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PRESIDENT'S PAGE

The 2000 Mississippi Library Association Annual Conference was a tremendous success. We owe many thanks to Henry Ledet and his conference committees who worked extremely hard for many months to plan exhibits, workshops, discussion groups, banquets with outstanding speakers, and other activities to provide opportunities for professional development. The job of planning a conference takes a full year and is much harder than many realize. Scheduling over fifty meetings in three days, along with planning for microphones, staging, equipment, meals, and the many "behind-the-scenes" details that make the conference run, can be harrowing, to say the least. Thanks to all who worked so hard to make the 2000 conference a success.

I will soon be joining the over-the-hill gang, the MLA Past Presidents. As an older member of the association, I see a real need for our younger librarians to get involved with the association. We need members with fresh ideas who will speak



Rhonda Tynes

up for the organization. The benefits of involvement in MLA far outweigh the time spent working on committees and projects. More than any other benefit, I value the friendships I have made through working in our organization. I challenge each of you to get involved with YOUR library association.

You have honored me in a very special way by allowing me to serve as President this year. To each of you, I would like to say thank you for the help, cooperation and encouragements I have received. To those of you who volunteered to be active members of MLA, I thank you. To the 2000 Executive Board, thank you for your attendance to association matters. To my friends who were always there to help me, I owe you. It has truly been a pleasure to serve as your President. Please support the incoming 2001 Executive Board and become an active member in our organization. Promoting Mississippi libraries is the responsibility of all of us. Please do your part.

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

MISSISSIPPI LIBRARIES

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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*.

Marketing for Libraries: Theory and Practice

Deborah Lee

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The need to develop effective marketing strategies has never been more vital for libraries. Regardless of the type of library, the need to develop customer-centered services and strategic marketing plans is now part of the vocabulary of effective library management. This article will provide a short introduction to some of the basic elements of successful marketing, including the development of a marketing plan and conducting marketing research.

WHAT IS MARKETING?

Marketing has been defined in various ways. To some, marketing carries with it the unpleasant connotations of used-car salesmen bellowing at potential customers on late night television. To others, marketing is another name for publicity. Marketing is a process, encompassing several steps (one of which is publicity). One useful definition is:

"Marketing is a social and managerial process by which individual groups obtain what they need and want through creating, offering, and exchanging products of value with others" (Kolter, 1997: 9).

This definition contains several core concepts, which are vital to the marketing process: the social and managerial process of marketing, the needs and wants of users, and the exchange of something of value. A concept often utilized with the marketing of services is that of relationship marketing. Relationship marketing incorporates these concepts into a definition of marketing which stresses the building of long-term relationships with users.

The marketing process begins at the library's core, namely, the library mission statement. Ideally, the mission statement reflects the values of the library and

explicitly states the service philosophy. In practice, those of us who have served on committees charged with the development of mission statements know just how painful this process can be. However, Weingand argues that it is well worth the effort. The development of a customer service philosophy finds its roots in the mission statement and then is reiterated throughout subsequent library planning documents, including the marketing plan (Weingand, 1997). Based on the library mission statement, a marketing plan incorporating those values can be developed. The marketing plan has four basic elements:

- Identifying targeted user groups and specifying unique needs;
- Developing marketing strategies to meet those needs;
- Planning the marketing process; and
- Ongoing evaluation of the marketing process.

IDENTIFYING USER GROUPS AND NEEDS

In the business literature, the identification of distinct groups of users is referred to as market segmentation. To some extent, libraries have always practiced some form of market segmentation in the development of library services. Services and collections may be developed to meet the needs of a particular group, such as after-school programming for children of a given range of ages. Collection development activities have also focused on the needs of specific user groups: the provision of large-print books or the development of a particular research collection. The effective library marketing plan incorporates this familiar idea of distinct user groups and views library services from their perspective. Instead of asking the question "How do we get users to use service X?" the focus shifts to the needs of the distinct groups of users. For a public library, a target "market" or user group might be young couples with

children or local small businesses. For an academic library, a target market might be teaching faculty or undergraduate students. Each group of users shares common elements but also has distinct information needs. The key question: "What information needs does this user group have?" moves the discussion away from the promotion of existing services and toward a package of services designed to meet the targeted user group.

Equally important at this stage is the development of marketing research strategies to identify user information needs. While experience "on the job" gives librarians insights into their users, nothing replaces actually asking users about their information needs. This can be accomplished through formal or informal surveys, focus groups, and internal library statistics (Hernon and Altman, 1998). This information provides the foundation for the subsequent marketing stages. It also provides an opportunity for evaluative feedback on existing marketing programs.

DEVELOPING AND PLANNING MARKETING STRATEGIES

The development of an effective marketing strategy requires the specification of the marketing mix. The marketing mix incorporates four key components, often referred to the four "Ps" of marketing: product, price, promotion, and place. While these concepts are often utilized in the for-profit sector, a library marketing plan needs to also include these elements.

Product refers to the tangible goods and services offered by the library. Elements include product variety, quality, design features, branding, and sizes (quantities). Product could refer to a library instruction program (service) with certain features that would include the databases covered, the quality of the service, and design elements (such as the pedagogy involved). Branding is a concept not often associated with libraries but

one that is gaining favor. The American Library Association's marketing campaign, slated to launch this April during National Library Week, uses a branding element with its "@LIBRARY" slogan.

Place includes the services and resources the library provides and the efforts to make the services and products accessible and available to target user groups. Place includes channels of availability, coverage, locations, inventory, and transportation. Whether it's providing multiple copies of high demand novels (inventory) or providing remote access via Web-accessible databases (location), place criteria are critical in the digital environment. As some users have access to multiple information providers via the Internet (i.e., competition), "place" decisions take on an added importance. Equally important under this category is the provision of access to targeted user groups that may lack other viable means of access. One of the constituencies of the modern public library is a user without alternate access to the Internet. A critical component of the marketing mix may be providing "on-ramps" to the information highway.

Discussions of library marketing initiatives often omit the **price** component of the four Ps. While it is true that the explicit price of many library services is zero for most users, it is not wise to omit this consideration from the marketing mix. Libraries often impose an implicit price to their services through the erection of barriers to effective use. Services that require the user to invest a significant amount of his/her time impose a cost, namely, the user's time. Equipment that is difficult to use or not maintained, procedures that are cumbersome for the user, and poor customer service impose costs on the user. The "price" of a service should be commensurate with the user's perceived value of that service. If it is not, library users will search out an alternative source.

The final P of the marketing mix is the one most familiar to libraries: **promotion**. Promotion includes advertising, public relations, and direct marketing. In other words, it is all the activities undertaken by the library to communicate and promote its resources and services to the

target user group. Promotional activities may be along conventional lines (such as fliers, book sales, friends' groups) or may be unconventional (Web pages, contests). The key is to match the appropriate promotional activity to the user group.

The four Ps set the stage for the development of a comprehensive marketing plan. One possible plan, modified from the original to accommodate a library environment, is presented in the sidebar on page 103. Ideally, the marketing plan is a blueprint for the development, implementation, and evaluation of specific services or initiatives.

LISLE LIBRARY DISTRICT (ILLINOIS)

An example of how an effective mar-

keting plan can be developed and implemented can be found in the Lisle Library District, located in a commuter suburb of Chicago (Pappas, 2000). The library developed a six-point marketing plan, which included the following elements:

- identification of a target group
- compilation of a list of materials that interest or aid the group
- development of instructional programming
- marketing the program
- presenting or implementing the program
- evaluating the marketing initiative and its outcomes

Within these six steps, most of the marketing processes can be found.

The target group was the local chapter of the Illinois State Music Teachers Asso-



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ciation (ISMTA). An instructional program was designed for the group. The purpose of the program was to teach music teachers how to identify relevant Internet sites. Handouts were developed that included Web sites and annotations. Each participant was also provided with a diskette containing the URLs. In addition, bibliographies were prepared to aid the music teachers in various aspects of their position: one on purchasing pianos and the other on the Mozart Effect. Both bibliographies were printed on camera-ready paper with the library's name in the header and a place for the music teacher's name at the bottom. Music teachers were encouraged to distribute these bibliographies to their students, both in the classroom and through private tutorials. This approach not only aided the target audience (music teachers) but put the name of the library in front of the music students and their parents. Additional bibliographies were prepared that highlighted both the print and the multimedia holdings of the library.

The goals of the marketing program were stated in advance: to increase library circulation and usage of the music-related materials; to identify sub-groups within the library's user base (and increase the number of new users); to market the resources of the library through customized handouts, bibliographies and presentation materials; and to enhance current users' awareness of library resources. These goals provide the yardstick against which the marketing program will be evaluated. While the library does not yet have circulation figures available, impressionistic evidence indicates an increased usage by local music teachers. An evaluation administered at the conclusion of the instructional session provided positive feedback on the pro-

gram. Similar programs have been developed from this model for local school librarians and for the Lisle Convention and Travel Bureau staff.

CONCLUSIONS

There are many ways to approach the development of a library marketing plan. The Lisle Library District provides one example. Perhaps the most innovative aspect of their marketing initiative is the development of multi-use bibliographies that aid both the primary target audience and also have the potential of reaching far beyond that group. That, ultimately, is the power of a successful marketing plan. Library users can be the most effective advocates for library services. Effective marketing strengthens the library's relationships with its user communities and provides input into the constantly evolving development of library resources and services.

SOURCES

Hernon, Peter and Ellen Altman. *Assessing Service Quality: Satisfying the Expectations of Library Customers*. Chicago: American Library Association, 1998.

Kolter, Philip. *Marketing Management: Analysis, Planning, Implementation, and Control*. Upper Saddle River, NJ: Prentice Hall, 1997.

Pappas, Cleo. "How We Targeted A Group of People to Increase Circulation." *MLS: Marketing Library Services* 14 (September, 2000): 4-5.

Weingand, Darlene E. *Customer Service Excellence: A Concise Guide for Librarians*. Chicago: American Library Association, 1997.

CONTENTS OF A LIBRARY MARKETING PLAN

- I. Executive Summary** – Presents a brief overview of the proposed plan.
- II. Current Marketing Situation** – Presents relevant background data on the library environment, services, potential competition, access, and macro environment.
- III. Opportunity and Issue Analysis** – Identifies opportunities, threats, strengths and weaknesses, and issues facing the library.
- IV. Objectives** – Defines the plan's marketing goals; specifies measurable objectives.
- V. Marketing Strategy** – Presents the broad marketing approach that will be used to achieve the plan's objectives. Presents the marketing mix or implementation of the four Ps.
- VI. Action** – Presents specific programs designed to meet the objectives.
- VII. Financial Implications** – Specifies any financial constraints; for fee-based services, profits would be projected.
- VIII. Assessment/Evaluation** – Measures outcomes of marketing strategies; provides feedback into the marketing process for future marketing initiatives.

Adapted from Kolter, 1997.

The Mississippi State University Libraries Outreach Program: Reaching Out

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INTRODUCTION

Traditionally, academic libraries have maintained an attitude of "Let them come to us." It has been assumed that the teaching faculty will require their students to use the collections and services and that the services provided consistently meet the needs of these library users. Academic libraries can no longer function/exist under these assumptions. Library administrators and faculty must examine these assumptions in order to improve collections and services. Academic libraries must "reach out" to their constituents, marketing the library's programs and its many assets. Library programs, vital to the overall educational process, must be proactive in nature and designed so as to foster stronger relationships on campus. And in the larger community, they need to focus on information literacy and the sharing of resources available from the library.

Recognizing these responsibilities, and strongly supporting this concept of "reaching out," the Mississippi State University Libraries established the Outreach Program in the spring of 1998. This program was designed to strengthen teaching and research skills and to develop and create new collaborative relationships with the University's administration, the teaching and research faculty, staff, students, campus affiliates, area high schools, and the Starkville community and surrounding areas. Ultimately, the program will result in further establishing the Libraries and its faculty, staff and resources as an integral part of the teach-

ing, research and service provided by Mississippi State University.

BACKGROUND

The need for a strong public relations/outreach program grew out of an observation made by the Libraries' administration and faculty, particularly reference library faculty, who noted that many of the university's faculty were not fully aware of the new and more available information technologies being used by students in the preparation of term papers and other research assignments. Many assignments given by the faculty were dependent upon more traditional library resources, and were not utilizing the more advanced information technologies, which the students preferred.

Further evidence of this situation came as a result of interviews with faculty, who related their difficulties with the use of library services and resources. Faculty members indicated that they were often reluctant to inform library faculty of any significant problems in meeting their informational needs. They were often unaware of the information technology tools used by their students. The need for the implementation of a pilot project, targeted for spring of 1998, was evident. The pilot project initially involved a collaboration of library faculty with faculty from the College of Education in addressing the problems encountered with the use and implementation of information technology. Such a project would need to contain outreach components that would benefit the faculty in establishing a better understanding of the Libraries' overall program and of the services and systems available to them and their students, especially those programs involving the applications and use of information technology.

In the summer of 1998, the Dean of Libraries and members of the Libraries' Administrative Council met with department heads and library representatives from each unit on campus to further discuss the needs of the teaching units. The need for a broad public relations program was determined to be critical. Information gathered from these meetings prompted the decision by the library administration to greatly expand the pilot program. They wanted to broaden the focus in order to ensure that all general faculty were aware of the resources and services available to them and to their students, particularly with regard to information technology, enhanced bibliographic instruction and document delivery services.

PLANNING

The first phase of the Libraries' Outreach Project was initiated in late fall, 1997. Department heads from the College of Education met with the library administration and with library information specialists to develop a program on behalf of that college's faculty. Under the direction of the Libraries' Associate Dean for Public Services, the project was designed, in cooperation with two members of the College of Education faculty, as an information literacy program directed toward maximizing the research skills of faculty and students in the use of information technology programs. Implementation was begun in spring, 1998.

The entire university community was targeted for the expanded program, with outreach components included for reaching out to the nearby City of Starkville and Oktibbeha County as well. The Dean of Libraries appointed the Associate Dean of Public Services to serve as the Chair of the Outreach Program. The Dean and the Associate Dean formed an

Outreach Coordinating Committee (OCC) that was charged with organizing, planning, and executing the Outreach Program. The OCC met regularly during the planning stages of the program and developed a plan for the entire library faculty and staff to implement.

PROGRAM GOALS

The goals of the program were based on the MSU library mission statement, "to support the University mission by providing four essential services for its user communities: collecting, managing, ensuring access to, and facilitating analysis of, information necessary for superior learning, research, and service." The

Outreach Program goals are:

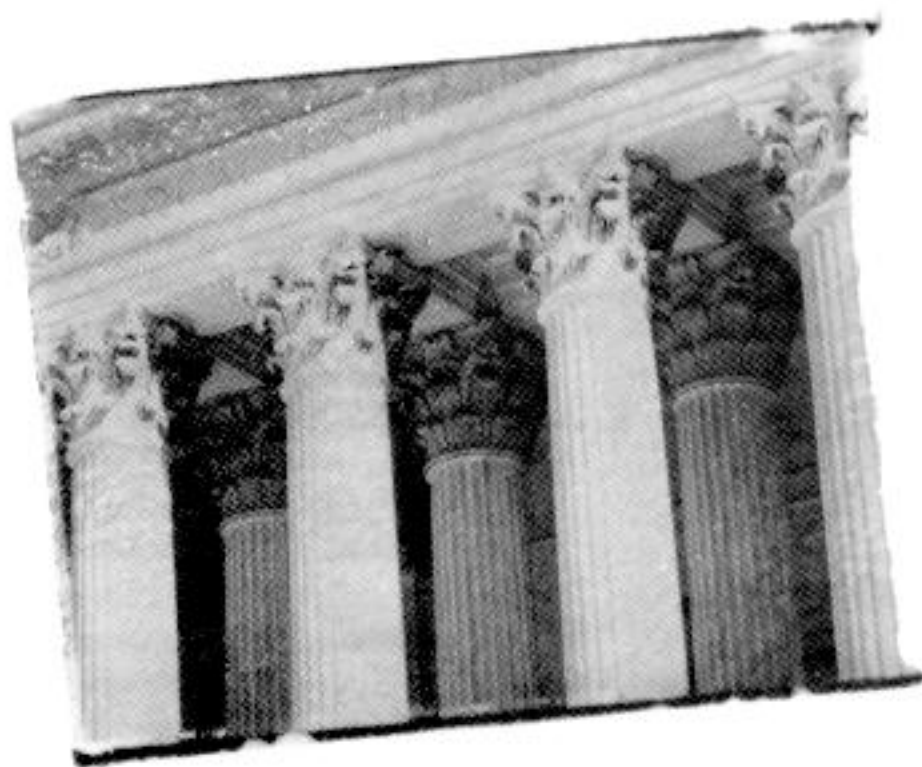
Goal 1: Foster an ongoing partnership with the assigned areas of responsibility by professionally representing and promoting the library program and services.

Goal 2: Market Mississippi State University Libraries as a premier information provider to the University community, the state, the southeast region and beyond.

The first phase of the expanded Outreach Program targeted collaboration among library faculty/staff, general facul-

ty and graduate students, with an emphasis on their awareness of programs and services available. Library faculty visiting academic departments, classrooms and study groups enhanced the partnership between the library and its users. A "Graduate Student Information Fair" was planned to provide information needed especially by graduate students, including an introduction to the faculty/graduate student study area.

In the second phase of the Outreach Program, the position of Outreach Coordinator was established to expand the projects of faculty outreach teams, to develop new outreach marketing activities, to promote the Libraries through annual cam-



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pus orientations/presentations, and to work with selected local K-12 schools through the "Satellite Librarianship Initiative."

Outreach teams created packets of subject-specific handouts in conjunction with existing reference department handouts and library brochures. Brochures, radio announcements, flyers and fact sheets were also part of the public relations process. Recently, outreach teams and faculty from several academic departments created subject-specific Web pages. Departmental e-mail lists were created in order to strengthen the communication between library and academic faculty. The e-lists provide immediate information to the general faculty and the overall university faculty/staff, as well.

Finally, during the planning phase of the program, a budget of approximately \$6,500 was established for team business cards, brochures, flyers, and advertisements.

EXPANSION PHASE

Because of the success of the pilot phase of the program, in collaboration with the College of Education, the decision to expand the program to the whole university community and beyond was initiated. The Outreach Coordinating Committee (OCC) began by establishing timelines and identifying teams and team leaders. It was decided that the fifty departments targeted by the fourteen outreach teams would be divided into ten subject areas. The OCC developed an outline of information for each outreach team to take with them to their meetings with faculty. The teams developed subject-specific handouts for their respective departments. An outreach information log was also created for each team member to keep a record of date, minutes, contact name, comments, and follow-up information from meetings. Team leaders met with departmental chairs to introduce the

Outreach Program, requesting some time during the first departmental meeting at the beginning of the academic year to present an overview of the resources and services available from the Libraries.

As part of this expansion phase, personnel from each library department, including branch libraries, volunteered to participate in the "Graduate Student Information Fair." Table tents, balloons, and other festive displays were arranged. Booths consisted of display cases featuring items from special collections, computers, pamphlets, handouts, media equipment, and smart boards to demonstrate the online catalog and how to perform database searching. A library faculty member from each area was available to answer questions, and to talk with students about their research needs. The fair was a six-hour event over two days time, three hours in the morning and three hours during the afternoon. More than 250 students, representing eight departments and schools, attended the fair. Each student was given an evaluation form to complete and return at the end of the visit.

COMMUNITY PARTICIPATION

To implement the next phase of the Outreach Program, the Outreach Coordinator first contacted the Office of Student Support Services. This resulted in invitations for the Libraries to participate in Parents' Day, Scholar's Recognition Day, New Student Athletic Academic Orientation, and Resident Assistant Orientation, the annual MSU orientations for prospective and new students. The Outreach Program highlighted its participation with subject-specific handouts, brochures, T-shirts, pencils and tabletop displays at each event. More than 700 prospective students took part in the Parents' Day and the Scholar's Recognition Day campus orientations. The outreach coordinator also arranged for a library

information center to be located in the student union two weeks before final exams. The "MSU Libraries' Information Desk Quick Stop" initiative was intended to bring greater awareness of the Libraries' programs and services, and to provide library access to users outside of the library.

In addition, the Outreach Program utilized "satellite" librarians from the Reference Department to establish an ongoing collegial relationship with school librarians in Mississippi, to introduce basic library research skills, and to support the recruitment of academically gifted students to Mississippi State University.

PROJECT PUBLICITY

Press coverage played a big role in the Libraries' public relations plan. Throughout years one and two of the expanded Outreach initiative, the Libraries received press coverage in *The Reflector*, the weekly student publication; *The Memo*, the weekly newspaper for the faculty and staff of Mississippi State University; and the *Starkville Daily News*, the daily city newspaper. The Mississippi State University Libraries' Instructional Media Center played a major role in the outreach public relations effort with brochures and pamphlets they designed.

EVALUATION

After the initial year of the project, the departmental outreach teams utilized faculty comments and a self-analysis evaluation instrument to determine the success of the Outreach Program. Each team was asked to qualitatively evaluate several aspects of the program: the effectiveness of the team approach; the effectiveness of the level of participation; faculty perceptions of the programs; and the challenges/problems and potential for growth. Additional feedback was later obtained at the beginning of the second year of the program. Several library

administrators, including the Outreach Coordinator, met with each academic department head and library liaison. Each representative was questioned as to the effectiveness of the Outreach Program. Overall comments were overwhelmingly positive, with additional suggestions made for other possible programs and workshops.

The Outreach Program succeeded in increasing the visibility of the Libraries to the general academic faculty. By using a highly personalized approach, the Outreach Program gave each faculty member a contact in the Libraries. In addition, the Outreach Program fostered an environment of mutual growth for both the library program and the university's research mission. Through the Outreach Program the library became more aware of departmental research needs. As a direct result, in order to better accommodate the needs of research faculty, remote access was provided for databases previously available only in-house.

During the evaluation phase for 1998-1999, the outreach teams agreed that their activities constituted a critical part of the effective management and growth of the library program. However, some team members felt uneasy in the marketing roles they had been asked to assume. To better manage this process, a member of the library staff was charged full-time with management of the Outreach Program. As a result of the team self-evaluations, the Outreach Coordinator, a mid-level administrative position, was created to manage and expand the Outreach Program, to work with both the faculty outreach teams and to develop new outreach activities. In addition, as a result of the self-evaluation process, the faculty out-

reach teams were reconstituted in the second year, allowing for some rotation of team members.

STATISTICAL SUCCESS

Some of the statistics for the years following the introduction of the Outreach Program showed growth in several areas that were directly attributed to this program. For example, the gate count in 1996/97 was 570,546 and in 1997/98 it was 737,869, an increase of 23%. In 1998/99, the count was 807,671 as of December 15, 1999. The College of Veterinary Medicine Branch Library ILL borrowing statistics jumped dramatically after the Outreach Program was put into effect. In 1997/98, CVM faculty and graduate students borrowed 313 items but in 1998/99 they borrowed 1,145 items, a 73% increase.

Some of the more successful elements of the outreach marketing plan and its

results are:

1. Increasing faculty, student, and researcher awareness about the Libraries' programs and services.
2. Upgrading the image of the Libraries.
3. Building general faculty and library faculty relationships (partners).
4. Establishing personal contact for subject-specific questions.
5. Discovering current general academic faculty research needs.
6. Increasing both the effectiveness and the scope of public relations of the Libraries.

Because of the success of this program we plan to continue our current level of outreach on campus and to extend it to the Starkville business community in the coming months. And with the new position of Outreach Coordinator, the Libraries now have someone who will focus on marketing the Libraries' programs and services.



Gail Peyton presented a poster session at the MLA 2000 Annual Conference about the library outreach program at MSU.

Strategy to Market the Center for the Book

Thurman Boykin

Director

Mississippi Center for the Book

tboykin@mlc.lib.ms.us

During the 2000 Mississippi Library Association annual conference in the capital city, it was my delight to enlighten an audience on the state's new Center for the Book. As the Center's director, it was my first opportunity to talk about the novice Center's intentions for 2001. Though the mission of the Mississippi Center for the Book is to celebrate our state's "Pulitzer packed" literary heritage, its dual purpose is to encourage reading. The Center is determined to move into a leadership role to deal with illiteracy in Mississippi.

CENTER FOR MISSISSIPPI

An American phenomenon of national proportions, the Center for the Book is the product of the imaginative genius of former Librarian of Congress Daniel Boorstin. In 1977, the United States Congress authorized the establishment of

the Center for the Book as part of the Library of Congress (LOC), and further, authorized a center in each state of the union. One of the LOC Center's primary goals was to create state centers through partnerships with state library commissions. The Mississippi Center for the Book was officially designated on May 1, 2000. The Center's first chairman of the board is former U.S. Representative David Bowen, who voted for the enabling legislation in 1977. Interestingly, the Honorable Mr. Bowen was once a student of Daniel Boorstin at The University of Chicago. Another distinction is that the Center's director is an "alumnus" of Mississippi's first public library, Ricks Memorial Library in Yazoo City. Other members of the first board are: Nevada Barr, Barbara Carpenter, Frances Coleman, William Colom, Celia Emmerich, P. Toby Graham, Dee Jones, Melanie Musgrove, Pamela Pridgen, Lou Helen Sanders, and Glenda Segars. Their congressmen nominated five of them; and all members were appointed by the Mississippi Library Commission. We have a

number of other compatriots working with us in our endeavors. We want you to join us, too.

SIGNATURE PROJECT

The Mississippi Center for the Book wishes to make a significant beginning with an impressive signature project, "All Mississippi Reading the Same Book." Very soon we will approach Governor Musgrove with our plans, urging him to make a proclamation encouraging all Mississippians to participate in this ambitious effort by reading *The Ponder Heart*, by Mississippi's own Eudora Welty. The year 2001, during which time this literary project's events occur, will begin with the Natchez Literary Celebration in February where the made-for-television film, *The Ponder Heart*, will be featured. The special year-long project will end with Mississippi University for Women's annual Eudora Welty Symposium in October.

READING CIRCLES

The Center will lead in the creation of Eudora Welty "reading circles" in libraries

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throughout the state. We will have Welty scholars eager to initiate the circles as library users come to read from their favorite Welty work and comment on why it is important to them. Our hope is that families will enjoy reading the book as a family activity. College level, high school and junior high students will be encouraged by their teachers to participate during the spring semester. Do not be surprised if the call is made for youngsters to enjoy roller-skating through Mississippi's stately New Capitol Building much as Ms. Welty did in her childhood.

Mississippi Educational Television (ETV) is on board with enthusiasm. With ETV, we have already begun research and contacts to schedule films and events that will significantly enhance the celebration. We believe a statewide audience will enjoy viewing the films made of several of Eudora Welty's works once they begin reading her novella, *The Ponder Heart*.

There's more! Ms. Welty's namesake library in Jackson, the Eudora Welty Library on State Street, will be a featured site during the project. At Belhaven College, we will enjoy a "literary lunch" on the campus across from the fabled author's home on Pinehurst Street. There will be several talented readers, too, who will read from our honoree's most celebrated works, under the shade trees. And finally, as a true jewel of our several months' endeavor, we hope to commission a one-woman drama based on the life and work of Eudora Welty.

SPRING BOOK FESTIVAL

As we engage the state in our initial reading project, borrowed from successes in both Virginia and Washington State, plans are also being made to stage Mississippi's first statewide book festival and extravaganza in late spring of 2001. This first statewide book festival will occur during May in downtown Jackson, assuredly a wonderful daylong event. The festival

will be like our springs in Mississippi, lively and as full of color as a Wyatt Waters painting. It is timed as a big kick-off for the Mississippi Library Commission (MLC)-sponsored summer library reading program.

It's been determined that the focus of the festival will be to encourage reading, and, beyond that, to support each literary event held in Mississippi. The Center will pay tribute to all Mississippi's writers, publishers, and illustrators. Recognizing that many opportunities should exist for our published authors to appear for signings and readings, the Center will urge local groups to allow us to join in hosting them at library events.

Hopefully, the Center's feature event next spring will be held yearly during the annual Tour le Fleur bicycle races in the heart of the capital city. An update of the Mississippi Literary Map is planned as the festival's first commemorative poster. Being a state so very rich with writers, we must capture opportunities to share our heritage among ourselves and with others. One of the Center's goals will be designation of literary landmarks important in this heritage. We will encourage guided tours of our landmarks.

GREAT EXPECTATIONS

The Center's Board and the MLC

expect a great deal from these two principal events. All Mississippi Reading the Same Book and the Mississippi Book Festival are truly outstanding endeavors that absolutely depend on the participation and creative talent of many Mississippians to be the success they promise to be.

In addition to the Center being so welcomed by Washington and at home, Mississippi's Center plans to be America's first to have quarters built specifically for its purpose. It will be the centerpiece of the soon-to-be-constructed State Library Commission building. The Center includes the Mississippiana collection, a tiered auditorium of more than modest size, and space for heritage kiosks, as well as exhibits from Mississippi libraries and museums.

Mississippi's Center for the Book will be the first of the forty centers nation-wide to offer seminars to Friends of the Library groups. Friends groups in Mississippi can look forward to enjoying a partner in their efforts to keep current and to become more productive. Additionally, we will assemble a seminar to encourage and school those writers who long to see their work in print.

WWWANT MORE?

Are you interested in learning more

Editor's note:

The Ponder Heart appeared in *The New Yorker* in December 1953 and was published as a novella by Harcourt, Brace, and Company in January 1954. The novel won the William Dean Howells Medal of the American Academy of Arts and Letters in 1955. It was adapted for Broadway in 1956 and received three Tony awards. It has also been produced as an opera. Interest in *The Ponder Heart* has not waned in the years since its publication. A television movie with JoBeth Williams portraying Edna Earle Ponder is scheduled to air on PBS in 2001 as part of the Exxon Mobil Masterpiece Theater's American Collection. *The Ponder Heart* is still in print, and a paperback version published by Harcourt, Brace, and Company is available for approximately \$10.00.

about the Center? Well, the Mississippi Center for the Book has a Web site, too. Just take a look at www.book.lib.ms.us, a site where you and I will want to visit regularly. Two staples of this Web site will be a statewide, literary event calendar, and in spring of 2001, all schools in the state will provide summer reading lists. The Center's Web site will also feature events of its own such as periodic discussions and lively interviews with writers. In addition to electronic communication

about current events at the Center, it will be my pleasure to pen a short column of report in each issue of *Mississippi Libraries*, beginning with its spring issue next year. So look for what's coming at the Center for the Book in my new column, *Let's Read*.

FRONT AND CENTER

The Mississippi Center for the Book finds itself front and center in an unprecedented opportunity to make a difference

for the citizens in Mississippi. Our state and community leaders are united with Mississippi's citizens in recognizing education and particularly literacy as our number one priority. The Center and its programs will stretch to the geographic boundaries of Mississippi!

"Mystery adds excitement to ordinary happenings. Have faith in the process." from *Grace Notes*, by Alexandra Stoddard.

Meet Edna Earle

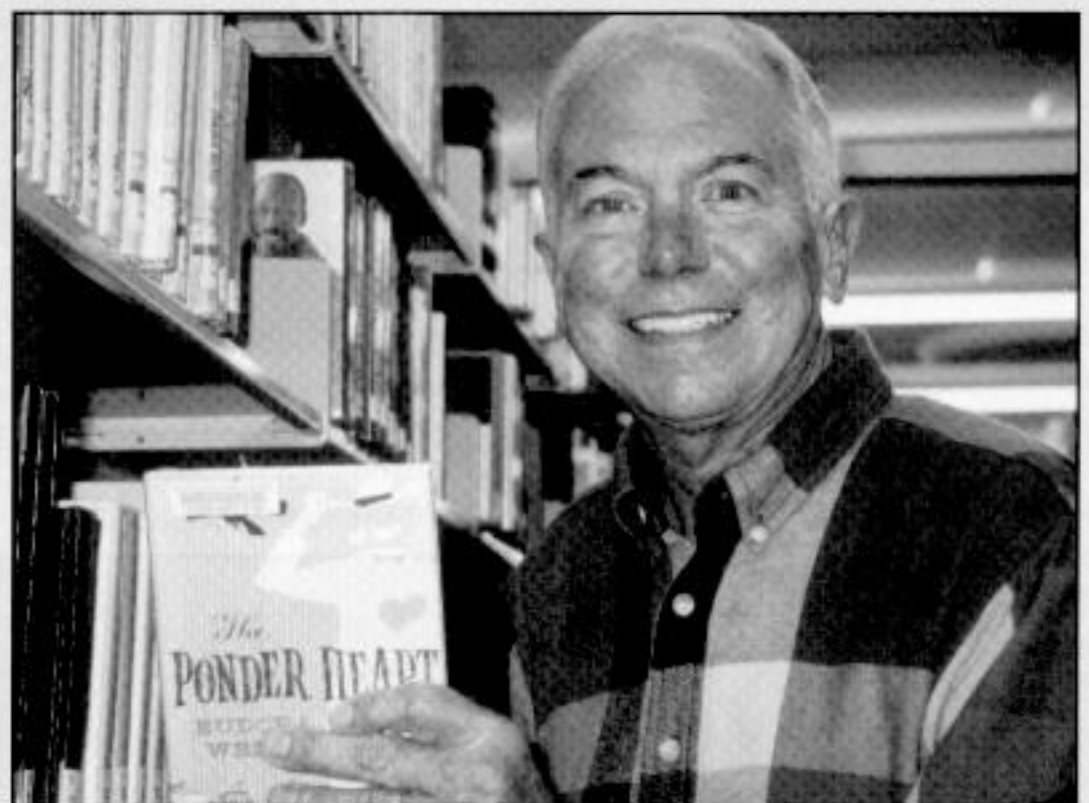
Edna Earle Ponder loves to talk. Yes, the gregarious Edna Earle likes nothing better than settling down with a willing (or unwilling) audience for a gossip chat about life in the small town of Clay, Mississippi. Edna Earle, owner of the Beulah Hotel in Clay, is the narrator of Eudora Welty's comic work *The Ponder Heart*. Edna Earle's audience in the book is a traveler who has had car trouble in Clay and has been forced to spend the night at the Beulah Hotel.

The traveler is the first guest at the Beulah Hotel for three days, and Edna Earle is ready for some conversation. The ensuing discussion involves a hilarious picture of small town life in Mississippi in the mid twentieth century that the traveler, who never has the chance to add even one word to the conversation, is likely to remember for years to come. Edna Earle's tale centers on the eccentricities of Uncle Daniel Ponder. However, as Edna Earle discusses Uncle Daniel, she also gives detail after detail about the rest of Clay's citizens.

The Ponder Heart is a short work that moves quickly and leaves readers doubled up with laughter. Eudora Welty is, of course, a master of her craft, and the scope of her remarkable talent is apparent in *The Ponder Heart* as she uses southern idioms and rich description to paint with words a picture of small town life that is both comical and captivating.

So, take a seat in a comfortable chair and pay a visit to the Beulah Hotel. Edna Earle Ponder will be happy to tell you about Uncle Daniel, who is in the habit of giving away his possessions to just about everyone whom he meets, and other colorful characters such as Bonnie Dee Peacock Ponder, her sister Johnnie Ree Peacock, Miss Teacake Magee, Intrepid Elsie Fleming, and DeYancey Clanahan.

Sarah Spencer
Information Services Librarian
The University of Southern Mississippi



Director Thurman Boykin selects *The Ponder Heart* by Eudora Welty for the Center's signature project, "All Mississippi Reading the Same Book."

MLA 2000 Annual Conference Wrap-Up

Henry Ledet,
MLA Vice President/President-Elect

Coordinating the Mississippi Library Association conference was one of the most challenging and enjoyable experiences in my professional life. It was a bewildering challenge to attend to all the tiny details while maintaining a sense of the program as a whole. And it was overwhelming and enjoyable to see so many talented professionals work so hard to make the conference an unqualified suc-



Right: Local Arrangements committee chair, Rahye Puckett.



Left to right: Pam Gee and Deb Mitchell, Registration Committee.

cess. While there isn't enough space to thank everyone for his or her work individually here, Executive Secretary Mary Julia Anderson deserves special appreciation for making MLA look so good.

This year's program seemed to focus primarily

Paulette Entrekin surveys the books on sale by visiting authors.



on Mississippi authors. The first morning was highlighted by an introduction to some exciting new Mississippi authors at the Mississippi Center for the Book Presentations featuring Seetha Srinivasan, Rick Cleveland, Sister Mary Paulinus Oakes, Bobs M. Tusa, Louisa Dixon, Gilbert R. Mason, and Robert Dalby. The Black Caucus Luncheon featured Byron Hansbro and some inspiring music. At the first general session, President Rhonda Tynes welcomed everyone to the conference. Jack Kyle teased the audience with highlights from the upcoming blockbuster exhibit, *The Majesty of Spain*, and during the second general session, Sid Salter followed with humorous and thought-provoking comments on both libraries and poli-



MLA President Rhonda Tynes takes a moment to welcome everyone to the conference.



Jack Kyle, keynote speaker for the First General Session, whetted appetites for great art coming to Mississippi with the Majesty of Spain exhibit.



Sidney L. Salter, keynote speaker of the Second General Session, combined politics and humor as he discussed the importance of libraries in Mississippi.



President's Reception Committee.



Conferees enjoy the reception for MLA President, Rhonda Tynes.

tics. Many more programs and meetings kept everyone running until time to ride the shuttle to the Lions' Building for the elegant candlelit president's reception.

Thursday's schedule left many wishing for fewer choices as they ran from breakfast to the overflowing MAGNOLIA training room to special interest programs for every aspect of librarianship. The Public Libraries and Trustees sections' joint program featured one of Mississippi's hottest authors, Charles Wilson. And mystery writer Martin Hegwood presented at the 6th Annual Beta Phi Mu Leadership Forum on the writing/publishing process. The day began to wind down with an Exhibits Reception, followed by Nevada Barr and the Authors' Awards Banquet. The highlight of the conference on Thursday evening, as always, was the presentation of the Mississippi Authors' Awards. Award winners Steve Yarbrough, Edward Cohen, and Laurie Parker exemplify the proud literary heritage of Mississippi. As an extra bonus, MLA fiction winner Nevada Barr, who you will remember was unable to attend the 1999



Edward Cohen spoke of his experience growing up Jewish in Mississippi in his book, *Peddler's Grandson*.

attend the 1999

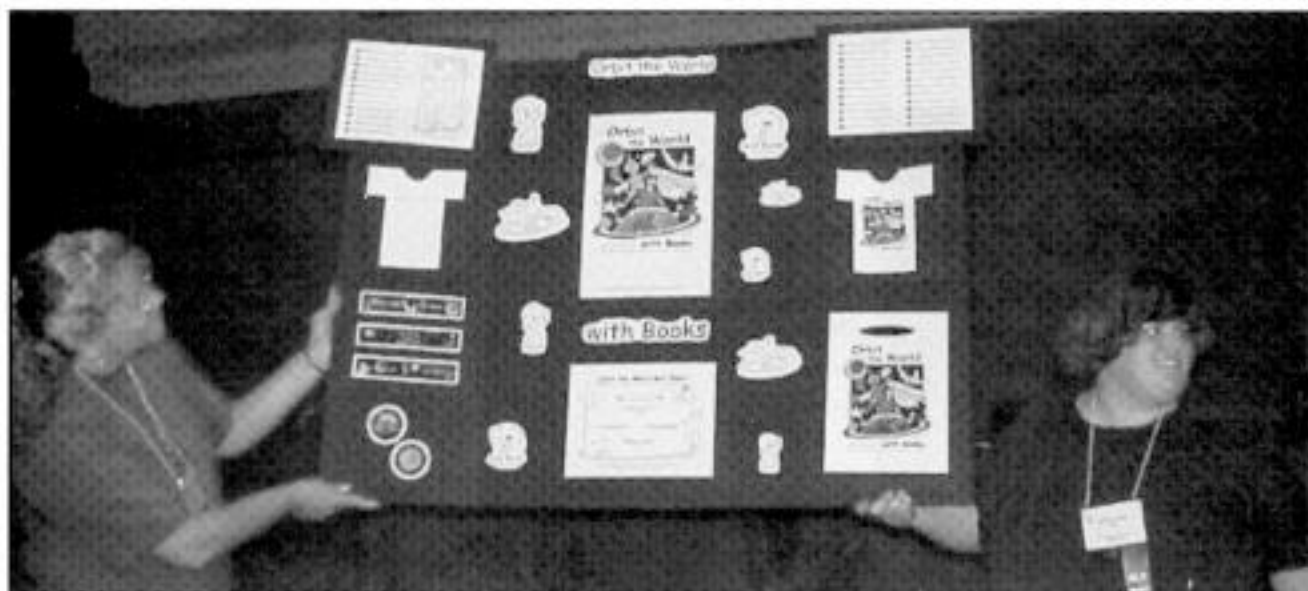
MLA conference, was present this year and treated conference-goers to an exciting talk about her current work. Following all the book signings, Paulette Entrekin barely maintained order as performers clamored to appear in *Star Search* and the audience nearly stormed the stage.



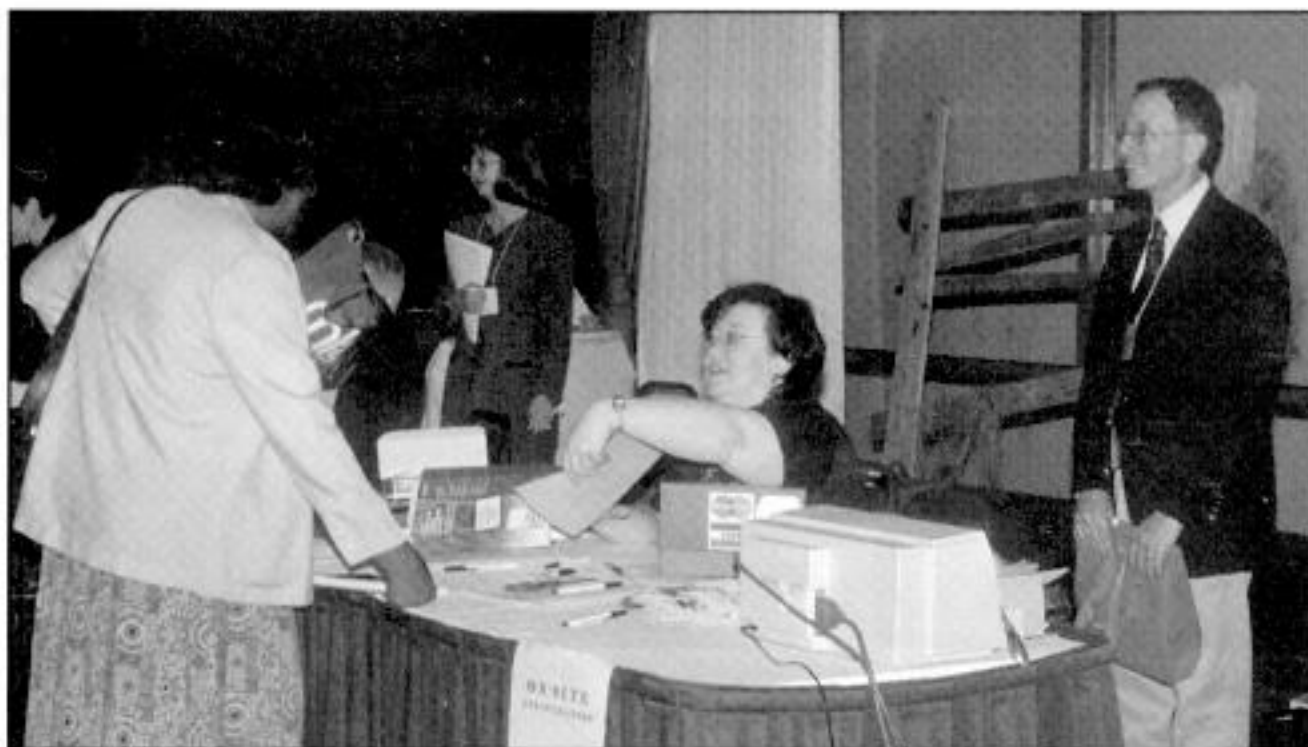
Nevada Barr makes a special appearance at the conference to talk about her current work.

Friday began with more specialized programs on important topics. Discussion groups met throughout the morning, discussing circulation, copyright, intellectual freedom, public library administration, technical services, and reference. The awards luncheon wrapped up the conference with outstanding librarians and library supporters being honored for their contributions to the profession and to Mississippi.

If I learned only one thing at conference this year, it was this: success requires teamwork and teamwork produces success. And when you've got a great team, you can just sit back and kinda coast and still get the credit!



MLC Children's Consultant, Melissa Wright (right), gives a presentation on the 2001 Summer Reading Program in Mississippi.



Deb Mitchell, Rahye Puckett, and Pam Gee work hard at the registration table while Henry Ledet, MLA Vice-President, tries to look important.

New MLA Web site

www.lib.usm.edu/~mla/home.html

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MLA 2000 Annual Conference: Awards and Recognition



Rosemary Gonzales, librarian at the Columbia Training School, received the Carroon Apple Award.



The Ruby Assaf Presidential Award was presented to Beth Woodmansee of The Friends of the Richland Public Library.



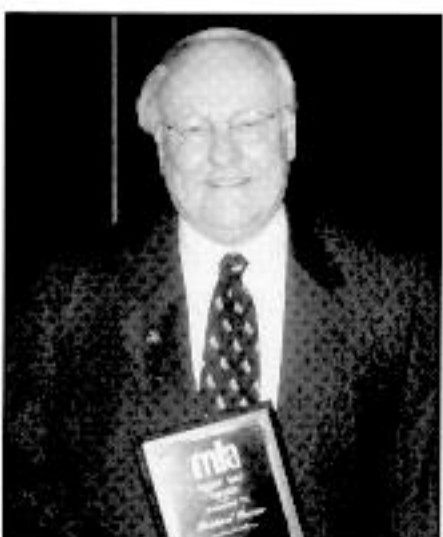
Barbara Carroon (right) presented the Chapter One Award to Gloria Mitchell of The Friends of the Carnegie Public Library in Clarksdale.



The Outstanding Achievement Award was presented to Prima Plauché, Director of the Hancock County Public Library System.



Barton Spencer of The University of Southern Mississippi received the Past President's Award.



Richard Greene, Director of the Mid-Mississippi Regional Library System, received the Peggy May Award.



Rose Johnson Lockett, of Lyon, Mississippi, is enrolled in the School of Library of Information Science at The University of Southern Mississippi and received the Peggy May Scholarship Award.



Members of the MAGNOLIA Steering Committee are honored for their outstanding contribution to all types of libraries in Mississippi.

During the awards program, the Mississippi Library Commission presented ALA/ALTA National Advocacy Honor Roll Awards to Barbara Carroon, The Friends of Mississippi Libraries, Dr. George R. Lewis, and MAGNOLIA. Awards were presented posthumously to Lura Gibbons Currier, Whitman Davis, Dr. Lora Alcorn Long, Mary Emeline Love, Peggy Jane May, and Augusta Beatty Richardson. The MLC Board of Directors received recognition for statewide advocacy. Board members include Dr. Russell Burns, Frances Coleman, Larry D. McMillan, H. Hester Plauché, Jo Anne Reid and Dr. Glenda Segars. Emma Ainsworth and Margaret Murray of MLC made the presentations.

What's So Special About...

Column Editor: P. Toby Graham, The University of Southern Mississippi

The Center For Oral History and Cultural Heritage

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The University of Southern Mississippi has had an active and ongoing oral history program since 1971. In 1996, the oral history program secured grant funds from the National Endowment for the Arts and the Lila Wallace-Reader's Digest Community Folklife Program to launch a new program, the Pine Hills Culture Program. The two programs were combined to create the Center for Oral History and Cultural Heritage.

The mission of the Center is to collect and preserve information about the history and culture of Mississippi and the Piney Woods region of the South, primarily through oral history. In addition, the Center's staff, through workshop presentations, public programming, and the creation of educational materials, provides important community and educational outreach services. And it helps local and regional communities and schools find ways to use the information collected by the Center's programs, as well as launch their own documentation projects.

Today, the Center has the largest oral history program in the state and has one of the largest collections of oral history interviews in the South. Over the last three decades, the oral history program has conducted almost fifteen hundred interviews with Mississippians from all walks of life on a variety of subjects, including turn-of-the century life and folk-

Over the last three decades, the oral history program has conducted almost fifteen hundred interviews with Mississippians from all walks of life on a variety of subjects, including turn-of-the century life and folkways, the civil rights movement, agriculture, World War II, state politics, natural disasters, and the history of USM.

ways, the civil rights movement, agriculture, World War II, state politics, natural disasters, and the history of USM. Most of the interviews have been transcribed and archived in the McCain Library and Archives, USM Libraries. The oral history collection is well used by both USM faculty and students and scholars, and other interested individuals from around the world.

HUMANITIES PROJECTS

During the last five years, the Center has expanded to do more in the area of coordinating a variety of humanities projects, all with the aim of public outreach and public education. These projects include documenting cultures and recording oral histories and using those sources to develop exhibits, live performances, publications, and radio programs. Among these projects is the Mississippi Oral History Project, a statewide, community-based oral history project funded by the Mississippi Legislature and conducted in collaboration with the Mississippi Humanities Council. The Center just completed another three-year project

funded by the state legislature, the Civil Rights Documentation Project. This project began a systematic survey and documentation of the civil rights movement in Mississippi. The first step was to survey the entire United States for all oral histories pertaining to the Mississippi movement. This survey produced the first complete online bibliography of Mississippi civil rights oral histories. The second phase of the project involved conducting new interviews in some of the communities that the bibliographic work revealed had not yet been documented adequately. Both the online bibliography and transcripts from some of the new interviews conducted can be found at <http://www-dept.usm.edu/~mcrohb/>. In 1998, the Center brought some of the best parts of its oral history collection to the public through weekly radio segments. The series, "Mississippi Voices: A Trip Through the Twentieth Century," aired on Public Radio of Mississippi in 1998 and 1999 and received two awards: an Award of Merit from the Mississippi Historical Society and a Features Award from the Mississippi Associated Press.

HISTORY AND CULTURE

The Pine Hills Culture Program, since its inception in 1996, has greatly enhanced the Center's mission of public outreach and education. The very first project of the Pine Hills Culture Program was a Community Scholars School, which trained community members in how to document and preserve their local history and culture. Twenty-six community scholars, working with anthropology graduate students and the Pine Hills Culture Program coordinator, Carolyn Ware, produced enough documentation to mount an exhibit, "A Taste of Pine Hills Tradition," which is currently on display at the Walthall Center in downtown Hattiesburg. This community scholars project also led to a publication about the folklife of the Pine Hills region, published as a special issue of *Mississippi Folklife* in 1998.

The Pine Hills Culture Program also recently completed an exhibit, "Piney Woods Celebrations," based on a first-

ever folklife survey of the Piney Woods regions of Alabama, Mississippi, and Louisiana. More than a hundred individuals and events were documented. Topics include regional music traditions (blues, gospel, bluegrass, and oldtime fiddling), foodways, hunting, dairy farming, the timber industry, fa sol la (shape note) singing, family reunions, and crafts such as quilting, woodworking, and saddle making. The exhibit traveled to a number of locations, including the New Orleans Jazz and Heritage Festival, before returning to the Walthall Center, where it will be permanently housed.

The Pine Hills Culture Program also produces a twice-yearly (November and March) live radio show, held at the Walthall Center auditorium and broadcast on WUSM-FM. The program showcases the diversity of musical styles from the Piney Woods of Mississippi. And finally, the documentation collected by the Pine Hills Culture Program is currently being featured on another radio

series, airing through November 2000 on Public Radio of Mississippi. The series is called "Passing It On" and showcases south Mississippi heritage, such as folk medicine; folk music, including bluegrass and the blues; and local celebrations, such as Juneteenth.

FORTHCOMING

The next step in the evolution of the Center's activities will involve the creation of educational materials based on the Center's oral history and folklore collections. Two such projects currently in development are a Mississippi civil rights timeline, which will be available as a CD-ROM and also on the Civil Rights Documentation Project Web site, and a teacher's guide to the materials in the Pine Hills Culture Program collection.

For further information on the Center for Oral History and Cultural Heritage and its programs, see our Web site at <http://www-dept.usm.edu/~ocach>.

Mark Your Calendar

January 13-15, 2001	ALA Midwinter Meeting, Washington, D.C.
January 29, 2001	MLA Legislative and Activities Planning Day, Jackson, MS
March 1-3, 2001	PLA Spring Symposium, Chicago, IL
March 13-17, 2001	Computers in Libraries, Washington, D.C.
March 21-23, 2001	Children's Book Festival, Hattiesburg, MS
March 15-18, 2001	ACRL 10th Annual Conference, Denver, CO
April 1-7, 2001	National Library Week
April 30-May 1, 2001	National Library Legislative Day, Washington, D.C.
June 14-20, 2001	ALA Annual Conference, San Francisco, CA

Academic Focus

Column Editor: Jessie B. Arnold, Alcorn State University

Academic Librarianship in a Digital Age

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"The delivery of information to the researchers' desktops – wherever and whenever they need it – from digital library resources. This is the essence of the library without walls."

Rick Luce,

Los Alamos National Laboratory,
1994

It is both an exhilarating and frightening time for the field of academic librarianship. While innovations such as the World Wide Web have created exciting new opportunities, commercial services and information aggregators are squeezing our traditional niche. Global Internet usage is expected to double by the year 2002 and currently, "67 percent of Americans 18 to 24 live in households that use the Internet to gather key information."¹ Electronic resources relevant to the profession are developing at an unprecedented pace. There have never been more online options available for the student or faculty researcher.

The end result of this technological progression is that the library discipline is evolving, both out of innovation and necessity. Academic librarians need to be constantly aware of what is happening in the digital landscape, not only for excel-

lent library service but also for professional self-preservation. This article will discuss examples of commercial competition and the changing role of the information vendor. In addition, some recent library products will be introduced along with the possible implications of their usage. Finally, the future state of the profession will be examined, including library education and the need for marketing.

DIGITAL LANDSCAPE

The explosive growth and increasing sophistication of the Internet has provided a wealth of new resources for the academic librarian. However, the sensationalized attention paid by the media to the "information superhighway" has been a source of unrealistic expectations and, at times, professional frustration. It seems that in the eye of the general public, the Internet has taken on an almost mystic quality of limitless relevant information available at a few keystrokes. Moreover, much of the digital generation believes that *everything* can now be found online.

A plethora of dot-coms are capitalizing on this environment by offering a wide array of information products. Many of these services directly compete with those historically associated with the academic research library. Jerry Campbell, Dean of University Libraries at the University of Southern California, comments, "The business world has discovered the financial potential of an education... If the Search.coms succeed, they will take over a large percentage of what we do at the reference desk."² Search engines such as AltaVista and Hotbot, and the subject directory heavyweight, Yahoo!, dominate

a sizeable portion of this market. However, another rapidly growing sector is the "Question and Answer" Web site. Some of these services are free of charge (expertcentral.com, knowpost.com, xpert-site.com) and others are provided for a fee (guru.com, inforocket.com). New York Times technology columnist Lisa Guernsey reflects, "These sites, often called expert sites or knowledge networks, represent the latest stage in the Internet's evolution..."³ While many of these services are not specifically targeted at the academic library user, some resources, like NorthernLight.com's Special Collection section of nearly 7,000 full-text publications, have librarians taking notice.

INFORMATION VENDORS

Another facet of concern is the future relationship between academic libraries and the information vendor. Recent trends have shown that aggregators are beginning to explore the profitability of marketing directly to the end-user. An industry president comments, "We've had very good success in selling to the corporate, academic, and public library markets directly... I think you'll see more and more database producers like us offering their own services directly [to the end-user]."⁴ A fine example is the XanEdu™ ReSearch Engine from Bell & Howell. The company declares it is an online collection of journals, magazines, and newspapers that represent a revolutionary resource for research and curriculum projects for students and faculty. In addition, questia.com plans to take student-assisted research a step further. Their Web site

explains, "The Questia service enables students to search, access and interact with thousands of important books and journals from anywhere: from home, from the computer lab or anywhere else they connect to the Internet."⁵ Coupled with this widespread access are features such as full-text searching, online paper composition, and hyperlinked bibliographies.

Even though some of the above services might produce a certain degree of apprehension in the academic sector, the same technological evolution that created them has also provided products that demonstrate promise for libraries of all sizes. It is important to remember, however, that librarians need to cast a discriminating net when looking at potential products and services. What follows are examples of applications that could prove beneficial, but require careful examination before they are implemented in an academic environment.

LIBRARY APPLICATIONS

CASPR Library Systems' librarycom.com supplies a case in point. It offers full online library automation over the World Wide Web. A library can be created online and subsequent user and catalog records added with all of the library information backed up on librarycom's servers. In addition, because of Web access, no hardware, software, or networks have to be purchased or maintained. All of this amounts to a less expensive alternative to the typical automated library system, especially for institutions with limited financial resources and technical expertise. However, a potential library would also have to consider that serials, ILL,

and acquisition modules are not currently available, nor are their future archiving needs addressed.

The concerns of academic librarians revolving around commercial information services seem to have been anticipated by Library Systems and Services with the advent of their Virtual Reference Desk software. It allows librarians and library users to interact real-time over the Web. In addition, librarians have the ability to forward URLs, collaboratively fill out forms, record session transcripts, and establish patron profiles. In essence, this product utilizes some of the same strategies and resources that are exhibited by the commercial competition. The reactions to demonstrations of this software at the most recent American Library Association Conference in Chicago appeared to be quite positive. Yet, there are some privacy issues that need to be considered. While archived chat transcripts and patron profiles provide valuable information that can assist in improving service, the potential for abuse exists as well. Some professionals caution that such information could be subpoenaed and used for litigation, an unsavory situation for a discipline historically known for its protection of patron privacy.

Another product receiving attention is Book Systems' eZcat software. This application allows the user to download MARC records via the Internet utilizing the Z39.50 protocol. Bibliographic records can be searched by author, title, ISBN, and LCCN from servers at the Library of Congress, university libraries, and large public libraries. It is compatible with any automation system that can import records. In addition, MARC

records can be "cleaned" so that the host library information is deleted and new library information can be added. A primary benefit of the system is a substantial decrease in fees paid for database memberships and individual records. However, the downloading of records without an institution's knowledge or permission may present an ethical dilemma. Finally, despite Book Systems' claim of a simple tag "cleaning" procedure, it remains to be seen if the method will be detailed enough to account for changes in irrelevant subject headings. In such cases it is sometimes necessary to have control at the subfield indicator and delimiter level.

UNCERTAIN HORIZON

Commercial competition, changing vendor relations, and a constant parade of new products all dovetail together to create an uncertain horizon for academic librarianship. Inter@ctive Week columnist, Doug Brown, puts it bluntly: "The research library, an institution grounded in more than 200 years of creaking, ponderous, slowly evolving tradition, will not resemble itself five years from today, many leading librarians and experts say."⁶ It becomes obvious that a constant awareness is necessary in order to keep pace with developments both inside and outside the discipline. Yet, to truly understand the direction of the field, one must look at its educational foundation.

Traditionally, a master's degree in Library and Information Science (MLIS) has been the starting point for careers in academic librarianship. Increasingly, however, the emphasis has shifted from the word 'library' to information. Carol Tenopir notes in an article about the LIS

degree that more and more schools are choosing to remove the word "library" from their ALA-accredited degree title.⁷ This action is not just rooted in a perceived image problem, because for some the continued viability of the profession is at stake. Leigh Estabrook, Dean of the LIS program at the University of Illinois states, "The School's faculty believes strongly that librarianship and newly emerging related fields must be held together to prevent libraries from becoming obsolete..."⁸ This applies not only to a student's graduate program, but also to continuing education after he/she becomes a professional. The concept of simply resting on one's laurels throughout a career is impossibility. "Change in fields once thought far afield or peripheral to our own, such as higher education, communications, computers, and instructional technologies, are today's innovation incubators,"⁹ observes Steven Bell, Library Director of Philadelphia University.

NEED TO MARKET

In addition to being responsive to developments in other disciplines, engaging in means of self-promotion should also become a priority for those wanting to maintain their place in a research environment. Unfortunately, this is an unfamiliar role for most librarians. Olga Wise, a proactive corporate librarian, believes it simply comes down to a matter of attitude. "Maybe we should require assertiveness training for certification of

librarians... an underlying belief in yourself, your work, and your profession, no matter how you express it, is the first valid step in a campaign to establish your value," exclaims Ms. Wise.¹⁰ Another technique can be seen in the emergence of the "commercialized library" as noted by Gerry McKiernan at Iowa State University. Here the library utilizes the marketing techniques of the commercial sector in promoting its own services. A specific example of this practice is the placement of library banner ads on university Web sites. McKiernan has compiled a registry of academic promotional banner ads called BANARAMA(sm).¹¹ Regardless of the format or the method, marketing library services will only continue to become increasingly important for libraries.

A DIGITAL FUTURE

The old adage that "the only thing constant is change" seems even more relevant today. As the digital age continues to evolve, academic librarianship will have to exhibit the foresight and ability to develop along with it. The reality of a library without walls has arrived, and it will be each librarian's choice to either cling to the brick-and-mortar past or embrace the possibilities of a digital future. This is not to say that the profession should forget its roots. It simply means we should realize the importance of looking toward the horizon rather than the road already traveled.

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New MLA Web site

<http://www.lib.usm.edu/~mla/home.html>

Tech Notes, et al.

Column Editor: Aiping Chen-Gaffey, The University of Southern Mississippi

At Our Fingertips: Online Cataloging Tools

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While cataloging has never been considered an obvious career choice for the physically active, there used to be a fair amount of legwork included in a typical cataloger's day. The process of cataloging has historically required a number of get-up-and-find-it activities: searching the card catalog for existing copies or other editions of the work in hand, verifying headings in manual authority files, fitting the classification number into the library's card shelflist. Catalogers had to interrupt their work with bibliographic records many times a day to leave their desks and locate pieces of information without which they could not proceed further – and then there was the time spent filing catalog cards! Though they were necessary, these steps in the cataloging process slowed the actual creation and editing of catalog records, and the plethora of tools required could present a financial and spatial challenge to small libraries.

ACCESS VIA THE WEB

All of this changed as libraries started using bibliographic utilities as a source for catalog cards, then closed their card catalogs and began maintaining bibliographic, acquisitions, and serial holdings information in local databases. Today, with the widespread use of the Internet, the evolution of cataloging continues as not only our catalogs, but also the tools we use to create them, become accessible via the Web. While print cataloging tools are hardly a thing of the past, and we still have to acquire print or CD-ROM ver-

sions of some essential resources, much information that was formerly available only in print can now also be accessed online. This can speed up the cataloging process and helps to level the playing field for smaller libraries whose catalogers often work in isolation. Unsure about a particular subfield code? Check out the Web version of *OCLC Bibliographic Formats and Standards*. Need ideas on how to handle local processing of nonprint materials, or whether or how to catalog electronic resources? Viewing other libraries' policies and procedures may give you valuable information on how to proceed. Since many technical services sites include links to other cataloging resources, which in turn have their own lists of links, the problem (as with other types of Internet searches) is not a lack of online sources but the danger of being overwhelmed by the information maze. With that in mind, here are some selected URLs for resources that may prove useful to the cataloger exploring the world from his/her desktop.

GENERAL INFORMATION SITES

No one site is truly comprehensive, but if you're looking for a good place to start searching for cataloging information, the following sites have compiled an impressive array of resources. The Internet Library for Librarians at <http://www.itcompany.com/info retriever/cat.htm>, maintained by InfoWorks Technology Company, contains links to extensive resources on all aspects of librarianship. The cataloging links include a section on rare materials and links to e-mail lists and library OPACs, as well as descriptive and subject cataloging tools. The Library Corporation's Cataloger's

Reference Shelf (<http://www.tlcdelivers.com/tlc/crs/>) is based on USMARC documentation and other reference manuals published by the Library of Congress. The Ramapo Catskill Library System's LibraryLand site at <http://www.librarylandindex.org/index3.html> has a wide variety of links indexed by topic, with an emphasis on public libraries. If you are a school librarian, you may find the government of Manitoba's Education and Training site, <http://www.edu.gov.mb.ca/metks4/docs/support/catalogue/index.html>, to be of use. This resource provides detailed information on handling materials in various formats, organizing a school library, MARC tagging, and catalog card format.

POLICIES AND PROCEDURES

A number of libraries post their internal cataloging policies and procedures on the Web, facilitating the sharing of ideas and innovations. Learning how someone else "does it good" can be invaluable in designing or revising local workflow. In addition to maintaining links to online cataloging tools, the following sampling of sites contains useful local documentation: <http://www.lib.virginia.edu/cataloging/> (University of Virginia Libraries' Cataloging Services Department); <http://www.mun.ca/library/cat/> (Cataloguer's Toolbox at the Memorial University of Newfoundland's Queen Elizabeth II Library); <http://macfadden.mit.edu:9500/colserv/cat/> (MIT Cataloging Oasis); <http://tpot.ucsd.edu/> (TPOT: University of California-San Diego Technical Processing Online Tools); <http://milton.mse.jhu.edu/library/cat/catres.html> (Milton S. Eisenhower Library, Johns Hopkins University);

<http://www.lib.umich.edu/libhome/ocu/#top> (University of Michigan Original Cataloging homepage); <http://infoshare1.princeton.edu/katmandu/cat/home.html> (Princeton University Library's Catalog Division homepage).

DESCRIPTION

A brief summary of AACR2 rules for monographs, with instructions on tagging the related MARC fields, can be found at the Queen's University (Kingston, Ont.) site: <http://130.15.161.74/techserv/cat/Sect02/c02a2.html>. While a fulltext online version of AACR2R is not yet available, the 1999 amendments can be viewed and printed in PDF format at <http://www.ala.org/editions/updates/aacr2/>. To see a text list of valid AACR2 abbreviations for terms used in bibliographic records (e.g. translator, pseudonym, etc.), go to <http://www.mun.ca/library/cat/abbrev.htm>. Abbreviations for U.S. states as places of publication are at http://www.itcompany.com/info retriever/cat_260a.htm. For Library of Congress Rule Interpretations (LCRI), see <http://www.tlcl delivers.com/tlc/crs/LCRI0000.htm>.

If you're working with foreign language material and need a translation of a word or phrase, try Online Dictionaries and Translators at <http://rivendel.com/~ric/resources/dictionary.html>. This site has links to online dictionaries in most languages that you are likely to encounter in the course of your work (and many that you won't!). If you're not sure of the language of an item in hand, you can call up the Xerox Research Centre Europe's MLTT Language Identifier (<http://www.xrce.xerox.com/research/mltt/tools/guesser.html>) and enter a phrase of five or more words in the "guesser" box. Also useful in foreign language cataloging are the transliteration tables for non-Roman alphabet languages, to be found on the

Princeton University Library's site at <http://infoshare1.princeton.edu/katmandu/catcopy/transtoc.html>, and the Cataloguer's Toolbox list of initial articles (<http://www.mun.ca/library/cat/tables/articles.htm>).

CLASSIFICATION

The Library of Congress Cataloging Policy and Support Office (CPSO) home page features an outline of the LC classification. Go to <http://lcweb.loc.gov/catdir/cpso/lcco/lcco.html> and click on each class number for a breakdown of the class scheme. Changes and updates to the Dewey classification schedules can be found at http://www.oclc.org/dewey/updates/new_changed_entries.htm.

If you get your Cutter numbers from the three-figure Cutter-Sanborn tables, you can find an online version at <http://www.librarian.co.kr/extr/8-5/cutter.htm>. A table of geographic LC Cutters for countries and regions is located at <http://www.mun.ca/library/cat/tables/regcoun.htm>. Help with LC Cuttering and a number of other cataloging tasks is available at the Cataloging Calculator site, <http://ucs.orst.edu/~banerjek/cutter.html#Instructions>. Maintained by Kyle Banerjee of Oregon State University, this site includes an automatic Cutter creator for Library of Congress call numbers; enter a main entry term and a Cutter will be supplied. Geographic Cutters can also be identified in this way. The site allows the user to search for AACR2 abbreviations, MARC geographic area and country codes, and coding for MARC variable fields. Fixed field definitions for book and serial bibliographic records and for name authority records are also included.

SUBJECT CATALOGING

LC's weekly lists of new and changed subject headings can be accessed at <http://lcweb.loc.gov/catdir/cpso/cpso.html#subjects>.

The Princeton University Library has posted a list of LCSH pattern headings at <http://infoshare1.princeton.edu/katmandu/subj/patlist.html>. Wondering which free-floating subdivisions should be used with subfield v? USM Libraries maintains a list of form subdivisions at <http://www.lib.usm.edu/~techserv/cat/formsubv.htm>. A guide to the usage of form subdivisions, compiled by Vianne Sha of the University of Missouri, is located at http://www.itcompany.com/info retriever/form_subdivisions_list.htm.

If you use MeSH headings, you may find the MeSH Browser <http://www.nlm.nih.gov/mesh/meshhome.html> of interest. The Browser retrieves full MeSH records, including scope notes, definitions, qualifiers, and links to the hierarchical structure of the headings.

Instead of using a gazetteer to locate obscure U.S. geographic names, you might want to check out <http://mapping.usgs.gov/www/gnis/>, the site for the Geographic Names Information System of the U.S. Geological Survey. A searchable database contains information about almost 2 million geographic features in the United States, including the federally recognized name of each feature.

OCLC AND MARC TOOLS

OCLC has made a great deal of its documentation available on its Web site. For detailed information on the application of MARC tags and indicators, go to the *Bibliographic Formats and Standards* at <http://www.oclc.org/oclc/bib/about.htm>. If you just want a quick overview of the standards, check out the Concise Input Standards at <http://www.oclc.org/oclc/man/7366cis/toc.htm>. Thinking of using OCLC's Cooperative Online Resource Catalog (CORC)? Information on creating, editing and exporting

records, along with a practice area where you can experiment with records, is located at <http://www.oclc.org/oclc/corc/documentation/index.htm>.

A useful training tool for someone who is just learning to catalog is the LC Cataloging Distribution Service's booklet, *Understanding MARC Bibliographic*. This presents a concise review of MARC tagging, with sample records in various formats and a fill-in-the-blanks exercise. A Web version of the booklet can be found at <http://lcweb.loc.gov/marc/umb/>.

For concise versions of the MARC formats, see <http://lcweb.loc.gov/marc/>. The concise formats include tags, indicators, subfield codes, and examples, but do not contain the field definition and scope notes and usage guidelines that are found in the full MARC formats. The MARC site also includes simple data element lists of all valid and obsolete elements in MARC21 bibliographic and authority records. MARC geographic, language, and country code lists are available at <http://www.oclc.org/oclc/man/code/codetoc.htm> and also on LC's MARC site at <http://lcweb.loc.gov/marc/>.

NONBOOK MATERIALS

A number of tools for working with material in nonbook formats can be found online. Though it may seem that electronic resources increasingly dominate the library world, catalogers are well aware that many materials in other formats still await their attention.

At <http://www-personal.si.umich.edu/~mfsmb/tutortipg.html>, the University of Michigan School of Information has posted a tutorial for cataloging sound recordings. The site provides sample records and demonstrates how AACR2 rules were applied in creating them. The Gilmore Music Library at Yale University has gathered music cataloging informa-

tion at <http://www.library.yale.edu/cataloging/music/musicat.htm>.

At another University of Michigan site is a review of the rules for cataloging cartographic materials, with examples: <http://www-personal.umich.edu/~pfs/map/maps.html>. The Library of Congress Prints and Photographs Division maintains a searchable thesaurus of topical subject headings for visual materials at <http://lcweb.loc.gov/rr/print/tgm1/>. Headings are displayed with broader, narrower, and related terms. A companion site is <http://lcweb.loc.gov/rr/print/tgm2/>, which is a thesaurus of genre and physical characteristic terms for graphic materials. Both sites also include a retrievable text file that lists all the terms in alphabetical order.

If you're working with federal documents, the Toolbox for Processing and Cataloging Federal Government Documents at <http://www2.lib.udel.edu/godort/cataloging/toolbox.htm>, maintained by the Cataloging Committee of ALA's Government Documents Round Table, will come in handy.

To see CONSER requirements for full, core, and minimal-level bibliographic records for serials, go to <http://lcweb.loc.gov/acq/conser/recordreq.html>. The CONSER cataloging manual is available at <http://www.tlcdelivers.com/tlc/crs/man11573.htm>. Ann Sanford of the Nevada State Library and Archives maintains a page of helpful serials cataloging tips at <http://www.gbis.com/~asanford/serials.htm>. CONSER's interim guidelines for cataloging online serials, including instructions for both the single- and multiple-record approaches to print and online versions of serials, can be found at <http://lcweb.loc.gov/acq/conser/mod31pt1.html#interim>. Northwestern University has posted an Internet Electronic Serials Cataloging Aid at <http://www.library.nwu.edu:80/iesca/>. This interactive training tool for the cata-

logging of electronic serials contains MARC record examples, glossaries, appropriate AACR2 rules and LC rule interpretations.

The full text of Nancy Olson's *Cataloging Internet Resources: a Manual and Practical Guide*, 2nd ed., can be accessed at <http://www.purl.org/oclc/cataloging-internet>. This valuable resource is organized by the AACR2-defined areas of the catalog record, with citation of specific rules accompanied by numerous examples, including appropriate MARC tagging. Confused by the intricacies of the 856 field? At <http://lcweb.loc.gov/marc/856guide.html> are the Library of Congress guidelines for use of the 856, with examples. While working with electronic resources (or with print materials about computers), you may encounter abbreviations or computer terminology you're unfamiliar with. Go to the TechEncyclopedia (<http://www.techweb.com/encyclopedia/>) and type your term into the search box; you'll be supplied with a definition.

WORD OF CAUTION

An exhaustive list of cataloging resources on the Web would take many times the space allotted to this column, and new ones are being added every day. As you explore, you will discover favorites on your own. Before you begin your odyssey, though, please stop by <http://ublib.buffalo.edu/libraries/units/cts/exercises/index.html>. This site, maintained by SUNY-Buffalo Libraries, gives a variety of exercises for the prevention of repetitive strain injuries. Accessing the tools of our trade from our desktops may speed up our work, but it also makes us more vulnerable to eyestrain and soft-tissue conditions such as Carpal Tunnel Syndrome. So take exercise breaks, remember to rest your eyes periodically, and bon voyage!

Library Education Update

Column Editor: Thomas D. Walker, Director, SLIS, The University of Southern Mississippi

Education in Information Policy and Ethics

What should librarians and other information professionals learn about information policy and ethical issues? In this information age, it is increasingly necessary to address topics such as information privacy, freedom of access to information, legal issues of intellectual property, and the role of the librarian as a professional in a systematic way. Some schools have instituted courses in information policy and information ethics. (Note: Dr. Jay Norton, faculty here at USM, is currently teaching a newly approved course in information ethics.) Such specific and organized attention to these topics can bring these issues into focus. Integrating discussions of information policy and ethics into library school coursework, library training programs, and continuing education is also a primary means of exposing professionals to these problems.

ONE APPROACH

One approach to this set of educational problems was realized last May in the form a conference, "Institute on Legal & Ethical Issues in the New Information Era: Challenges for Libraries, Museums and Archives" held at The University of Wisconsin – Milwaukee School of Library and Information Science, and sponsored by its Center for Information Policy Research. I was pleased to be able to speak at the conference and believe a summary of that event here can serve as an introduction to some of the most important information policy issues we face today.

CONFERENCE SUMMARY

Library, archives, and museum professionals attended the conference. The attendees were chosen based on their leadership roles in their specialties and their desire to

share the information they acquired with other professionals in their home institutions and associations. Marsha Woodbury, an internationally known researcher, provided a useful overview of the issues of interest to the entire institute: the basics of information ethics, including applied ethics, ethical issues on the Internet, business ethics, identity theft, security, and privacy.

Two prominent attorneys, Shelly Warwick and Kenneth Crews, spoke about copyright issues of concern in an increasingly technological environment. Crews focused on statutes and regulations with which information professionals should be well acquainted and applied them to specific situations using real examples. One session was devoted to the legal and ethical issues of gifts to libraries and other institutions. Robert Vanni, the staff attorney of the New York Public Library for many years, had many specific examples of very real ethical dilemmas.

Johannes Britz, a researcher and information studies professor from the University of South Africa, provided two compelling sessions on ethical decision-making. He made useful points that distinguished various value systems from one another, pointing out that "ethics" is not synonymous with law, religion, or other moral codes. Tomas Lipinski, the organizer of the conference and a leading writer and teacher about legal issues in library and information science, spoke about legal aspects of privacy and publicity, primarily in libraries. In his second session, on copyright issues in Web site design and use, Lipinski discussed topics such as ethical/legal problems with providing links to other sites, trademark, copyright, and defamation. Mary Minnow, also a librarian with a law degree, covered many

issues about physical accessibility, and designed a very effective exercise in which teams negotiated a problem having to do with visually impaired students who requested specific hardware and software for their use in a law school library.

Judy Krug, who spoke on the censorship of controversial materials, is perhaps the leading spokesperson for intellectual freedom in the United States. For some people, her rhetoric is extreme; however, her point of view represents the prevailing stand of the American Library Association, and is important to hear. She provided an excellent introduction to major issues of censorship and brought relevant legislation and judicial opinions into her presentation. And lastly, Claire Weber of the City of Milwaukee Legislative Reference Bureau gave a very practical session about designing, drafting, and implementing policies that surveyed the entire policy-making process, from identifying a problem, evaluating current policies, and policy structure, to details such as definitions, grammar, wording, and punctuation.

EDUCATION ON THE ISSUES

Legal, ethical, and policy issues are important to all of us in the profession and affect us clearly and constantly. Coming to terms with them is an ongoing process that may well begin in a formal degree program, but matures and deepens during our professional careers. For that reason, I believe that an annual institute or mini-conference on such issues would be of use in Mississippi for practicing librarians and information professionals of all types. If you feel you or others could benefit from such an event, please contact me at 1(601)266-4228 or via email at Thomas.Walker@usm.edu.

About Books

Capers, Charlotte. *The Capers Canines*. Jackson, MS: Edge Press, 1999. 58 pp. \$10.95.

Charlotte Capers was a columnist and a Jackson personality for many years. According to the preface, *The Capers Canines* came about after friends encouraged Capers to publish the conversational stories she had accumulated about the dogs in her life. Unfortunately, she passed away before the publication. However, the stories she did manage to collect are truly worth the read.

The Capers Canines opens with its best story about Capers's dog, Fred Friendly, whose partings from new found human admirers always inspired the statement, "He sure is a friendly dog." Fred was a "smiling" stray – the author contends that he really smiled – who loved to roam, meet friends, and shake hands. Fred's skills included ringing doorbells, and he is attributed with abilities such as traveling to a place he had heard about only through overhearing a phone conversation. Of course, one has to doubt such talents, but then again, any animal lover knows that animals are always able to surprise.

The section on "Childhood Dogs," which is based on taped interviews with the author, is not as well written as "Fred." Capers's childhood dogs included Bishop, Rita, and General MacArthur, the author's "World War Two dog." Although the writing is not very entertaining, there are still funny and touching moments, such as Capers and Mac sharing "nervous pills," and Capers reading from the *Book of Common Prayer* over her childhood dogs' burials.

The story about Holly is probably the most entertaining read next to "Fred." Holly was a wire-haired terrier who had "guts" and loved to terrorize the laundryman. A dog with a mind of her own, Holly was anything but obedient. She managed to eat all sorts of clothing, drag potential walkers through the yard, and

jump into swimming pools.

The one issue I have with the editor is that the story about Fred that opens the book mentions Holly, and the story about Holly ends with a lead to the story about Fred. It seems that the original intention was for "Holly" to begin the book before "Fred." My guess is that the editor went for the stronger story to begin the book, but this leads to awkward passages in both stories.

Overall, *The Capers Canines* is an easy and enjoyable read. It is a must for the dog lovers among us. For a better sample of Capers's writing, I recommend *The Capers Papers*, University of Mississippi Press, 1982. It contains one story, "Holly," which is also published in *The Capers Canines*, and for you folks with Eudora Welty collections, it also has a touching foreword by Welty. *The Capers Canines* is recommended for public and school libraries, as well as for academic libraries with Mississippiana collections.

John Sandstrum

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Millsaps College

Cohen, Edward. *The Peddler's Grandson: Growing Up Jewish in Mississippi*. Jackson, MS: University Press of Mississippi, 1999. 195 pp. \$25.00 hardcover.

When Moise Cohen arrived in America from Romania in 1889, he traveled to Mississippi to join his brother, peddling from a pack on his back throughout Hinds County. At the close of the nineteenth century, Moise and Sam Cohen took the peddler's packs from their backs and opened Cohen Brothers clothing store on Capitol Street in Jackson. The store remained in business and in the Cohen family for the next ninety years. *The Peddler's Grandson: Growing Up Jewish in Mississippi* is the story of the Cohen fami-

ly, their store, and Jackson, Mississippi, as seen through the eyes of Moise Cohen's great-grandson, Edward Cohen.

In *The Peddler's Grandson*, Cohen tells of his family's experiences of assimilation and isolation as one of the few Jewish families in Jackson. Cohen begins his discovery of the predominantly Christian environment of the 1950s South when he leaves the security of his family's home to journey across the street to attend Boyd Elementary School. His journey continues through the 1960s civil rights movement and the Jackson NAACP boycott of white-owned stores on Capitol Street to Cohen's decision to leave Mississippi to attend the University of Miami. Joining a Jewish fraternity at Miami, Cohen is again placed in a solitary position as a southern Jew: "I was a Mississippian, the only one my fellow students had ever seen or were likely to see. I learned I had another secret self – and that self was southern."

Cohen, who previously served as head writer for Mississippi Educational Television, employs a moving and honest narrative to chronicle the story of his family while skillfully weaving in the historical events that shaped Jackson, Mississippi. Readers from all backgrounds will be drawn to *The Peddler's Grandson*, which recently received the Mississippi Library Association Author Award for Non-Fiction. The book is highly recommended for public libraries and academic libraries with a focus on Mississippiana.

Mary Hamilton

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Shakoor, Jordana Y. *Civil Rights Childhood*. Jackson, MS: University Press of Mississippi, 1999. 216 pp. \$20.00 hardcover.

Jordana Y. Shakoor's *Civil Rights*

Childhood is a captivating book that combines her childhood memories of the cotton-growing Mississippi Delta, with words from her father's journal. Shakoor prudently agglomerates her memories of growing up during the civil rights era with notes that were written by her father on behalf of his parents, his family, his forefathers, and generations to come.

This memoir, told in two voices, vividly recounts the actuality of African American life in Greenwood, Mississippi, before and during the civil rights movement. Shakoor meticulously describes how her father, Andrew L. Jordan, the son of sharecroppers, renounced the white man's schemes to discourage African Americans from participating in voter registration in the segregated South. As a child, young Andrew was taught rules of survival, such as not looking into the eyes of a white person when speaking to him, not standing too close, and saying "yes, sir" and "yes, ma'am" to white people, even if they were younger. The author mentions how tales were told to Black children, not as bedtime pleasures, but as a way of cautioning them to be careful and not to fall into the same predicament as Emmett Till. Not until after the 1964 murders of two young white men and one Black student in Philadelphia, Mississippi, were Blacks known to work openly with whites to combat racism.

As a grown man, Jordan, remembering how his father had fought for fair pay in the settlement for his crops, finally rejected the Jim Crow tradition and aimed to become a schoolteacher. Later, however, during civil rights mass meetings, Jordan would sit passively. Unable to speak out because of his fear of losing his "middle-class professional" job, he realized that getting an education and becoming a schoolteacher was not enough. Feeling cowardly about the situation, he finally took a stand after a highway patrolman harassed him and took him to Indianola's county jail for reasons unknown. After returning home that evening, Jordan was more than eager to attend the next mass meeting. Worried but committed, Jordan then began to work openly for voter regis-

tration, which did cause him to lose his job and leave the state of Mississippi.

Civil Rights Childhood helps readers who were born after the civil rights movement in Mississippi to vicariously relive the turbulent times of the 1950s and 1960s to understand what African Americans endured, regardless of whether they were dirt poor or middle class. This memoir is recommended for any library collection.

Vickie Frierson-Adams

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Turcotte, William H. and David L. Watts. *Birds of Mississippi*. Jackson, MS: University Press of Mississippi, 1999. 455pp. \$50.00 hardcover.

Not just another bird guide, *Birds of Mississippi* is a reference work that explores the historical, recreational, and scientific aspects of bird watching as well as the identification of birds, and the management and biology of bird populations.

The book begins with an informative chapter on the history of Mississippi ornithology from 18th century naturalists, who explored the Mississippi Territory, through the 20th century and the initiation of the Christmas bird counts conducted by the Jackson Audubon Society. A historical treatment of wildlife conservation and management is provided in the second chapter, touching on the impact of various federal, private, and state programs for managing wildlife populations and habitats.

Six short chapters provide overviews of habitats, how to find birds, how to identify birds, bird behavior, migration, attracting birds, and equipment and techniques useful to birdwatchers. Avid birdwatchers will already be familiar with the information provided, but beginners may find these chapters useful.

The remainder of the book provides species accounts, in checklist order, for each bird ever recorded in Mississippi.

The author adds interest to many accounts with anecdotal information from individual sightings. Each account gives common name, scientific name, description of range, habitats, plumage, call, and characteristic behaviors. Each account (except those for extinct species) is also accompanied by a range map displaying locations of specimen or photo records, confirmed sightings, and confirmed breeding locations, migration patterns and other information. Below each map is a calendrical chart indicating the months in which breeding has been noted. Insufficient information concerning the use of symbols used on the chart makes it very difficult to decipher. A bibliography and index are provided.

The book is illustrated with pen and ink drawings, black and white photographs, and eight pages of color plates depicting various birds in their habitats and Department of Fish and Wildlife officials going about their business.

While it is not meant to be, nor is it suitable as a replacement for a field guide such as the Peterson, Audubon, or Golden series of bird guides, *Birds of Mississippi* is an interesting and useful reference work about the birds of the Magnolia State.

Elizabeth Choinski

Science Librarian
University of Mississippi

Turner, Ike with Nigel Cawthorn. *The Confessions of Ike Turner. Takin' Back My Name*. London: Virgin Books, 1999. 271 pp. \$26.95 hardcover. Discography compiled by Ray Topping.

In street language eloquence, Turner richly details his career as talent scout, songwriter, bandleader, arranger, manager, and producer, booking agent, choreographer and costume designer. He instructively describes his rough-and-tumble experience with the protocols of the music industry. This perspective on the music business exemplifies the racial and cultural dynamics of song lyrics as the

key to successful crossover.

The energy of genius emerged at an early age in Turner's ability to size up a situation and seize an opportunity. This innate undercurrent to his success was fostered by many childhood enterprises in his native Clarksdale and sustained by his unique powers. By third grade he had found a creative outlet for his genius when he discovered Pinetop Perkins and the piano.

Always highly motivated, he developed skills as an entrepreneur by helping his mother, a seamstress, who had been pressed into earning her living after the murder of her husband. When Turner was six, he accepted a job cleaning chicken coops and feeding chickens for a nickel a week before going to school each morning. Miss Boozie, who raised the chickens for a living, also initiated young Turner to sex, which today would be considered child molesting. This business-with-pleasure arrangement became a routine as well as a building block to his ultimate success. He largely credits his prosperity in the music world to his simultaneous relationships with four women whom he trusted more than men in conducting his affairs.

One of those women was Tina Turner. In the sobriety of hindsight, he defensively juxtaposes his private perception with what he understands to be the public perception of his inextricable love relationship with Tina (with whom, he declares, he was never in love). After the dissolution of the *Ike and Tina Turner Revue*, he confessed that Tina had afforded him the same kind of emotional security that his mother had provided. Still, according to Cawthorn, "He thinks Tina managed to confuse the line between business, in which he was forceful, and their personal lives."

The autobiography is dedicated to Tina Turner and to the memory of Ike Turner's mother, Beatrice Cushenberry. This is mature reading recommended for public and academic libraries.

Rashidah Z. Hakeem

*Music and Blues Archive Librarian
University of Mississippi*

The 34th Annual Children's Book Festival

March 21 – 23, 2001

at

The University of Southern Mississippi

honoring

Virginia Hamilton, Medallion Recipient

featuring

Arnold Adoff, poet

Denise Fleming, author and illustrator

Evester Roper, storyteller

Vera Williams, author and illustrator

For more information contact

USM Continuing Education

Box 5055

Hattiesburg, MS 39406-5055

(601) 266-4186

or visit the Children's Book Festival Web site at

<http://www-org.usm.edu/~bookfest/>

To be added to the mailing list send an email to

Book.Festival@usm.edu

About Children's Books

Dresang, Eliza T. *Radical Change: Books for Youth in a Digital Age*. New York: H. W. Wilson, 1999. 344 pp. \$50.00.

This is an important book. It needs to be read by anyone who works with children – parents, librarians, elementary and secondary teachers and those who train librarians and teachers. It has been widely acclaimed and was named the first-ever VOYA (Voice of Youth Advocates) professional book of the year.

Radical Change presents a new approach to evaluating children's literature. Dresang's major theme is that children born after 1977 live in a radically different world and see the world differently from those who were born earlier. Therefore, their reading interests are different. Children's authors are writing to fit these changes, and this calls for new ways to evaluate children's literature beyond the traditional literary evaluations of character, point of view and style. She offers *Radical Change* as a method that can be joined with other traditional methods "to assure a holistic, cohesive method of examining literature for youth..." (p. 266).

NET GENERATION

Dresang says children born after 1977 are the "net generation." They grew up with computers and a "digital" view of the world. "Digital" means media created using bytes made up of bits of information. These pieces of information can be rearranged, and they cannot be fixed in place or frozen in linear order. This digital world is based on the principles of *connectivity*, which gives us many ways of putting information together; *interactivity*, which governs the way we approach information; and *access*, which makes information widely available and difficult to control.

Some of the current children's authors, perhaps even unconsciously, understand this different worldview and are writing for the net generation. They use the principles of the digital world – connectivity, interactivity and access – which young readers quickly understand

and appreciate. This net generation understands grabbing bits of information from here and from there. They quickly assimilate visual pieces of information. Think how fast youngsters in arcades comprehend the screens of the games flashing in front of their faces. They are able to quickly understand where all the "players" are and what they must do to win the game.

NEED EXAMPLES?

Need some examples of the digital world? Dresang uses David Macaulay's 1990 book *Black and White* and Peter Sis' *Starry Messenger* throughout the book and also lists dozens of other titles which she feels fit into this new type of children's literature. For Dresang, children's literature has changed in three ways because of digital technology. *Starry Messenger* is a prime example of the changes, as the following examples show:

1. Change in perspective (Connectivity).

Starry Messenger has a simple text which can be read quickly on the bottom left of most pages; however, the upper right contains Galileo's own words, and these give the reader a different perspective. Many books for children are now written from a minority perspective, a female perspective, or a child's perspective.

2. Change in form and format (Interactivity). *Starry Messenger* has text which becomes pictures. In many of the digital-age children's books there is less distinction between the text and the picture, which Dresang says creates a new synergy. In *Starry Messenger*, Galileo's own words are harder to read than the rest of the text because they are in script and require more thought and interaction. The reader is sometimes required to physically move the book around in a circle to read the words. The reader can also choose the level of interaction with the book – read the easy print or read the harder script. Also, the reader can choose the amount of information wanted – what is contained in the easier print and/or

what is contained in the script.

3. Change in boundary (Access). *Starry Messenger* deals with a subject not normally presented in children's books of the past – that the Catholic Church was wrong in persecuting Galileo and actually admitted this in 1992. Subjects that have traditionally been taboo for children's ears and eyes are now being discussed in children's books.

A DIFFERENT VIEW

Dresang argues that the digital age, with its open access to information, has also brought a different view of childhood. There was a time when children were viewed as depraved and in need of redemption. The current viewpoint is that children are innocent and need to be protected from the evils of the world.

However, Dresang says that we are beginning to realize today that information is so accessible that children cannot be protected from everything. We cannot continue to raise the walls higher around children or around access to information because it is just not practical. We would be better off putting our energies into teaching children how to deal with what they are going to encounter.

This access to information has led to a third view of children – as partners with adults. Dresang cites examples of children who have shown other children, their parents, and their teachers how to use email or get on the Internet. Adults no longer totally own or have sole access to information. Fortunately, children are cooperative and very willing to share what they know with others.

So, does she believe these books are "good?" She says, "Yes!" because the "handheld hypertexts" force a higher level of engagement on the part of the readers, who cannot remain passive and still make sense of the text." (p. 240). The more the reader is actively involved in the experience, the more he or she learns.

Stella Wheat

Library Director

Lamar County Library System

MLA Executive Board Minutes

MAY 5, 2000

Board Members Attending

Billy Beal, *ALA Councilor*
Cecelia Delbridge, *Special Libraries*
Ruth Ann Gibson, *Secretary*
Cindy Harrison, *School Libraries*
Robert Lipscomb, *Public Libraries*
Shirlene Stogner, *Treasurer*
Suzy Turner, *Past President*
Rhonda Tynes, *President*

Others Attending

John Pritchard, *Mississippi Library Commission*
Rahye Puckett, *Mississippi Library Commission*
Mary Julia Anderson, *MLA, Executive Director*
Terry Latour, *Vice-President Elect*
Barbara Carroon, *Friends of Mississippi Libraries*
Ann Branton, *Mississippi Libraries Editor*

The meeting was called to order by president Rhonda Tynes at 10:33 a.m. Agenda attached.

MINUTES

Cecelia Delbridge moved that the minutes from the March 17, 2000, meeting be accepted as written and distributed. The motion was seconded by Suzy Turner and was passed.

TREASURER'S REPORT

Shirlene Stogner distributed copies of the report as of April 30, 2000 (see attachments). Robert Lipscomb moved that the report be accepted as presented. The motion was seconded by Suzy Turner and was passed.

ALA REPORT

Billy Beal reported that John Berry is the new president of ALA. He briefly discussed the fourth draft of "Core Values of Librarianship" (see attachment) and noted that he will transmit to the ALA summer conference any

responses or comments that the membership has regarding this document.

SELA REPORT

Suzy Turner reported for Glenda Segars on the SELA Leadership Meeting held in April (see attachment). Turner also announced the establishment of an annual GALE/SELA Continuing Education Committee Professional Grant (see attachments) of \$500 to be awarded to a new professional SELA member in each state. Additional information is available on the SELA web site: <http://www.seflin.org/sela/conf2000/html>. Turner noted the formation of the new SELA Circulation and Reserve Round Table (see attachment).

SECTION/ROUND TABLE REPORTS

Lipscomb, Cindy Harrison, and Delbridge described their various section programs for Conference 2000.

Ann Branton announced that the Technical Services Round Table would be holding a cataloging workshop on May 17.

COMMITTEE REPORTS

Election – Ruth Ann Gibson announced for Deb Mitchell the following new MLA officers for 2001: Terry Latour, vice-president/president-elect; Kaylene Behm, secretary; and Keith Coleman, treasurer.

Legislative – John Pritchard reported for Frances Coleman that the past legislative session was an odd one, with some gains and some losses. He noted that the National Legislative Day in Washington, D.C., was successful (see attachment). Pritchard announced that a \$50,000 Phil Harden Foundation grant and a matching LSTA grant were being used to place PLATO in all public libraries possibly as early as this summer. Mississippi is the first state to offer PLATO statewide. Pritchard also announced that Mississippi recently became the fortieth state to be named a Center for the Book.

Pritchard said the following names were being submitted by MLC as Mississippi's

nominees for ALA/ALTA's outstanding advocates and programs for libraries: Dr. Lora Long, MAGNOLIA, Friends of Mississippi Libraries, Inc., Barbara Carroon, Loura Currier, Mary Love, Peggy May, Dr. George Lewis, Augusta Richardson, and Whitman Davis.

Friends of Mississippi Libraries – Barbara Carroon reported that Friends would sponsor a program on oral history projects at MLA conference.

Scholarship – Turner reported for June Breland (see attachment) that the 2000 Peggy May Scholarship recipient is Rose Johnson Lockett. Mary Julia Anderson will take care of the complimentary MLA membership. A flyer to raise funds for the scholarship by honoring outstanding librarians is to be mailed with the next general mailing. Turner moved that the name of the donor and honoree be printed in *Mississippi Libraries* when requested. After being seconded by Delbridge, the motion was passed.

OLD BUSINESS

Beal reported that all librarians in the Meridian school district had lost their jobs for next year because of money, thereby jeopardizing the district's accreditation. He will be following this situation.

ANNOUNCEMENTS

Turner noted that Mississippi State University is trying to become a member of the Association of Research Libraries.

Rahye Puckett announced that John Pritchard and Frances Coleman have been selected to the SOLINET Board.

ADJOURNMENT

The meeting was adjourned at 11:47 a.m.

Respectfully submitted,

Ruth Ann G. Gibson
Secretary

MLA Treasurer's Report

MLA FUND REPORT "Fund Balance as of October 13, 2000"

Assets		
Account	Description	Amount
1001	DGNB 500-2601953	57829.98
1002	DGNB 5 yr CD	14022.40
1003	TRMK P May Brokerage Acc	4961.12
1004	8009823 TNB 2 YR CD 2/01	5367.70
1005	8009829 PMAY TNB 2 YR CD	5351.59
1006	P May-Federal Home Loan	5038.88
1007	B. Steam/P May m. fund	5000.00
2000's	Fixed Assets (less depreciation)	2671.00
Total Assets		\$100242.67

Liabilities		
2000's	Taxes Payable	287.35

Equity		
3010	General Fund	43394.81
2120	Peggy May Fund	16551.67
2130	ANRT Fund	2295.52
2140	2YCRT Fund	832.15
2150	GODORT Fund	397.07
2160	LIRT Fund	628.91
2170	YPSRT Fund	2123.19
2180	ECTRT Fund	353.81
2190	TSRT Fund	960.69
2210	SCRT Fund	254.46
2220	NMRT Fund	145.30
2250	Black Caucus Fund	318.57
2260	Past President's Fund	146.16
2270	Property Fun & Fixt	137.68
2280	Property Equip & Compute	1424.26
	Net Income	29991.07
Total Liabilities and Equity		\$100242.67

MLA FUND REPORT "Income as of October 13, 2000"

Account	Description	2000 Budget	YTD (oct00)
General Income			
5200	Membership Dues	20000.00	17650.00
5202	Interest-General Fund	1500.00	918.07
5352	Peggy May Scholarship Donations		1022.00
5351	Interest Income-Peggy May		122.48
5204	Investment Gain (Loss)		65.31
Section Income			
5420	Public Library Section Income		3555.90
5410	ACRL Section Income		808.50
5404	Special Section Income		450.00

Roundtable Income			
5610	ANRT Membership Income		102.00
5620	2YCRT Membership Income		66.00
5622	2YCRT Other Income		512.50
5630	GODORT Membership Income		48.00
5640	LIRT Membership Income		60.00
5650	ECTRT Membership Income		33.00
5660	NMRT Membership Income		42.00
5670	YPSRT Membership Income		96.00
5680	TSRT Membership Income		108.00
5690	SCRT Membership Income		30.00
5695	Black Caucus Membership Income		54.00
5697	Black Caucus Other Income		1201.00

Convention Income			
5550	MS Author Awards	5000.00	3775.00
5510	Convention Registration	15000.00	9390.00
5520	Convention Exhibit Fees	23000.00	15325.00
5440	Convention General Session	5000.00	2680.00
5560	Past President's Income		150.00

NLW Income			
5301	NLW Registration	5000.00	5325.00
5302	NLW Promo Materials	100.00	179.50

MS Libraries Income			
5221	ML Advertising	1500.00	1006.25
5222	ML Subscriptions	350.00	400.00
Total Income			\$65175.51

MLA FUND REPORT "Expenditures as of October 13, 2000"

Account	Description	2000 Budget	YTD (oct00)
Operating Expenses			
6001	Executive Secretary Salary	11550.00	5964.00
6004	Executive Secretary FICA	1045.00	563.12
6100	Accounting Fees	2400.00	1700.00
6210	Bank Charges	600.00	25.76
6220	Bank Credit Card Fees		186.10
	Donations (Gift ALA Washington Office)	100.00	
6310	Maintenance and Repairs	500.00	543.77
6320	Postage	1700.00	945.00
6340	Office Expenses	2000.00	613.16
6350	Telephone	2200.00	1424.70
6410	Travel-President	3000.00	2232.39
6420	Travel-Vice President	2500.00	1109.70
6430	Travel-ALA Councilor	1500.00	
6440	Travel-SELA Representative	1000.00	424.00
6450	Travel/Training-Executive Board	1000.00	
6360	Dues-ALA & SELA	100.00	105.00

Section Expense			
6500	ACRL	500.00	
6520	Public	500.00	65.60
6520	School	500.00	
6530	Special	500.00	
6540	Trustee	500.00	6.29

Roundtable Expense			
6830	GODORT		15.26
6865	TSRT		59.36

Committee Expense			
6610	Awards	200.00	
6630	Legislative	1800.00	110.00
6770	MS Authors	5000.00	39.35
6650	NLW	5000.00	4330.66
6620	Conservation	500.00	
6640	Membership	200.00	37.93
6660	Scholarship		633.00

Convention Expense			
6710	Convention Exp-Exhibits	5000.00	125.00
6720	Convention Exp-General Session	5000.00	
6740	Convention Exp-Hospitality	150.00	
6750	Convention Exp-Local Arrangements	5000.00	
6760	Convention Exp-Registration	200.00	226.80
6730	Convention Exp-Printing	400.00	79.88
6770	MS Author's Award Expense		39.35

Mississippi Libraries Expense			
	ML-Total	18800.00	
6910	ML-Mailing		490.15
6920	ML-Miscellaneous Expense		64.98
6930	ML-Printing		12778.00

Total Expenses			\$34938.31
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MLA 2001 Committee Assignments

2001 COMMITTEES

Archives and History

Chair: Rebecca Nations
David Juergens
Peggy Price
Stanley Hastings
Mary Julia Anderson

Awards

Chair: Paulette Entrekin
Deborah Lundy
Ann Branton
Mary Chrestman
Lynn Shurden

Conservation

Chair: David Juergens
Peggy Price
Mary Hamilton
Irmgard Wolfe

Constitution and Bylaws

Chair: Brooke Lippy

Continuing Education

Chair: TBA
Susan Cassagne
Margaret Jane Starns
Brooke Lippy
Deborah Lee

Copyright

Chair: TBA
Erica Coe
Carol West

Election

Chair: Ruth Ann Gibson
Paulette Entrekin
Shirlene Stogner
Paul McCarver
Deb Mitchell
Pam Gee

Fiscal Management

Chair: Pat Matthes
Rhonda Tynes
Henry Ledet
Shirlene Stogner
Mary Julia Anderson
Ann Branton
Joe Tynes
Jim Anderson
Missy Lee
Terry Latour
Keith Coleman

Handbook

Chair: Ruth Pierce
Janice Garrett
Nancy Tenhet
Kaileen Thieling

Mary Julia Anderson
Henry Ledet

Intellectual Freedom

Chair: Carol West
Kelly Ann Griffiths
Erica Coe

Insurance

Chair: Richard Green

Internal Audit

Chair: Tom Henderson
Deb Mitchell
Shirlene Stogner
Mary Julia Anderson

Legislative

Chair: Glenda Segars
Co-Chair: Deb Mitchell
Pamela Pridgen
Barbara Carroon
Russell Burns
Susan Cassagne
Frances Coleman
Paulette Entrekin
Josie Roberts
Richard Green
Rhonda Tynes
Joe Tynes
Randy Sherard
Marion Francis
Emma Ainsworth
Jim Anderson
Terry Latour
Prima Plauché
Leslie Martin
Jo Ann A. Reid
Larry McMillian
Henry Ledet

Long Range Planning

Chair (2000-2001): Josie Roberts
ACRL Chair: June Breland
ACRL VC: Jeff Slagell
Public Chair: Lou Ann McDonald
Public VC: TBA
School Chair: Cindy Harrison
School VC: TBA
Special Chair: Ronnie Sanders
Special VC: Charlie Pierce
MLC: Emma Ainsworth
ULDC: Frances Coleman
MPLAC: Paulette Entrekin
2YCRT: Juanita Flanders
School Dept. Ed: TBA
At Large (2000-2001):
Janice Garrett

Membership

Chair: Ann Radojcsks

Kathleen Wells
Susan Cassagne
Yvonne Stanford
Margaret Jane Stauble
Erica Coe
Brooke Lippy
Mary Hamilton

Mississippi Authors Awards

Chair: Maria Collins (2000-2001)
Co Chair: Sara Morris (2001-2002)
(2000-2001)
Lynn Shurden
Susan Byra
Kathrine Buntin
Margaret Rodgers
Florence Box
Renee Goodvin
Charlene Longino
(2001-2002)
John Whitlock
Kay Wall
Yvonne Stanford

National Library Week

Chair: Jennifer Smith
Co Chair: TBA
Lynn Shurden
Deborah Lundy
Jean Hudspeth
Kathrine Buntin
Gail Bracey
Connie Machado

Nominating

Chair: Rhonda Tynes
Kay Wall
Deborah Lundy
Suzy Turner

Publications

Chair: Ann Branton
Erica Coe
Deborah Lee
Leslie Jacobs
Sarah Spencer
Renee Goodvin
Brooke Lippy

Publicity

Chair: Suzy Turner
Ann Branton
Jennifer Smith
James Kennedy
Sarah Spencer
Mary Julia Anderson

Scholarship

Chair: June Breland
Louise Plodince
Yvonne Stanford
Kay Wall

Web Page

Chair: Erica Coe
Peggy Price
Suzanne Graham

Information Literacy

Chair: Mary Beth Applin
Kelly Ann Griffiths
Margaret Jane Stauble
Renee Goodvin
Tom Walker

SECTIONS 2001

ACRL

Chair: June Breland
VC: Jeff Slagell

Public Library

Chair: TBA

School Library

Chair: Cindy Harrison

Special Library

Chair: Ronnie Sanders
VC: Charlie Pierce
Sec: Phoebe Terry

Trustee

Chair: Madel Stringer
VC: Randy Sherard

2001 ROUNDTABLES

Black Caucus

President: Theresa Ellison

Friends

President: Frances Delmas

ECTRT

Chair: Sean Farrell

TSRT

Chair: Kathleen Wells
VC: Kim Shipman
Sec: Suzanne Grafton

GODORT

Chair: Phoebe Terry
Sec: Danielle Terrel

2YCRT

Chair: Juanita Flanders
VC: Theresa Ellison
Sec: Ruth Ann Free

SCRT

Chair: Peggy Price

YPSRT

Chair: Victoria Penny

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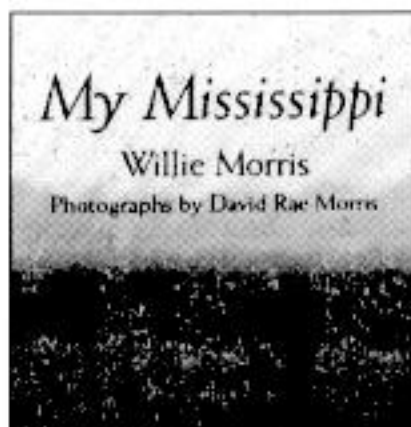
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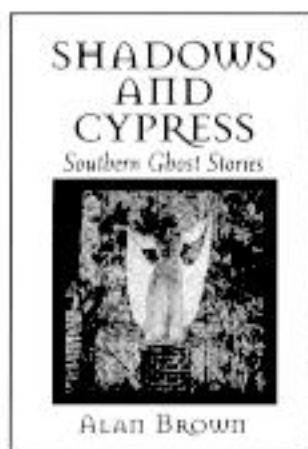
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