: A Panel Discussion (continuing)
Richard Torgerson, Chair

11:00 a.m. - 12:00 p.m. CURRICULUM: LIBRARY, CLASSROOM AND THE INTERNET

Harry St. Pierre, Automation Consultant, Follett Software Company
Give your students at home access to your school's library collection via the Internet; enhance reading materials with subject specific URL addresses and Accelerated Reader information; integrate your curriculum development through cooperative planning with the library.

12:00 p.m. - 1:00 p.m. AWARDS LUNCHEON

Ticket Required Rhonda Tynes, President
Carol Green, Awards Chair

Mississippi Library Association Authors Awards Committee 2000 Award Winners

FICTION: STEVE YARBROUGH, *THE OXYGEN MAN*

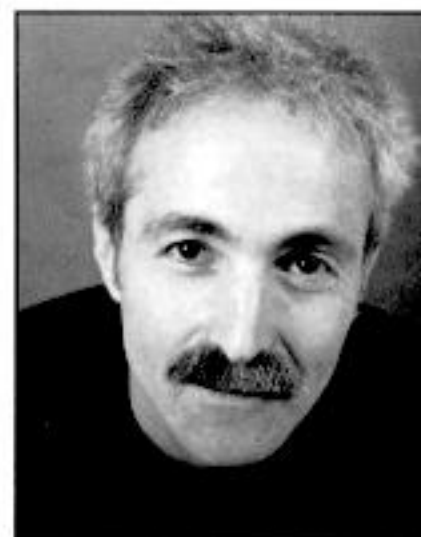
Steve Yarbrough earned a BA and an MA at the University of Mississippi and an MFA at the University of Arkansas. His stories have appeared in *The Oxford American*, *The Hudson Review*, and *The Southern Review* and in two collections, *Family Men* and *Mississippi History*. The University of Missouri Press recently published his third collection, *Veneer*. He is a professor of English and creative writing at California State University at Fresno. In May 1999, MacMurray & Beck released his first novel, *The Oxygen Man*, to rave reviews. Mr. Yarbrough was recently appointed as a John and Renee Grisham Visiting Southern Writer-in-Residence at the University of Mississippi for the 1999-00 academic year.



Steve Yarbrough

NONFICTION: EDWARD COHEN, *THE PEDDLER'S GRANDSON*

Edward Cohen was formerly Head Writer and Executive Producer for Mississippi Educational Television, where he wrote several PBS documentaries, including *Hanukkah* and *Passover*, and *Good Mornin' Blues*. His programs have won numerous international film festival awards, as well as two CINE Golden Eagles. His memoir, *The Peddler's Grandson: Growing Up Jewish in Mississippi*, received the 2000 Mississippi Institute of Arts and Letters Nonfiction Award. The book was chosen for Book Sense, the top recommendations of independent booksellers nationwide. Mr. Cohen has a B.A. in Mass Communications from the University of Miami and earned his Juris Doctor from the Mississippi College School of Law. He lives in Venice, California, where he is a writer and filmmaker.



Edward Cohen

SPECIAL AWARD – JUVENILE LITERATURE: LAURIE PARKER, *EVERYWHERE IN MISSISSIPPI AND MISSISSIPPI ALPHABET*

Laurie Parker received her B.S. in Education in 1985 from Mississippi State University, where she later also studied engineering after teaching for four years. She has enjoyed writing rhyming narratives, lyrics, and verse since early childhood. Another of her long-time, favorite pastimes is cutting and pasting paper to create collages such as the ones used to illustrate her books. She is the author of four regional rhyming books that are illustrated with her collage artwork. Ms. Parker resides in Starkville, Mississippi.



Laurie Parker

Special guest: Nevada Barr, winner of the 1999 Fiction Award for *Firestorm*, will be making a guest appearance and will be present during the autograph session to sign her new book, *Deep South*.

In the Public Eye

Column Editor: Paulette D. Entrekin

Laurel-Jones County Public Library

Pearlington Public Library: A Joint Use School/Library Facility

By Prima Plauché

Director

Hancock County Library System

pplauche@hancock.lib.ms.us

"The most memorable part of our first week at Pearlington would have to be the children," said Branch Manager Caprice Smith shortly after the opening of the new Pearlington Public Library.

"They truly love their library," she continued, "and a few of the children seem to be the ones who are deprived of parental role models, and have found a 'new home' here at the library. This is heart-warming, since a library stack is safer than a street block."

With the opening of the Pearlington Public Library, history was made in the state of Mississippi. To provide the residents and children of Pearlington with library and information services, the Hancock County Library System and the Hancock County School District established a joint-use facility. This was the first time in the state that a public library system and a county school district agreed to build and operate a public/school library.

A COMMUNITY NEED

Hancock County is one of the fastest-growing counties in the state of Mississippi. Population increases have been unprecedented and have impacted all government services in the county, including the Hancock County Library System and the Hancock County School District.

Pearlington, located in the southwest-



New Pearlington Public Library – Built by the Hancock County School District, the Pearlington Public Library is located in the library/media center on the grounds of the Charles B. Murphy Elementary School. The Hancock County Library System administers the library in an historic joint-use agreement.

ern corner of Hancock County, is a community of 2,365. Once the site of a thriving lumber industry, Pearlington, located on the banks of the Pearl River, was also the terminal for the Louisiana-Mississippi automobile ferry.

As population and economic opportunities shifted over the years and a new highway bypassed the area, Pearlington became an isolated population of children and adults who have limited government and community services except for the Charles B. Murphy Elementary School. Located some sixteen miles from the county seat of Bay St. Louis, Pearlington has no shopping center, few small businesses, no major grocery store, and no major businesses.

Charles B. Murphy Elementary School serves almost 200 children, but an equal number of children and young adults are bused daily on a fifty-mile round trip to the middle, junior and high school located in Kiln, Mississippi. Upon

their return to the community, they have no library resources or after-school activities available. Transportation out of the community is not a possibility to many of these children. Pre-school children have no opportunities to attend reading enrichment story times. Adults are isolated from the library system's adult education and literacy program, and there are no community facilities to house extensions of the Community Education Program or the School District's GED program.

JOINT REMEDY

To remedy this educational and informational inequity, the Hancock County Library System and Hancock County School District agreed to provide public library services to the children and adults of Pearlington and the surrounding communities.

The terms of the agreement were simple. The School District would build, furnish and equip the new facility with input



Signing Historic Agreement – Members of the Hancock County School Board, the Hancock County Library System Board of Trustees and the Hancock County Board of Supervisors took part in the signing of the historic agreement to build and administer the Pearlinton Public Library. From left, seated, are Hancock County Supervisors Rocky Pullman and Philip Moran; Hancock County Library System Director Prima Plauché; Hancock County Superintendent of Education Terry Randolph; Hancock County Library System Board Chairman Joyce Z. Lee; Hancock County School Board President Sheryl Bennett. Standing, from left, are Hancock County Supervisor Steve Seymour; Hancock County Library System Board Vice Chairman Mary Cassis; Hancock County Supervisor Jeep Ladner; Hancock County School Board Members Tony Caston; Larry Peterson; Billie Lyons; Lennette Neçaise; Hancock County Library Trustees Clementine Williams and Evelyn Johnson.

from the library staff. The Library System would staff and administer library services and programs according to the policies and procedures of the Hancock County Library System.

HOW IT WORKS

Materials are purchased in accordance with the Library System's collection development policies. The School District uses its media budget for the Charles B. Murphy School to purchase curriculum-related materials. The School District provided initial computer hardware and equipment to link the library to the Mississippi Information Network (MissIN) and the library system's Ameritech library system. The Library System pays for the 56K line that links the branch to these services.

The part-time certified school media specialist and classroom teachers at Charles B. Murphy School schedule visits and accompany the children to the library during school hours. The library staff provides year-round adult and children's programming. This unique cooperative effort not only meets the needs of the children attending Charles B. Murphy Elementary School, but also provides library and information services to the entire community in a facility provided by the School District and operated by the Library System.

ACCESSIBLE RESOURCES

The benefits of the partnership are numerous and exciting. Students, teachers, and the public gain vital library and information services. With the Library System's online database available in the school, students and teachers have access not only to information about books in the collection, but also to community information, such as public meetings and directories of government and social services.

Children have access to literally tens of thousands of titles in the public library's collection and to current computer technology, including magazine articles online and access to the many resources available on the Internet and through MissIN. Children and adults have the ability to place holds on items in many subject areas that are sent on request to the Pearlinton Library from other branch libraries via courier service.

With extensive resources available from the library system, during and after school and on Saturday, students who have no transportation for a forty-mile round trip to the main library in Bay St. Louis can walk or ride their bicycles to the facility. Teachers have additional resources at the school that can strengthen and expedite class assignments. Adults have access to literacy and adult education programs.

The partnership project with the Han-

cock County School District and the Hancock County Library System is a creative and cost-effective alliance to provide essential information services to this underserved community of children and adults.

CREATIVE PROJECTS

The project has led to other cost-effective and creative projects. The partner agencies were awarded a Library Services and Construction Act consortium grant through the Mississippi Library Commission to fund the Connect 2000 project. Another federal grant provided computer workstations and GED software for the library. The library's summer reading program coordinates with a summer school lunch program at Charles B. Murphy. Recently the District and Library collaborated on a family literacy project, an Even Start grant and an accelerated reading program.

"We are very excited about this unique cooperative effort that not only meets the needs of the children attending Charles B. Murphy Elementary School, but also provides library and information services to the entire community," said Prima Plauché, Hancock County Library System Director. "And we are proud to be the first in the state to enter into such an agreement."

The Pearlinton Public Library works well," continued Plauché, "because we did our homework, kept the agreement simple and keep lines of communication open with our partner, the Hancock County School District."



Balloons, Books and People – More than 200 people attended the opening of the new Pearlinton Public Library during National Library Week 1999. The library was filled with balloons and new books for the opening.

Library Education Update

Column Editor: Thomas D. Walker, Director, SLIS, The University of Southern Mississippi
thomas.walker@usm.edu

Learning on the Job: The Value of Internships and Practica

I remember my first day as a reference librarian in a public library. It was intense, varied, and provided me with some surprises for which reference classes did not prepare me. Most of what we learn about our daily professional problems comes from practical on-the-job experience. Constant exposure to tasks and issues and the repetition of certain situations contribute to one's personal knowledge base. One of the roles of professional library education is to set the stage for such experiential learning. By incorporating the practical experience into one's professional education, it is possible to take advantage of both kinds of learning.

On that first day, or perhaps the second, I was faced with decisions that had to be made on the spot, without delay, and without the benefit of time to mull over a wide range of possibilities. One particular patron request returns easily to mind: a gentleman called on the phone, gave me references to two passages in the Bible that seemed to contradict each other, and asked me to reconcile them. Not only did I have to find printed documentation he might find useful in his quest, but also I had to deal with the ethical issue of defining my role as a reference librarian. Was it within the scope of my position to deal with questions that have potentially confounded theologians for centuries? What level of service would be appropriate for a telephone request? Even if I could find printed explanations of these passages in a Bible commentary (which I did), would the perspective and level of the commentary be aligned with that of the patron? These kinds of issues are introduced in reference classes, but applying them consistently and conscientiously can be a heroic feat.

I have been in similar situations as a cataloger and indexer, as well, and can attest to the fact that formal library education can assemble the rod, reel, line, and hook, select the best bait, and recommend the nicest tackle box and trolling motor, but cannot set the hook or reel in the fish.

***Most of what
we learn
about our daily
professional problems
comes from
practical on-the-job
experience.***

PROFESSIONAL PRACTICE

Internships and practica are designed to provide introductions to professional practice and are of inestimable value for those students without library experience. Traditionally, an internship is a relatively long-term paid position. Some libraries, such as that of the University of Illinois at Chicago, have well-established, two-year internship programs. Some internships are very specialized, focusing, for instance, on cataloging Polish-language materials in a research library, or may be quite general and involve a rotation among divisions or branches of a large library system. Some are designed as recruitment tools to attract highly qualified and motivated professionals into a library or a larger system.

A quick search for library internships using almost any Internet search engine provides a sample of the variety currently

available. The Special Libraries Association provides a list of internships, as do its special interest divisions, such as the News Division. National Public Radio advertised recently for a summer internship, which could be an excellent springboard for work in news libraries. As of this writing, the Associated Press is seeking an intern. Other library associations and schools of library and information science are additional resources for locating internship possibilities.

Another kind of internship is one that represents a cooperative agreement between a school of library and information science and companies or other institutions with needs for interns. Here at USM, as at some other schools, we have developed relationships with several local institutions, including libraries, a newspaper, a legal information center, and county archives, all of which provide paid internships for students and are accompanied by tuition remission granted by the University. Such agreements are mutually beneficial. The company or institution benefits from the services provided by the intern, which sometimes include technical skills not possessed by the current staff. Student interns benefit from the practical experience and from opportunities to make professional networking connections. The University benefits because the arrangement contributes in a meaningful way to its curriculum. And the community benefits from fruitful connections between employers and educational institutions.

PRACTICUM OPTION

A practicum is generally shorter in duration and more specialized in purpose than an internship. It is normally part of a

student's academic program, taken for credit, and involves no remuneration. The purpose is similar, but is sometimes more convenient to arrange for several reasons: a practicum normally lasts just one semester; it is not necessary to formulate a long-term formal agreement

between the university and institution (although formal agreements are required for each placement); and institutions do not normally pay the students.

Students usually choose internships or practica based on their intended area of focus. In our field, these include public

libraries, school libraries, college and university libraries, corporate information centers, government collections, historical societies, hospital libraries, indexing companies, database vendors, and others. Some placements are initiated by institutions, others by students. I have supervised placements in mainstream institutions, but also in such specialized collections as those found in art museums, botanical gardens, and a zoo.

MUTUAL BENEFITS

Because this aspect of professional education and training is beneficial in so many ways, more institutions and companies should consider providing such opportunities. If no practicum policy is in place, it might be useful to develop one or to consult with relevant schools of library and information science. It is typical to determine in advance the institutional role of the practicum student or intern. It may be in the best long-term interests of a library, for instance, not to supplant a position or portion of a position with an intern. In a union environment, this could be especially problematic. The nature of duties and their relationship with the mission of the institution or department should also be defined. And lastly, decisions should be made about how the very real time demands of training and supervising an intern or practicum student should be distributed.

Some of the best learning takes place on the job. Assess your institution's ability to offer practica or internships to students. Encourage students to seek the exciting, the unusual, or, at the very least, the practical situations provided by such formal agreements. The contact can be mutually beneficial and invigorating.



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Academic Focus

Column Editor: *Jessie B. Arnold*
Alcorn State University

Information Literacy

By Mary Beth Applin
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Information literacy is the new catchword everyone is hearing these days in the library field. But what exactly is information literacy? Is it just a new term for teaching library skills or is it something more? One of the best definitions I found in reviewing the literature on information literacy is from the Atlantic Provinces Educational Foundation (APEF) in Canada: "Information Literacy is...the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes."

Whoa – that's a mouthful! "...[T]he ability to access, interpret, evaluate, organize, select, produce, and communicate information..." sure sounds like teaching library skills. But is it? Though libraries are a major source of information, students seek and receive information from an array of sources today – television, radio, magazines, e-books, audios, videos, computers, Internet, and CD-ROMs, to name just a few. Technology is rapidly transforming the amount of information available and the methods in which it is stored and retrieved. It is becoming more important than ever to teach students to be savvy not only about finding and evaluating information, but about the tools and medium in which the information is found. This is addressed in the second part of APEF's definition, "...in and through a variety of media technologies and contexts..." Getting information no longer requires only knowledge of libraries; it requires a variety of

skills in a variety of areas.

The scope of the skills needed is best summed up in a definition given by California's Commission on Learning Resources and Instructional Technology (CLRIT). In their definition, information literacy is a combination of "...library literacy, computer literacy, media literacy, technological literacy, ethics, critical thinking, and communication skills."

LIFE-LONG LEARNING SKILLS

Information literacy covers a lot of ground, but why should we have to teach students to be information literate? A phrase that is often heard in association with information literacy is "life-long learning." The Southern Association of Colleges and Schools (SACS) uses it in their section about Educational Support Services: "Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning." So what does life-long learning mean, and what's it got to do with information literacy? Life-long learning means learning how to learn so that education continues long after one has completed it formally. Current employment surveys are indicating that one of the things that employers are looking for most in workers is the ability to learn and adapt. Information literacy skills help students learn *how* to learn. They help develop research, critical thinking, and problem-solving skills. Students learn how to construct the knowledge they need to continually progress and succeed throughout their lives.

KINDERGARTEN TO COLLEGE

How should information literacy be taught? The skills encompassed in infor-

mation literacy are too broad to be considered strictly a librarian's area of instruction. They cannot be learned in a single class or a single trip to the library. Teaching information literacy skills must be a collaborative effort between administrators, teachers and librarians. Objectives must be integrated throughout the educational curriculum at every grade level so that skills are taught sequentially and consistently. The skills should become part of the overall learning process from kindergarten through college. Information literacy is not a new body of knowledge to be added to the teaching load, it is simply a new way of structuring the teaching/learning process so that the student becomes a more active participant in creating his/her own body of knowledge. Teachers become facilitators of knowledge and students become researchers in its quest. This type of strategy facilitates self-learning skills.

LIBRARIAN'S ROLE

So if information literacy encompasses more than library skills, what should be the role of the librarian in its implementation? The role of the librarian depends on each school, but it will more than likely require the librarian to be the initiator and advocate at the school – educating, informing and eliciting support for information literacy from teachers and administrators. It will require the librarian's assistance and expertise in restructuring the curriculum and developing information literacy objectives. It will require the librarian to work cooperatively with teachers to help implement objectives, brainstorm ideas, assist in developing assignments, and aid in staff development workshops. Librarians should not feel that the implementation of the program rests

entirely on their shoulders. Most of the literature discussing information literacy stresses that the development of a successful program cannot take place without the collaborative effort of all involved in the students' educational experience. It is particularly important to have the support and cooperation of the school administrator. The administrator sets the expectations and direction of the school, allocates time, money, resources, and guides program implementations.

THE FIRST STEP

So what's the first step? The first step is becoming familiar with information literacy standards and implementation. There are several resources available. Below is a list of books and Web sites describing how to develop a program and examples of schools that have already implemented literacy curricula. In addition, the Mississippi Library Association Annual Conference will be hosting a presentation entitled "Information Literacy" on October 18th at 10 a.m. at the Crowne Plaza in Jackson, Mississippi. The presentation will include an overview of information literacy practices in general and a summary of what our schools and libraries are doing here in Mississippi. Everyone is welcome to attend.

PROGRAM DEVELOPMENT

- *Information Power: Building Partnerships for Learning*. AASL Chicago: ALA Editions, 1998.
Includes the Information Literacy Standards for Student Learning and guidelines for beginning a program.
- *A Planning Guide for Information Power: Building Partnerships for Learning*. AASL Chicago: ALA Edi-

tions, 1999.

A workbook giving step-by-step directions for the implementation of the planning process described in *Information Power: Building Partnerships for Learning*.

- *Developing an Information Literacy Program K-12*. Developed by the Iowa City Community School District and edited by Mary Jo Langhorne. New York: Neal-Schuman Publishers, 1998.

Developed by librarians, teachers and administrators, this is a comprehensive manual for teaching information literacy. Includes a CD-ROM.

- "Information Literacy for Schools" http://artemis.simmons.edu/~marder/info_lit/intro.html

This Web site includes various resources for teachers and librarians interested in implementing information literacy.

SOME ESTABLISHED PROGRAMS

- Mankato Schools Information Literacy Curriculum Guidelines <http://www.isd77.k12.mn.us/resources/infocurr/infolit.html>
- North Carolina Department of Public Instruction's Curriculum Guide on Information Skills <http://www.dpi.state.nc.us/Curriculum/information/index.html>
- Georgia Department of Education's Quality Core Curriculum Standards <http://www.glc.k12.ga.us/qstd-int/homepg.htm>

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What's So Special About...

Column Editor: P. Toby Graham

The University of Southern Mississippi

The Jefferson Davis Presidential Library

By Gwendolyn Green

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Jefferson Davis Presidential Library

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The Jefferson Davis Presidential Library celebrated its grand opening May 30, 1998. Located on the grounds of Beauvoir – the last home of Confederate President Jefferson Davis – this \$4.5 million project was paid for by the taxpayers of Mississippi. It was not the first library at Beauvoir, however. Sarah Dorsey, the third owner of the Beauvoir property, had a personal library, and when Jefferson Davis purchased the home from Mrs. Dorsey in 1879, he moved his own library into Beauvoir House. Later, Beauvoir was the site for the Jefferson Davis Soldiers Home between 1903-1957, and a library was maintained for the "inmates" (Confederate veterans, their wives and widows). Shortly after its dedication in 1969, yet a fourth facility, the Jefferson Davis Memorial Library, was destroyed by Hurricane Camille.

BEGINNINGS

Because of the library history associated with Beauvoir and with Davis, many felt the development of a presidential library in honor of Jefferson Davis was appropriate. With support from Governor Kirk Fordice and the Mississippi Division of the United Sons of Confederate Veterans, Beauvoir received \$1,500,000 in bond funds in 1993. Additional funding was denied in 1994, and planning had to be put on hold as the casino boom on the coast had caused construction costs to skyrocket. The project was resurrected in 1995 when Governor Fordice signed a bill allotting Beauvoir an additional \$3,000,000 in state funds for the presidential library project. This was an

unusual situation with the state legislature constructing a library for a private institution.

COLLECTIONS AND FACILITIES

The presidential library consists of three major components: museum, theatre, and research library. The museum area and the film presentation in the theatre focus on the life of Jefferson Davis. The exhibits highlight his early military career as West Point graduate and dragoon on the Western frontier; his first marriage to Sarah Knox Taylor, daughter of President Zachary Taylor; and his life as a plantation owner, as well as his second marriage to Varina Howell and their family. It also includes his later career activities as an officer in the Mexican War; U.S. Representative and Senator; the Secretary of War under Franklin Pierce; and finally, President of the Confederate States of America, his capture and imprisonment after the War Between the States, and his last years at Beauvoir.

COLLECTION PROFILE

The mission of Beauvoir is to educate the world about the life and times of Jefferson Davis and the Confederate soldier; therefore, the research library collection concentrates on nineteenth-century Southern history, particularly Jefferson Davis and the War Between the States. There are approximately 6,500 books, including works on American history, Southern history, the War Between the States, limited genealogy resources and some literary fiction. The archival collection includes photographs, letters, manuscripts, envelopes, postcards, newspaper clippings, and institutional history as well as the minutes books and programs from Confederate heritage organizations. The correspondence is primarily from the Jefferson Davis family. In addition, there are index card records from the Soldiers Home and some supplemental research files.

CURRENT ACTIVITIES

Beauvoir, the Jefferson Davis Home and Presidential Library is a private non-



The Jefferson Davis Presidential Library.

profit organization owned by the Mississippi Division, United Sons of Confederate Veterans, Inc. Most of our materials are received by donation. The Reading Room has been named in honor of James West Thompson, who donated approximately 2,000 books from his personal library.

To date, most of the book collection is cataloged and on the shelf with the exception of those items that need original cataloging. Work has begun on organizing the archival collection. Original documents are being scanned and printed with a volunteer's scanner/printer. These items will be placed in a notebook that will be available to our patrons. This will help reduce wear on the original documents. If the library acquires the necessary equipment, most of the archival material will be scanned and made available on CD-ROM.

TRIALS AND TRIBULATIONS

Beauvoir has been collecting books, manuscripts, photographs and other materials for many years, but the collection was not cataloged or cared for properly. Addressing these concerns would be a difficult task for any librarian, but was especially so for one just out of graduate school! I love history, especially the War Between the States; and while I was attending graduate school, I worked as the assistant to the curator at Ashland, the Henry Clay Estate, and as a graduate assistant in Special Collections at the University of Kentucky. The position at Beauvoir appeared to be the perfect job for me, but I had some major surprises in store for me when I arrived.

I began working at Beauvoir in February 1998, just months prior to the grand opening of the presidential library. My first tasks were editing text for the exhibits, preparing manuscripts for exhibition, and various other odd jobs related to the new museum. As many librarians know, some strange things go into the

planning processes for a new facility. For instance, I was very surprised to find that the planning committee had no intentions of purchasing a desk for me! I eventually convinced them otherwise, but at the time of the grand opening, neither the office furniture nor the shelving had arrived.

With all of the attention to details surrounding the grand opening, it was extremely difficult to explain why the research portion of the library was not ready for the big day. Since I had only been on staff for four months, spending most of my time helping get the museum area of the presidential library ready to open, organizing and cataloging materials had to be a lower priority at that time. But visiting researchers have no way of understanding this or, for that matter, the difficulty of providing access to an uncataloged collection.

Another challenge has been the shift from museum only to museum *and* library. The institution's policies need to be changed and updated. Before the establishment of the Jefferson Davis Presidential Library, the library/archives collection was not a separate entity, and the collection was the responsibility of the curator. It must now be decided how to separate the two collections. We are facing questions such as: Is a book that was owned by Jefferson Davis an artifact or a rare book? Is its purpose for exhibition or research? Should we have one all-encompassing policy for all Beauvoir collections, or should there be distinct policies, one for the library/archives, and one for the 3-D artifact collection? This will be an ongoing transition.

LIBRARY HOURS, ETC.

The research library is open Tuesday-Saturday 9:00-12:00; 1:00-4:00. No admission is charged for the research library, though admission is charged for the rest of the property including the museum area of the presidential library. All research must be conducted on-site;

no material circulates. Researchers are responsible for all photocopy or photographic reprint costs plus postage. Access may be limited to rare or fragile items. The genealogy resources are very limited, and researchers should not expect to do extensive genealogy research. The research library is located on the second floor of the Jefferson Davis Presidential Library. Research requests are accepted in person, by letter, telephone, fax, or e-mail. Mail queries to: Beauvoir, The Jefferson Davis Home and Presidential Library, 2244 Beach Boulevard, Biloxi, MS 39531 or please call (228) 388-9074 or FAX (228) 388-7082.

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Preservation Notes

Column Editor: Irmgard Wolfe

The University of Southern Mississippi

Taking Mississippi by Storm: Hurricane Readiness and Resources

By Peggy Price

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Mississippi counties along the Gulf of Mexico have drawn thousands of new residents in the last decade, and the growing trend continues with plans for new attractions and businesses making the news daily. Coastal living offers a fine quality of life, but there are drawbacks. Hurricanes and tropical storms make their way to the nation's coastline often enough to give one pause and bring some worry over the potential for disaster. Librarians in the southern regions need to be aware of the proper procedures for dealing with such disasters in the workplace. Protecting cultural materials from an angry Mother Nature requires foresight, planning, and, of course, the Internet.

HURRICANES 2000

National Oceanic and Atmospheric Administration (NOAA) scientists are predicting an active, above-average Atlantic hurricane season for the year 2000. What does "above-average" mean exactly? According to NOAA, above-average signifies a season bringing eleven or more tropical storms that could spawn seven or more hurricanes, with three of those classified as major. Major hurricanes spawned in the Atlantic threaten the Gulf Coast states in patterns familiar to long-time residents.

June 1 initiates the stormy season, which peaks August-October and ends November 30. Statistics show that September is a prime time for hurricanes in Mississippi, and this proved to be true

MAJOR HURRICANE: Maximum sustained winds surpassing 110 mph.
Category 3+ on the Saffir-Simpson Hurricane Scale.

| | | | |
|------------------|----------|------|------------|
| EXAMPLES: | ELENA | 1985 | CATEGORY 3 |
| | FREDERIC | 1979 | CATEGORY 3 |
| | CAMILLE | 1969 | CATEGORY 5 |

— NOAA

in 1998 with Hurricane Georges. Georges, which made landfall near Biloxi on September 28 as a category 2 hurricane, provides the perfect example of a storm that did not limit its wrath to coastal communities. Counties as far north as Covington, Forrest and Lamar were declared disaster areas from water and wind damage. Planning helped keep the death toll low, but damages were severe, marked by the more than \$130 million Mississippi received in federal aid.

As in many areas of life, knowing the past helps planning for the future. Is your institution prepared for the next big storm? Gearing up for hurricane season means reviewing your disaster plan and making sure phone numbers are updated, supplies are available and new staff members are aware of the procedures. Disaster preparedness has been a hot topic in cultural heritage circles for several years now. If you do not have a plan, there are many workshops, pamphlets and other resources readily available (see list of websites in this article). Planning for disasters usually involves such things as prioritizing collections, creating a "calling tree" to notify staff members of closings, and establishing contacts with emergency officials, utility companies and businesses or individuals specializing in disaster recovery.

EXAMPLES OF PLANS

Disaster plans provide a central location for lists, addresses and phone numbers, and outline the tasks and activities necessary for emergency situations. For example, at The University of Southern Mississippi, USM Libraries' *Disaster Response Manual* includes the Disaster Preparedness Team's responsibilities; phone numbers for the physical plant, university police and library personnel; lists of supplies, equipment, resources and priority holdings, prevention and protection measures, recovery and rehabilitation activities; and an appendix with evacuation plans, priority floor plan, quick lists for immediate response and salvage at a glance.

Jackson-George Regional Library follows a similar plan, with outlined "responsibility actions" for various stages in the hurricane preparedness process. Branch/Department Managers are to review the plan with staff members in May of each year, and monitor the supplies and equipment four weeks prior to hurricane season. Supplies include polyethylene rolls to cover the stacks, plastic trash bags for the equipment and tape to secure the plastic. Hurricane tracking charts are also listed. Flashlights, batteries and an AC/DC NOAA weather radio are some basic equipment libraries should have available.

FIRST THINGS TO DO

When a hurricane warning is issued, the lead-time before landfall is approximately 24 hours. At this time, it would be wise to:

- Unplug and move electrical equipment and computers away from the windows and cover with plastic.
- Remove books and materials from bottom shelves and off of the floor.
- Drape sheets of plastic over book ranges near windows.
- Tape windows and close all blinds.
- Tape plastic around outside doorframes, and place sandbags along the bottom of the doors.

Plans should be customized to suit the needs of individual institutions. For example, placing plywood over the windows is a common action to take, but may not be feasible if the required storage space and staff are limited. Planners may also designate locations within the library as secure areas, and indicate where to move electrical equipment. Ideally, books will not be on the floor or on bottom shelves, but since this is not always the reality for every library, plans need to involve moving books up before disaster strikes. Deciding which materials to save first will also vary according to individual collections, but a good rule of thumb is to place the materials that document the holdings at the top of the priority list. Establishing a "disaster team" to delegate responsibilities and coordinate clean-up efforts is also a good idea.

RECOVERY PLAN

Activities immediately following the hurricane should be organized and action-oriented. The primary goal should be to stabilize the damaged materials within the first 48 hours of recovery. Stabilization measures should include climate control to guard against mold growth. Temperatures lower than 68 degrees with relative humidity less than 70% is the accepted standard. Also, fans and air conditioning should be turned on constantly to increase air circulation. Charts with clear, concise instructions are available from a variety of sources. Many museums, libraries and archives keep the *Emergency Response Salvage Wheel* on hand. The circular chart provides a quick and easy method

for decision-making about appropriate salvage techniques for particular kinds of materials, along with instructions and tips for the whole range of activities involved with emergency response. Learn more about the wheel and order one for your institution at the Heritage Preservation Website: www.heritagepreservation.org/programs/Wheel1.htm.

QUICK TIPS TO USE

Similarly, the Western Association for Art Conservation (WAAC) offers *Salvage at a Glance*, a quick-tip chart with priorities, handling precautions, and packing and drying methods for various types of materials. A brief perusal of the chart reveals that, with a wet book, you should:

- Freeze or dry within 48 hours.
- Do not open or close; do not separate covers.
- Separate with freezer paper; pack spine down in milk crate or cardboard box 1 layer deep.
- Air, vacuum, or freeze dry.

— WAAC

DISASTER RESPONSE FLIP CHART

A flip chart listing immediate response procedures is an essential component of any library, archival, or museum disaster plan. Intended to be a quick reference, flip charts can be posted at accessible locations around the building. The Southeast Museums Conference (SEMC) Professional Development Committee has developed a "Disaster Response Flip Chart" as a model for outlining actions to be taken by an institution's staff during the first few minutes after an incident or emergency. Based on a chart developed by the Upper Midwest Conservation Association, the flip chart can be edited to be institution-specific. Available in both Microsoft Word and WordPerfect versions, the flipchart kit also includes colored paper for printing. For ordering information contact the SEMC Office, P.O. Box 3494, Baton Rouge, LA, 70821-3494, (225) 383-5042.

Several organizations, including the Federal Emergency Management Agency (FEMA) and the Getty Conservation Institute, came together to produce and issue the National Task Force for *Emergency*

Response's Emergency Response Information Packet, which was sent to institutions in at-risk states. Much of the information contained in the mailing is presented on or linked from the Heritage Preservation website mentioned earlier. Web homes like the Heritage Preservation site present comprehensive data on disaster and/or hurricane preparedness that can be customized to suit the needs of a variety of collections.

ONLINE RESOURCES

Here are some sites that, along with foresight and planning, will help guard against needless loss and destruction of valuable cultural materials.

FEMA [<http://www.fema.gov>]

Click through the *Emergency Response Salvage Wheel*, take the hurricane quiz, and conduct research in the FEMA Library on this everything-you-ever-wanted-to-know about-disasters-in-America site. Disaster planning, response and recovery are important issues with FEMA, and they are happy to share with others. Detailed statistics and historical information are also helpful in planning for specific institutions.

HERITAGE PRESERVATION

<http://www.heritagepreservation.org>

Should be of interest to all of those working in museums, libraries and archives. For specific information on planning and recovering from hurricanes and other disasters, click on *National Task Force on Emergency Response*. The page provides such things as tips for handling water-damaged valuables, a history of the task force and a list of cultural heritage resources.

SOLINET

<http://www.solinet.net/presvtn/disaster/disastsv.htm>

Learn what's new on the disaster front, print a leaflet on *The Disaster Planning Process*, or borrow a video on *Preventive Conservation in Museums* from this substantial page with both substance and links to more resources. Products and services and a list of publications are also available on this comprehensive site.

(continued on Page 92)

People in the News

ROSE JOHNSON LOCKETT AWARDED THE MLA PEGGY MAY SCHOLARSHIP

Rose Johnson

Lockett, of Lyon, Mississippi, is the recipient of the 2000 Peggy May Scholarship awarded annually by the Mississippi Library Association. Presently employed at the Coahoma Community College and Agricultural High School in Clarksdale, Lockett is pursuing a graduate degree in Library Science at The University of Southern Mississippi.



Lockett attended Coahoma Community College, Mississippi Valley State University, and Delta State University before beginning her graduate program in the School of Library and Information Science at the University of Southern Mississippi in 1999. She has been an educator since 1980 and was named Teacher of the Year for the Lakeview, Arkansas District in 1987. She was also nominated to Who's Who and was inducted into the Alpha Chi and Sigma Tau Delta Honor societies. She is a member of the Mississippi Education Association, the National Education Association, the National Council of Teachers of English and the Zeta Phi Beta Sorority. She has also served as the local chapter chair for the Girl Power Program, a nationally recognized program for deterring teenage pregnancy and drug use by girls.

Cited by supporters as being highly motivated, mature, intelligent, dependable, dedicated and articulate, Lockett is sure to be a credit to the profession of librarianship and to the memory of Peggy May, for whom the scholarship is named. The Scholarship endowment was established after May's death to honor her dedication to librarianship and support her

commitment to recruit talented individuals to the profession. The MLA Scholarship Committee continually seeks contributions to increase the endowment so the scholarship award may better address the growing costs of a graduate education in library science. Your tax-deductible contribution to the Peggy May Endowment would be greatly appreciated and should be sent to the MLA Scholarship Committee, P.O. Box 20448, Jackson, MS 39289-1448.

BPM CHAPTER SCHOLARSHIP AWARDED

The 2000 Beta Phi Mu Beta Psi Chapter Scholarship Award has been granted to **Tracy Nicole Caradine**, a December graduate of the School of Library and Information Science, The University of Southern Mississippi. Tracy recently accepted the position of library director at the Jarvis Christian College, Hawkins, Texas.

MISSISSIPPI STATE UNIVERSITY

Maria Collins has been promoted and named Serials Coordinator at MSU. Maria previously held the position of Serials Librarian. **Amy Murphy**, the new Serials Librarian, joined the cataloging faculty at MSU in May of this year. She earned her M.L.S. from Indiana University and is originally from Alabama. **Lona Hoover**, Monographic Cataloger, started employment June 1, 2000 at MSU. She earned her M.L.S. from the University of Alabama and is originally from Pennsylvania. She previously worked at Huntsville Public Library in Alabama.

Martha Booth, Monographic Cataloger, retired June 30, 2000 after 39 years of dedicated service to the MSU academic community.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Two new librarians join USM library faculty. **Suzanne R. Graham** began employment in early July as Catalog Librarian, Hattiesburg campus, upon receiving her M.L.S. from the University of Alabama. She is originally from Pennsylvania. **Vanessa Ritchie**, Public Services Librarian, began work August 1st on the Gulf Coast campus of USM, Cox Library. She earned her M.S.L.S. from the University of Kentucky and hails originally from California.

Robbie Faye Brophy retired June 30st from her position as Collection Development Librarian, after 25 years of dedicated service to USM Libraries at Cox Library, USM Gulf Coast campus. Faye began working as a librarian at Cox Library in September 1973, one year after Cox Library opened.

Claudia Donnelle Scott received her M.L.I.S. degree from The University of Southern Mississippi, School of Library and Information Science in August. Donnelle currently works for USM Libraries as the Audio Visual Specialist at Cox Library, USM Gulf Coast.

Barton Spencer has accepted the position of Head, Electronic Resources, a new department that will coordinate all activities in the library related to technology and electronic resources. He has been employed by USM Libraries for the past four years.

DELTA STATE UNIVERSITY

Joi Jones joined the W. B. Roberts Library at Delta State University August 7, 2000 as the Reference/Instructional Services Librarian. She received her M.L.I.S. from The University of Southern Mississippi and a B.S. in Elementary Education from Mississippi Valley State University. Ms. Jones succeeds

Mr. Daniel J. Corley.

Daniel J. Corley retired June 30, 2000 as Reference Librarian at Delta State University. Mr. Corley dedicated more than twenty-four years of his professional career to the service of students, faculty, staff, and the Cleveland, Mississippi community.

HINDS COMMUNITY COLLEGE

James Kennedy began employment as Serials Librarian September 1st at the George M. McLendon Library, HCC Learning Resources Center in Raymond. For the past several years, he was employed with the Laurel-Jones County Library.

LAMAR COUNTY LIBRARY SYSTEM

Terry Lajaunie began employment as Technical Services Librarian in May of this year. He was awarded his M.L.I.S. from The University of Southern Mississippi earlier this spring. **Charlene Bennett**, originally from Hattiesburg, accepted the position of Assistant Branch Librarian at the Purvis Branch. Previously, Charlene worked five years as a circulation librarian in Louisiana.

NORTHWEST COMMUNITY COLLEGE

This summer **Margaret Rogers** became the Director of Library Services at NCC. Previously, she worked for many years at First Regional Library.

FIRST REGIONAL LIBRARY

Kimberly Shipman accepted the position of Assistant Director for Technical Services in August of this year. Kimberly received her M.L.I.S. from the School of Library and Information Science at The University of Southern Mississippi. After obtaining her Masters, Ms. Ship-



man worked as Technology Services Librarian for the Lamar County library system, and just prior to joining the First Regional staff, was employed at The University of Mississippi Library.

MERIDIAN-LAUDERDALE COUNTY PUBLIC LIBRARY

Walt Barrett is the new Assistant Director. Walt was formally with the Neshoba County Public Library before accepting his new responsibilities.

PLAUCHÉ RECOGNIZED FOR 25 YEARS LIBRARY SERVICE

Prima Plauché director of the Hancock County Library System, was recently presented a plaque by the library staff honoring her 25 years of service. The presentation was made at a luncheon held during the library system's annual inventory week at the Bay St. Louis-Hancock County Library.

Another presentation was also made at the library system's Board of Trustees' regular monthly meeting August 15. Chairman Joyce Z. Lee presented Plauché with a plaque honoring her 25 years of "dedicated and committed service as director of the Hancock County Library System."

Plauché came to the Hancock County Library System in 1975, after serving two years as school librarian for Coast Episcopal Schools. She received her M.L.S. from The University of Southern Mississippi.



PRESERVATION NOTES

(continued from page 90)

NATIONAL HURRICANE CENTER

<http://www.nhc.noaa.gov/>

Offers expert advice and authoritative data on hurricanes. View satellite imagery, research hurricanes by the most intense, most expensive and deadliest and get the latest news on the storms from the scientists who study them.

CONSERVATION ONLINE

<http://palimpsest.stanford.edu/bytopic/disasters/>

A familiar resource for those involved with conservation. Disaster preparedness gets a thorough treatment with articles, leaflets and links on a variety of related topics.

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About Books

Atkins, Ace. *Crossroad Blues: A Nick Travers Mystery.* New York: St. Martin's Press, 1998. 226 pp. \$21.95 hardcover.

Ace Atkins' hero, Nick Travers, is a former New Orleans Saint turned music history professor and blues "tracker." After a televised on-field scuffle with the coach, Nick left football, got a doctorate in Southern Studies from the University of Mississippi, and began teaching at Tulane. His field of study is blues and blues history. He finds that blues research cannot be done in a straight line. Rather, it requires a lot of nitty-gritty circling around an answer – finding someone who knows someone who used to play with someone who might still be alive somewhere and then locating them and seeing if they are willing to answer his questions. It is a rough-and-tumble world, and Travers has had his share of run-ins with folks who did not want to talk, and cops who did not want him to work in their territory. And that does not even count dealing with musicians with a criminal past who may still be dangerous.

When another faculty member disappears in the Mississippi Delta in the course of doing some free-lance research on a blues musician, Travers is asked to use his knowledge of the area to help find him. His search takes him behind the curtain surrounding the 1938 murder of real blues legend Robert Johnson in Leflore County, Mississippi. Johnson's death occurred near a crossroads near Greenwood, Mississippi, hence the title of the book. The actual murder has never been solved, but Atkins provides a plausible explanation.

Travers' search takes him from his favorite New Orleans hangout, JoJo's Blues Bar, to the jukes of the Mississippi

Delta that look forlorn and shabby by day, but come alive well after dark. In both locales, he finds danger lurking as he seeks both his missing colleague and the rumored unknown recordings made by Johnson just before his death. He is competing in this search with a thoroughly villainous music mobster who hopes to find the recordings and use them for his own profit. Travers also finds himself up against several old-timers who were around at the time of Johnson's death and hope to let the past stay hidden.

This is not a typical mystery in which the good guys win and the evildoer is ultimately brought to justice with all the loose ends neatly tied. Some of the "good guys" are victims of the greed surrounding the forgotten recordings; some of the villains prove especially elusive. And the recordings are still out there somewhere – or are they?

The author is planning a trilogy for Travers. Travers will become involved in mysteries as he pursues his interest in blues "tracking" along the so-called Blues Highway between New Orleans and Chicago. *Crossroad Blues* is a complicated, sometimes confusing tale, but the reader can only hope Nick Travers reappears soon.

Louise Plodinec

Assistant Collection Development Officer
Mississippi State University Libraries

Black, Patti Carr. *Art in Mississippi 1720-1980.* Jackson: University Press of Mississippi, 1998. 359 pp. \$60.00 hardcover.

For too long, during the twentieth century, indifference toward things "southern-

made," like art, architecture and decorative arts, flourished among the supposedly scholarly community of the nation. Thankfully, art scholars appeared in the last quarter of the last century who believed differently, and now we are the beneficiaries of their discoveries.

Among the first to research the South's treasures was Wallace Gusler of the Colonial Williamsburg Foundation, whose splendid study *Furniture of Williamsburg and Eastern Virginia 1710-1790* (1979) ignited a healthy appreciation for early Virginia Tidewater-area furniture, and then for furniture of the other southern colonies. The Museum of Early Southern Decorative Arts in Winston-Salem, North Carolina, has broadened Gusler's focus by researching, collecting, exhibiting and sponsoring publications whose scope is reflected in the museum's name.

The next noteworthy effort was the exhibition and catalogue, *Painting in the South 1564-1980*, organized by the Virginia Museum of Fine Arts, Richmond, in 1983. Its fine authors each covered a chronological period from the earliest explorer – illustrators to mainstream modernists, well past World War II. Coincidentally, a publication of larger significance also appeared in 1983 with *Art of the Old South: Painting, Sculpture, Architecture and the Products of Craftsmen 1560-1860* by Dr. Jessie Poesch. Poesch, now Professor Emeritus at Tulane University, may have spent 10 to 15 years traveling, gathering data and preparing her manuscript, which is exhaustive and objective but lovingly written. It remains the standard.

About ten years later, Abbeville Press published *Architecture of the Old South*

by Mills Lane as a condensed compilation of his individual southern state histories of architecture published by the Beehive Press, Savannah, Georgia. Although Lane's scope for the most part omits vernacular structures in preference for high style architecture, his collective efforts are valuable and long overdue.

All of the preceding is necessary in order to introduce and place in its proper perspective *Art in Mississippi 1720-1980* by Patti Carr Black. As with the *Painting in the South* exhibition catalogue and the book, *Art of the Old South*, the broad historical periods addressed are here; in fact, a longer overall time span – 260 years. With such comprehensive approaches and vast time frames come the possibilities of omissions and/or misinterpretations. On the other hand, this time the focus is on just one southern state, a state whose literature and music are known the world over, but until now, not particularly its visual art. Whatever the judgment of hindsight twenty years from now, this volume is already a superb accomplishment of a diligent search to bring to light artwork which represents the multi-ethnic face of Mississippi and the complex history and circumstances which have forged its artists and artisans. Within the dutiful historical sections which Black addresses, it is particularly refreshing to see photography, stained glass, printmaking, silver, mixed media and self-taught or outsider art represented, along with the traditional media.

The text is highly informative, balanced, and absorbing as opposed to "art writing" which is often pretentious, dense and intimidating. *Art in Mississippi* is also handsomely designed with generous color plates. It is hoped that this valuable work will be found in public libraries and in libraries of all high schools in Mississippi. This reviewer has already adopted it as the second textbook for the art history

course, "A History of Southern Art and Decorative Art."

Tom Dewey II
Associate Professor,
Art/Architectural History
The University of Mississippi

Brunner, R. Scott. *Due South*. New York: Random House, 1999. 151 pp. \$19.95 hardcover.

Due South combines the respect and value of Southerners and their traditions with warm and delightful humor. An Alabama native, now living in Jackson, Mississippi, Scott Brunner understands the importance of the southern family's need for roots and relationships. Sharing his countless childhood memories, from fishing with his grandfather to eating his grandmother's fried apple pies, Brunner offers unforgettable essays about southern life, relationships, culture and language. Throughout this collection of essays, Brunner offers informative explanations for readers who live "outside the southern regions." He tactfully explains how the southern disclaimer of "Bless your heart!" displays a gracious manner for delivering a cutting insult. He offers various reasons how many southern towns such as Eastaboga or Nitta Yuma derived their names and pronunciations.

What southern child has not misinterpreted songs sung at church? Brunner explains how the pronunciations of a southern congregation, particularly a country southern congregation, have confused many a young child. When "Andy he walks with me, Andy talks with me" or "Gladly the Cross-eyed Bear" are sung with zest and vigor, what else is a child to think? Humor is no stranger to Scott Brunner, who is a commentator on Public Radio in Mississippi and National Pub-

lic Radio's *All Things Considered*. He recognizes the value of a good story as he brings alive the importance of family lineage and roots. His array of humorous stories is unforgettable. His insight into the details of everyday southern life is wiser than his years.

Due South is a well-written work of warm humor and insight. It is recommended for collections in every Mississippi library. This book will appeal to true Southerners and "would-be" Southerners alike.

Donna Phelps Fite
Branch Librarian
Purvis Public Library
Lamar County Library System

Nordan, Lewis. *Boy with Loaded Gun*. Chapel Hill, NC: Algonquin Books of Chapel Hill, 2000. 290 pp. \$23.95 hardcover.

Lewis Nordan's most recent book offering is an autobiography, his first non-fiction work after seven books of fiction. Those familiar with his previous books, such as *Wolf Whistle* and *Music of the Swamp*, would expect Nordan's autobiography to be written with his own peculiar world vision, and it is.

Nordan's works are at the same time humorous and hideous. The reader has a strange fascination, at once amused and stunned, with the human activities unfolding. For example, the reader moves through the humorous description of items that young Nordan bought using mail orders with his first earnings from mowing lawns as a child. He graduated from gifts for his parents to all manner of things – secret decoder ring, fingerprint kit, collapsible spyglass, itching powder, palm buzzer, invisible ink, a ventriloquist's dummy, a body-building set. As

an adult trying to analyze what he was doing during this time, he decided he was reaching for power to influence his world, because the last thing he ordered by mail was a pistol, which he, with premeditation, attempted to fire through the kitchen window at his stepfather who sat at dinner. Fortunately for all concerned, the gun did not fire, and the next morning Nordan threw it into the river.

Nordan's autobiography is splashed through with misspent energy – his own and others.' One of the funniest stories from his youth is the story of television coming to Itta Bena and the effect this had on the social life of the town, and then to his own house. While many of us are old enough to remember this event from our own lives, hardly any of us wound up with a head wound, a concussion, and a week in bed as a result of television entering our homes. But saddest of all are the misspent energies of adults. Nordan nearly cuts the reader with the pain of his alcoholism and infidelities. Why, the reader wonders, did Nordan continually "shoot himself in the foot," so to speak? Was it truly because, as he stated, sometimes he felt "dead?" Did he need the pain to feel alive?

Definitely read the autobiography and recommend it to other readers. The book is not a "warm fuzzy." Readers will indeed find themselves remembering hilarious episodes from Nordan's Mississippi childhood to recount to friends, much as we would recount humorous things our own children have done. But at quiet times, those same readers may also remember the tragedies of their lives and perhaps forgive their own foibles or those of others.

All public libraries in Mississippi will want to add this book to their adult collections, as Nordan is not only a native son of Itta Bena, but has achieved an enviable national standing as an author.

Stella Wheat
Library Director
Lamar County Library System

Tighe, James. *Following the Water, Working the Land: Profiles of Mississippi Outdoorsmen.* Brandon, MS: Quail Ridge Press, 1999. 176 pp. \$12.95 softcover.

Stories of Mississippians have been gathered here, from trappers, ship-builders, and shrimpers to farmers of cattle and catfish. Meet Bill Sanderson of Verona, a world champion breeder who traces his Yellow Birdchens (one breed of gamecocks) back 135 years. Meet John Hudson, a Baptist minister who farms alligators, in a chapter that discloses his ministry as well as his respect and experience with this unusual creature.

There are other men and a few women to meet in these pages. Like old jewelry, this book shines with stories from people who survived the Depression, who lived through the war, who love to work – they know nothing else. The characters come from all over the state: from the dark river bottoms and open Delta farmland, to the Mississippi coast and barrier islands.

Readers who pick up this collection might find valuable leads in genealogies, with local histories covering commerce and geography, down to the technical and mechanical details for building ships and trapping coyote. Some versions or pieces have appeared in previous publications, but the collection is highly recommended and would be a wonderful gift for a newcomer to this state.

Susan Hall
Associate Professor
Mississippi State University Libraries

DON'T FORGET

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About Children's Books

Cleary, Brian P. *Hairy, Scary, Ordinary: What is an Adjective?* Illustrated by Jenya Prosmitsky. Minneapolis: Carolrhoda Books, Inc. 1999. 29 pp.

Just in time for back-to-school, this book answers the question, "What is an adjective?" in an amusing way. Two cartoon cats give rhyming examples of adjectives. The adjectives are printed in bright, bold colors so they stand out as examples.

It's sometimes difficult to find books in this Dewey Decimal System classification and when they come along, it's best to purchase them. This book is recommended for purchase especially by elementary school libraries, as teachers could use this to supplement the learning experience about adjectives. Public libraries would also want to purchase it for parents who want to work with their children on the English language.

Christian, Peggy. *If You Find a Rock.* Photographs by Barbara Hirsch Lember. San Diego: Harcourt, Inc. 2000. 29 pp.

This is an unusual book about rocks. Do not expect pictures of sedimentary rocks with a dull discussion of how that rock came to look the way it does or how it came to rest in the place that it does.

The photos in this book are of children playing with rocks. The pictures are so full of texture that the reader can almost smell the outdoors, hear the pool splash, and feel the coolness of leafy glens.

The text, presented in a non-rhyming form, is rich and complements the photos. Consider this: "Or you might find a big mossy rock by the side of a long, steep trail. Then you have a resting rock, and as you sit down you feel the cool moss squish beneath you."

One should not purchase this book to help with identification of rocks. But by the time the reader has finished this book, he/she will have been introduced to skipping rocks, chalk rocks, resting rocks,

wishing rocks, worry rocks and many, many more kinds. It is recommended for purchase because of the quality of the language and because of the fit between the language and the photographs.

Turner, Ann. *Secrets from the Dollhouse.* Pictures by Raul Colon. New York: HarperCollins, 2000. 29 pp.

Emma is a wooden doll who lives in a Victorian dollhouse. She lives there with her family – Papa, Mama, sister Drinda and Baby sister. Also living in the dollhouse are Cook, Butler, and Buster, the dog. It is a dull life and Emma longs for an adventure, such as going outside into the real world, which she can see through the window of Girl's room. Girl is careless one day and carries Emma outside and leaves her. Emma loves the sway of the trees, the snow, and the stars in the night sky. Then Boy finds the family and plays war, throwing them around until Girl rescues her doll family. When Baby sister is missing, the whole family is in an uproar until Cat brings Baby home. Emma decides at this point she really does not want any more adventures.

This picture book has an attractive appearance and is beautifully illustrated in gold tones. The large illustrations on each page would make the book easy to share in circle time. The story is told in a non-rhyming poem style, one to a page, so there is plenty of "white space." It would be a good addition to any picture book collection.

Snyder, Zilpha Keatley. *Gib and the Gray Ghost.* New York: Delacourt Press, 2000. 230 pp.

The author has chosen her own father's life on which to base this title and it's predecessor, *Gib Rides Home*. The author has previously produced Newbery Honor books and ALA Notable books.

At the beginning of *Gib and the Gray Ghost*, set in the early 1900's, Gibson

Whittaker, an 11-year old orphan, is being brought back to the Thornton ranch in Nebraska. As the story unfolds, the reader learns that Gib had been a "farmed-out" boy at the Thornton ranch the previous year when the foreman, Hy, had broken a leg and needed help. Gib had been returned to the orphanage because of a misunderstanding with Mr. Thornton. Now, Mr. Thornton is dead and the remaining members of the Thornton family want Gib back with them because they had all liked him.

Gib is trying to find his place in this world. He is very grateful to get away from the orphanage and glad to get back to the Thorntons. He loves working with Hy, the foreman, and with horses, with which he seems to have a special understanding. However, he is unsure of his position in the family: is he still a "farmed-out" boy, or is he being taken into the family? They are sending him to school and he does sleep in the ranch house, but no one has said anything about adoption papers. Because of the tentative nature of his relationship in the family, Gib also has a problem fitting in at school.

During a blizzard a great gray horse wanders in out of the storm. Gib calms the horse and heals its wounds. Weeks later when the horse's owner turns up, the owner is surprised to see the horse he had previously thought unmanageable, responding as a trained horse with Gib. Through his work with this horse, Gib begins to find his way.

There are glimpses of the way of life in the early 1900's, and much that children who love horses or ranch life would enjoy. It is a story of an honest, hard-working youngster who is seeking his place in the world, hopefully as a member of a family. Children should be able to sympathize with the main character.

It is recommended for juvenile collections for children 8-12 years of age.

Stella Wheat
Library Director
Lamar County Library System

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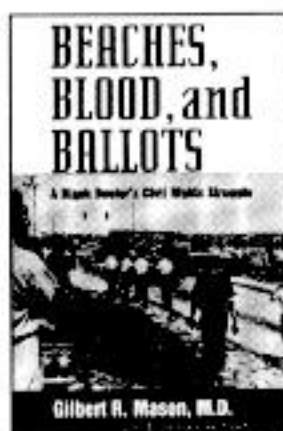
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