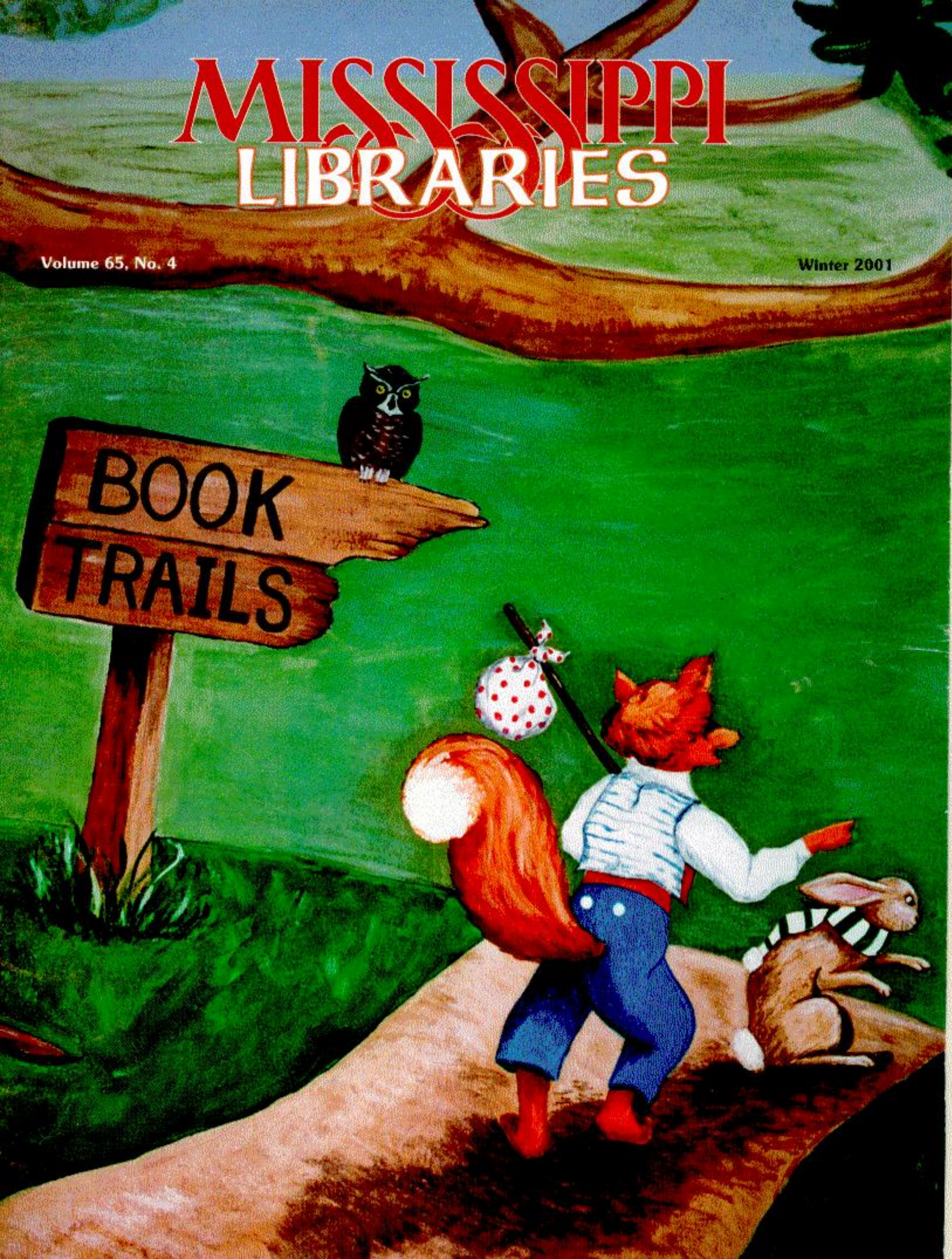


# MISSISSIPPI LIBRARIES

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I experienced a great sense of relief as I handed the gavel to Terry Latour at the conclusion of the Mississippi Library Association's annual conference. I thought about the goals reached and the wonderful work done by the talented and generous members of the association. At the same time, I felt a sense of lost opportunity for all the things we did not accomplish during the past year. Looking forward in January, the year looked more like a century. Looking back in December, it has flown by in what seems like a week.

The board of the association is composed of some of the most wonderful volunteers I have ever had the pleasure to work with. Mary Julia Anderson has done a world-class job as executive secretary. But the group I am most impressed with are the regular members of the association. So many of the members of this association are active, involved and, most of all, deeply committed to libraries and the association.

The National Library Week Committee, chaired by the dynamic Jennifer Smith, did a great job with the legislative workshop and reception. The Legislative Committee, expertly led by Glenda Segars, brought a large delegation to Washington to meet with our national leaders and has done an outstanding job working at the state level during the session and throughout the year. The unflappable Terry Latour and the many committees and individuals involved in presenting the annual conference did wonders making a difficult job look easy. The determined June Breland Schmidt and the Scholarship Committee have nearly reached the seemingly unobtainable goal set for the committee. All of the roundtables, sections and committees have been very active, not just at the conference, but throughout the year.

I want to offer a warm welcome and special thanks to Sharman Smith, new



Henry Ledet

director of the Mississippi Library Commission.

And, I want to thank all of you for making this year so great and to encourage you to continue your involvement in and dedication to the association. Sign up for committees, participate in MLA activities and offer to help in every way you can. So much has changed in the past year. Isn't it great to know you are

a part of an association that is changing the world for the better?



From the Guest Editor:

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

In a growing, evolving field such as ours, it is important to encourage curiosity, problem solving, professional communication and, ultimately, new professional knowledge. The articles in this issue of *Mississippi Libraries* are by students and new librarians. The major purpose of all the papers has been to engage students with substantive research projects that could be shared with the profession. The contributions by Sandra Hayes, Silvia Judd, and Vivian Scott resulted from a competitive Call for Papers sponsored by the Beta Psi (BP) Chapter of Beta Phi Mu (BPM) for the 2001 conference of the Mississippi Library Association. For over fifty years, this national honor society for library and information science has promoted excellence in leadership, scholarship, and service in the profession. Congratulations to these students and new professionals and best wishes for prominent, fulfilling careers!

Articles in this issue regarding the Internet were written in preparation for the day-long Information Policy Colloquium 2001: Internet Filters, sponsored by The University of Southern Mississippi School of Library and Information Science and USM Libraries, which was held on November 3, 2001.

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# Contents

President's Page ..... 99

**Guest Editor:** Thomas D. Walker, The University of Southern Mississippi

Preserving History: Digital Imaging Methods of Selected Mississippi Archivists ..... 101  
*Sandra Hayes*

Starlore: Three Native American Myths ..... 103  
*Silvia Judd*

Multiple Intelligences Revisited: A School Library Media Specialist's Perspective..... 105  
*Vivian Scott*

Politics, Religion, Images and Abortion:  
Do Internet Filters Block Controversial Sources of Information? ..... 107  
*Shugana Campbell, Catherine Holliday, Gregory Johnson, and Thomas Walker*

The Polarizing Effect of Internet Filters: Should ALA Take a Position? ..... 109  
*Richard Marshall*

MLA 2001 Annual Conference Wrap-Up ..... 111

MLA 2001 Annual Conference: Awards and Recognition ..... 113

People in the News ..... 115

MLA National Library Week Activities 2002 ..... 116

Tech Notes, et al. .... 117

Mark Your Calendar ..... 119

Academic Focus..... 120

About Books..... 122

About Children's Books..... 125

MLA 2002 Committee Assignments..... 126

MLA Executive Board Minutes ..... 127

Cumulative Index Vol. 65 ..... 129

On the Cover: Mural painting "Book Trails: Adventure of a Lifetime," featuring Reggie the Reading Raccoon, mascot of the First Regional Library System, is from M. R. Davis Public Library, Southaven, Mississippi; created by Miriam Crowell. Photographed by and used with permission from David Brown, Public Relations librarian.

## MISSISSIPPI LIBRARIES

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Manuscripts must be typescripts produced as a computer file document, Times New Roman font, 12 pt., in MSWord 95 or greater, WordPerfect or ASCII text. Send file as an attachment or submit the file on a floppy disk via surface mail. Manuscripts must be received by the editor by the following deadlines: Spring, February 2nd; Summer, May 2nd; Fall, August 2nd; and Winter, November 2nd. Photographs must be black and white, glossy finish.

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



# Preserving History: Digital Imaging Methods of Selected Mississippi Archivists

*By Sandra Hayes  
Librarian*

*Lauren Rogers Museum of Art  
Laurel, Mississippi*

The digitization of photographs is a useful means of preserving images and making them accessible. Creating a digital image of an original photograph allows access to the image without repeated handling and ensuing deterioration. With appropriate software, multiple subject access points can also be applied to image records, which systemizes image retrieval. Because of the costs involved in implementing a project such as this, this study was undertaken to analyze cost-effective methods of digital imaging of paper-based materials in preparation for such a program at the Lauren Rogers Museum of Art in Laurel, Mississippi.

The Museum's library maintains a local history archive, which includes the Timber History Photograph Collection. The library staff identified these photographs, which are the most frequently requested items in the archive (and from which the accompanying illustrations are taken), as likely candidates for digitizing, for reasons both of preservation (to reduce the handling and light exposure of these fragile documents) and access.

## PURPOSE OF THE STUDY

The study was undertaken to provide information for the digitization program at the Lauren Rogers Museum of Art. A review of the literature revealed that most of the literature had been written by imaging specialists from large research institutions. While the standards they devised were extremely helpful, the equipment and scale used were out of the financial reach of a smaller library with a more modest budget. A sample of small and medium-sized institutions was chosen for this study in order to benefit other institutions similar in size to the Lauren Rogers Museum of Art. Data were gathered by

means of personal interviews with these academic, public, state, federal, and private archivists to elicit information on selection criteria, workstation specifications, hardware and software recommendations, actual steps involved in the digitization process as well as their comments after implementing a digital imaging program.

## METHOD AND ANALYSIS

Ten librarians/archivists were interviewed in the sample. Four stated that their libraries did not have a digital imaging program, and a fifth was in the initial stages of developing one but did not have sufficient experience to complete the interview. From the sample, five librarians/archivists remained to answer the remaining questions. The majority of archivists/librarians in charge of digital imaging projects have advanced degrees, 60% of those in this study have been in their present jobs five years or less, and all of the digital imaging programs in this study are three years old or less.

As expected, staffing and funding were found to be major obstacles in the digitization of materials in libraries and archives in the state of Mississippi. Four of the original ten librarians interviewed had not initiated a digital imaging program, and they all stated that lack of funding and lack of staff were the main reasons for not starting one. With the state limiting the funding given to academic institutions, institutions that had not previously implemented a digital imaging program simply did not have the money to start one. Participants stated that they were reliant upon grants, and when the money was gone, it was gone and it would be difficult to start a project with such uncertainty. Lack of adequate staffing was also a major concern. The participants from the academic institutions responded that they were reliant upon practicum students and volunteers for the extra work, and while that can be an ideal

situation if the student or volunteer is reliable, it can simply generate extra work for the archivist if he/she is not.

## DIGITIZATION HARDWARE AND SOFTWARE

Specific technical tools are necessary in a digital imaging project. Four of the five librarians stated that because images create large files, it is necessary to have as large a hard drive and as much memory as a budget will allow, or else the computer will run far too slowly. A large monitor (17" or larger) was also mentioned by two of the participants as desirable in order to be able to see as much of the image as possible. When asked what drives are necessary for a digitization project, all five respondents agreed that a CD-RW drive was necessary for "burning" image files, as well as a regular CD drive and a 3 1/2" floppy disk drive. Only one librarian also had a zip drive, which she uses to back up image files. All five libraries/archives have at least one flatbed scanner. Every library had a different model of scanner; however, three had scanners by the same manufacturer, Microtek. While the Epson Expression 1640 XL had excellent reviews and is a convenient 12" X 17" size to digitize larger items, the price of nearly \$2700.00 far exceeds the budget allotted. The Umax Astra got very good reviews from the librarian who uses it, but the Microtek ScanMaker 4 and 5 have dual bays. The lower bay allows for the scanning of slides, filmstrips, and transparencies without having any extra layer of glass next to the plastic and is of a good proximity to the light, both of which inhibit the rainbow effect of the "Newton's rings" (concentric rings of colored light sometimes seen around the areas where two transparent surfaces are not quite in contact).

Only one institution had a digital camera. Though it would be very helpful, until there is a marked need for one (e.g.,



large amounts of oversize or fragile materials), the cost of a very good digital camera is currently prohibitive for the Museum's budget. Perhaps with more research a cost-effective, high-resolution model could be found, but that research was not borne out in this study.

Eighty percent of the libraries use Adobe Photoshop as their imaging software of choice. It is the industry standard and has a wide range of utilities that will easily allow one to replicate the original item in a true fashion. Photoshop also interfaces well with many different scanners, and though it is a complex program, it is easy to learn the basics. If one needs to scan a box list or an item with clearly printed material, OmniPagePro OCR software is also easy to use and relatively error-free. Macromedia Dreamweaver was listed as being effective Web design software. Extensive knowledge of HTML code is unnecessary, and global changes can be made.

### **DIGITIZING PROCESS**

The consensus among the institutions was that certain basic steps are indispensable: the development of selection criteria, scanning/optical data processing, creating derivatives, and cataloging the images. Selection criteria were dependent upon what the purpose of the final product was to be. If an image was to be scanned for a patron, as with the state agency, then the patron was in charge of the selection of the item and forms were signed noting restrictions on the use of the image. In the case of the public library, selection involved creating a backup image for data that was in the computer so the information would not be lost. However, because the final product was to be available on the Internet, the selection criteria for the academic institutions had to be more strenuous. Before an image is posted on the Web, a librarian must be certain that there are no copyright problems; the library should either have outright ownership of the copyright, seek permission from whomever owns the copyright, or the item must be in the public domain. At this time, the Lauren Rogers Museum of Art is seeking to digitize its Timber History Photograph Col-



*Eastman Gardiner Sawmill with trestle, ca. World War I. Photograph by L. H. Simmons. Collection of Lauren Rogers Museum of Art Library.*

lection, and there are no copyright problems attached to the items, so the selection phase of the project is complete.

Derivatives are created from the master images. Three out of the five librarians interviewed stated that they first scan the image at a high resolution (300-600 dpi) in an uncompressed TIFF file format for a master, archival copy that is either stored on a CD or a zip disk. From there, a smaller use copy is made at 72-150 dpi in a compressed JPEG format. The smaller file size is necessary on the Internet, as a larger file size would take too long to download. At the Lauren Rogers Museum of Art Library, the main purpose of digitizing the photographs would be for reasons pertaining to preservation and access; however, it would be beneficial to be able to add pictures to the Web site for more people to see rather than just read about what we have in our collections, so it is important to know that a 72 dpi JPEG file is the acceptable format for the Internet.

Not all institutions cataloged images in their digitization programs. Only two out of the five institutions discussed metadata. A reason for the low response may be suggested by the final uses of the images: the state agency has no need to add metadata to the image if they are primarily scanning the photos to give copies to patrons. Likewise, the public library is supplementing the information already in their computers. Two of the academic

institutions, however, have the images with fully searchable metadata on their Web sites. It is possible to have the accession number of the photograph as the file name, although in the long run it will be necessary to investigate further the means of adding metadata to the images in a searchable format.

### **CONCLUSION**

Digitization is of growing importance to institutions of all sizes. While a certain minimum of equipment and expertise is necessary, it is feasible even for modest collections. Keeping abreast of the emerging trends and literature is crucial in such fields as digital imaging. As this is an evolving practice, there is room for much growth and for more applied research.

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# Starlore: Three Native American Myths

By Silvia Judd  
Branch Librarian  
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Mythic stories exist in every culture, spanning the world as humanity strives to explain our existence. Myths help to place us in time and space, often showing that simple acts can change the world. The last century has seen a reemergence of myths and folklore, due to the recent emphasis on heritage and the remembrance of one's people. Children's literature has benefited greatly by this sudden interest, and many folktales and myths are now found in public libraries. A fantastic variety of myths spanning the globe is available, from Vietnamese to Peruvian to South African. In North America there have been wonderful myths from the many Native American tribes. These myths, like those of many other countries, focus on the world, its creatures, and the actions that resulted in the world as we see it today.

Native American starlore is fascinating. Some of the tales center on the existence of stars or of their creation, others describe actions by the stars themselves. While there are many versions of these myths, this article surveys three excellent renditions (Editor's note: the original paper described five myths): *How Raven Brought Light to People* by Ann Dixon, *Coyote Places the Stars* by Harriet Peck Taylor, and *Coyote in Love with a Star* by Marty Kreipe de Montañó. While each is different from the others, these retellings are also given added depth with the mélange of illustration styles. The artwork in each of these books further defines the culture of the story and brings added meaning by showing that which words cannot express.

## RAVEN'S WORLD

"Long ago when the earth was new, so new that the people had no sun or moon or stars for light, there lived a great chief who had three beautiful wooden boxes." Thus we are introduced to Raven's world in *How the Raven Brought Light to Peo-*

*ple*, a world of eternal darkness. Raven has heard of the boxes held by the chief, reputed to hold the sun, moon and stars, and is determined to release them for all to enjoy. By taking the form of a child, Raven gains access to the boxes and, one by one, sets free the stars, moon and sun. Thus it is that the trickery of an animal overcame the selfishness of a man, and the world was given light.

The tale not only describes placement of the heavenly bodies but also gives a reason for the color of the raven. When Raven found a chance to free the sun, he took it – but not before the chief caught sight of him. As Raven took on his bird



form and flew toward the smoke-hole with the sun in its box, the chief quickly magicked the smoke-hole shut. But Raven forced his way through the sooty opening, explaining why ravens have been black ever since.

The illustrations of *How Raven Brought Light to People* are fascinating in the contrast between light and dark. James Watts uses dark blues and greens to portray a world of darkness while silvery white and a bright gold reflect the sudden burst of the sun, moon and stars into the world. Watts details the woodcarvings of the Tlingit Indians in the boxes holding the world's light and in the

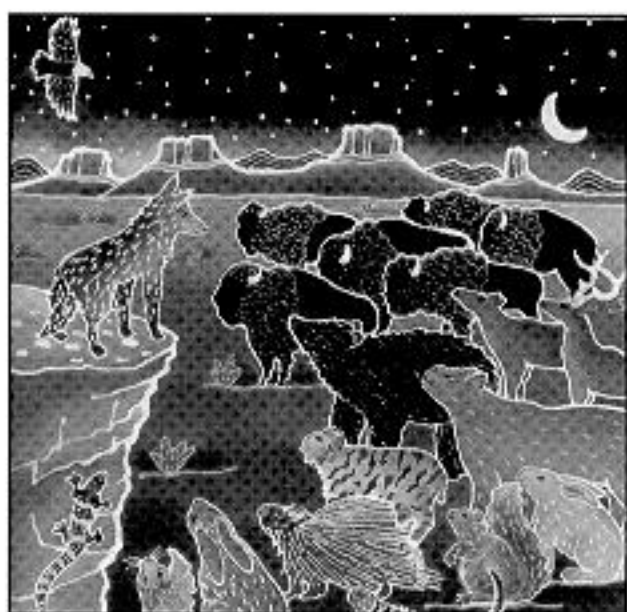
totem poles and carved canoes of this culture. Clothing is also accurately rendered, as are blankets, jewelry, and other adornments. There is wonderful detail in the robes worn by the chief, complete with fringe and a number of patterns representing animals and human representations of animals. The reader is given an excellent opportunity to encounter the culture of another people and time.

## COYOTE PLACES THE STARS

The next legend, *Coyote Places the Stars*, is retold and illustrated by Harriet Peck Taylor. In this book, the endpapers are of particular interest, streaky with dark blue and black and filled with gold and white stars. At the front of the book the gold stars are scattered randomly throughout the sky, but the final endpapers show the gold stars forming the shapes seen in the sky at the end of this legend. By using the endpapers as part of the story, Peck adds another dimension. A legend of the Wasco Indians, the illustrations reflect the deserts, plains, and rivers of the Northwest. Taylor's illustrations are not rounded or three-dimensional, for she produced them by using dyes on fabric, enabling her to create illustrations reflecting the culture. The animals are stylized and simple except for the lizards, which sport a variety of designs and colors. The colors here are also deep blues, greens, and gold with the addition of warm sierra browns. Taylor sets the story apart with her use of border designs reflecting those seen throughout Wasco art.

Here we meet Coyote, an inquisitive creature who decides to explore the sky and all within. Though he entertains himself with typical coyote pastimes, he is quite good with a bow and arrow, a skill that serves him well throughout the story. He first uses them to fashion a ladder to the heavens, notching one arrow on another to the moon. Once he reaches the moon, Coyote is not content to merely observe. Instead, he discovers that by shooting his remaining arrows at the stars, he can arrange them in whatever patterns





he likes. So he makes star patterns of himself and his animal friends, then returns to earth. When he arrives on earth, Coyote calls all his friends together with his howling and displays his feat to them, followed by a great feast. So it is today that when you hear a coyote howl at night, it is the great Coyote bidding you to look at his handiwork in the heavens.

Again we encounter an animal with skill and craft, one that takes what he is given and uses it to change his world. While Raven altered the universe with additions to the heavens, Coyote merely arranges what is already there. Coyote interacts with animals rather than people and, like Raven, intends to enhance others' lives with beauty. Raven gave the world light and Coyote changed one of these light forms, enhancing the beauty of the sky and the wonder of the world.

### COYOTE IN LOVE WITH A STAR

The third myth here explored gives a radically different viewpoint. The myth comes from the Potawatomi people, who inhabited the Great Lakes area before being herded into the Midwest. However, there is no obvious Native American portrayal here – in fact, except for the few words that tell of the origin of the story, it seems like a legend from the twentieth century. This is largely due to the author's and illustrator's transporting *Coyote in Love with a Star* into modern times.

At the Potawatomi Reservation, jobs were scarce, so Coyote decided to leave for New York City. Traveling in his Volkswagen van, complete with flowers and LOVE blazoned across the sides, he entered the city, the new world bursting

upon him. He soon gained a job as a Rodent Control Officer and it was in doing this job that he fell in love with a star. One night, the star came close and, taking his paw, drew him up into the sky with her. But instead of taking him back to the roof after the dance, the star dropped him and he fell into Central Park, creating a deep hole now known as the Reservoir. The coyotes we hear



howling today are still scolding the star that dropped their ancestor.

What is so strange about this tale is the obviously modern interpretation of the actions. Coyote, in his van from the '70s and complete with cowboy boots and fry bread, is a strange mix of times and cultures. The illustrations by Tom Coffin are wonderful with their bright primary and secondary colors. The reader is presented with a New York City that never was. The streets are clean, there are no graffiti and the traffic is actually traveling in

straight lines. The illustrations appear to be done in crayons of some form – you can almost smell the wax and feel the texture of the medium. It looks as though a first grader was given the job of illustrating the tale and did a wonderful job. The picture of Coyote falling back to earth is especially humorous, as he is spread-eagled above the Earth with his tongue hanging out.

These myths are among many of great importance in children's literature. Myths give the ultimate access to what is important in a culture because they hold clues to the meaning of its existence. Even when we cannot comprehend all that is held within, we should recognize the power of these words and understand that they have been written down so that an oral culture may connect with a culture of the written word such as ours. We should be grateful that we have been given this chance to encounter these myths and hold them as dearly as we hold our own.

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# Multiple Intelligences Revisited: A School Library Media Specialist's Perspective

By Vivian Scott

School Library Media Specialist

John W. Hubert Middle School

Savannah, Georgia

How do people learn? What is intelligence? If learning is valued, then we ought to value the process of learning as much as the result of learning. My life is akin to a rushing river as it bends and curves on its sojourn to the ever-present sea. My mind will dry up if it is not replenished by streams of new learning, which brings me to the commencement of my second adulthood. In the summer of 1998, for the first time in fifteen years and to the amazement of my adult children, I went back to school for a second graduate degree as a student at The University of Southern Mississippi. I have absorbed much in my careers as a student and media specialist, including a new perception of the nature of intelligence. This paper summarizes recent research into the idea of "multiple intelligences," which has implications for educators of all kinds, including those in school library media centers.

Arguing that reason, intelligence, logic and knowledge are not synonymous (Brualdi, 1996), Howard Gardner (1983) proposed a new view of intelligence that is rapidly being incorporated in school curricula. Gardner (Gardner and Hatch, 1989) defines intelligence as the "capacity to solve problems or to fashion products that are valued in one or more cultural settings." Using biological as well as cultural research, he formulated a list of intelligence types, which differs greatly from the traditional view that recognizes only the verbal and computational.

## INTELLIGENCES DEFINED

Gardner defines the following kinds of intelligence:

- Logical-Mathematical Intelligence

- Linguistic Intelligence
- Spatial Intelligence
- Bodily-Kinesthetic Intelligence
- The Personal Intelligences
- Naturalist Intelligence

The ideas of the past century which emphasized (heightened today by *The Bell Curve*, Herrnstein and Murray, 1994) that intelligence is a single entity are replaced by the assertion that all humans possess at least eight separate and coordinated intelligences (Armstrong, 1998). Over the decades, scholars and students of intelligence have continued to debate three questions (Gardner, 1999). First, is "intelligence" singular, or are there various, relatively independent intellectual faculties? Purists, from Charles Spearman (1904), an English psychologist who conducted research in the early 1900s, to his latter-day disciples Herrnstein and Murray (1994), have defended the notion of a single, supervening "General Intelligence." Pluralists, such as the University of Chicago's L. L. Thurstone (1938), advocated seven "vectors of the mind." The University of Southern California's J. P. Guilford (1967) discerned up to one hundred fifty "factors of the intellect." All seem to have arrived at a consensus that intelligence is composed of many dissociable components. The general public usually focuses on a second, even more contentious question: is intelligence (intelligences) predominantly inherited? Gardner (1999) states that this supposition by the general public is a "euro-centric" question.

Gardner (1999) views intelligence assessment as perilous, creating unanticipated consequences that may foster abuse of the very principles that support the premise. The assessment batteries depend strongly on linguistic skills and confuse interest in intelligence with a demonstrated skill in that intelligence.

Another risk in the "assessment mentality" is the tendency to label children and others. This involves two erroneous assumptions:

1. We know exactly how to assess intelligence.
2. Determination of intelligence represents a lasting judgment.

The Multiple Intelligence Theory can be made consistent or inconsistent with a myriad of practices, goals and values. The theory stipulates neither what to teach nor how to teach it, but it emphasizes that there is no direct link between a scientific theory and a set of educational moves. The Multiple Intelligences Theory is not an educational prescription. There is always a gulf between scientific claims about how the mind works and actual classroom practices. Educators are in the best position to determine whether and to what extent this theory should guide their practice. The theory does not question the existence of a general intelligence, but probes the possibilities of intelligences not covered by one concept.

## APPLYING MULTIPLE INTELLIGENCE THEORY

Gardner (1999) recognizes three main ways that educators can use the Theory of Multiple Intelligences:

1. Cultivate desired capabilities and talents in students.
2. Approach a concept, subject matter, and/or discipline in a variety of ways.
3. Use the personal touch as human differences are viewed seriously.

Despite the strong possibility that intelligence testing will remain with us indefinitely, Gardner's Multiple Intelligences Theory (1999) and research have provided a different premise, namely that intelligence is too important to be left to the



intelligence testers. After all is said and done, who is testing the "test givers"? Regardless of whether one believes there is one intelligence or twenty, or whether one thinks early experiences are more important than later ones, or the reverse, one is still free to implement any number of educational approaches. In an art such as teaching, the proof comes down to whether a given approach works. It matters little whether the theory was correct, because it is not what was done yesterday, or what may be done today, but it is what teacher-educators are prepared to do every day that is important.

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# Politics, Religion, Images, and Abortion: Do Internet Filters Block Controversial Sources of Information?

By Shugana Campbell,  
Catherine Holliday, Gregory Johnson,  
and Thomas Walker, SLIS  
The University of Southern Mississippi

Libraries of various kinds use filters to block inappropriate Internet sites from users. System settings may correspond with predetermined degrees of appropriateness: school libraries, which are found in institutions that serve *in loco parentis*, have the most rigorous control; public libraries have taken various stands regarding whether to filter, and if so, at what level; corporations acquire filters to prevent non-business-related Internet searching activity; and some academic libraries filter content or certain types of activity. While many maintain that complete freedom of expression and freedom of access must remain intact, others argue that the need to protect children and adults from harmful material overrides concerns about issues of expression and access. Of special concern to librarians and other information professionals is the need to provide access to useful

information, whether for research or personal use. The present study was designed to test whether filters block Web sites that are potentially controversial for reasons other than obscenity. If such sites are routinely blocked because they contain or promote ideas that are inconsistent with mainstream ideologies, then it could be argued that they infringe on freedoms of expression and access to information.

## LITERATURE REVIEW

There are many articles and other resources about filters, but few that systematically address the effectiveness of Internet filtering. Several articles in trade publications, such as *PC Magazine* and *Consumer Reports*, test the merits of individual filters for effectiveness and ease of use. One study was conducted by Christopher Hunter and is listed on the Children's Online Protection Act (COPA) commission's Web site (<http://www.copacommission.org/>). Having evaluated filters to determine whether they under- or over-blocked sites, Hunter concluded that

filters both over-blocked harmless sites, and under-blocked inappropriate sites. Karen G. Schneider and other librarians led another informal study, The Internet Filter Assessment Project (TIFAP), in 1997. The librarians developed a group of test questions, which approximated the reference questions they routinely encountered in their work, and then attempted to find the answers to the questions with various filters installed. The study found that Internet filters block important information unless they are set on the most minimal settings see <<http://www.bluehighways.com/tifap/>>. Other studies from the same period, many listed on the Peacefire Web site <<http://peacefire.com/>>, found fault with a range of filters. One useful source describes how filters work and how they may be tested and rated: <<http://www.efftech.net/libfilter.html>>. Another study evaluated the effectiveness of several popular Internet filters <[www.copacommission.org/papers/filter\\_effect.pdf](http://www.copacommission.org/papers/filter_effect.pdf)>. Lastly, a bibliography by Christopher Hunter provides many

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<<http://www.ala.org/alaorg/oif/hunter-bibliography.html>>.

### METHODOLOGY

For this study, the overarching problem is whether filters block controversial, non-obscene, but potentially useful information. Seeking access to a control list of Web sites in unfiltered and filtered systems tests the driving thesis that filters do indeed block such sites.

Four topics and several subtopics were chosen to represent a wide array of ideological points of view, some being widely-held, mainstream attitudes or belief systems, others being potentially controversial. The Google system of topics, which is a directory of thousands of pre-selected categories of resources, was used to generate about 200 Web sites to be tested in non-filtered and filtered environments. The general topics were politics (including political groups), religion, abortion, and potentially controversial images. For the last category, the subsection of Google devoted to images was used to generate the test Web sites. For each topic, between 3 and 5 innocuous and controversial subtopics were chosen in order to determine if controversial topics would be disproportionately blocked. The URLs for the first 10 items from each Google category (in the default "Google Page Rank Order" rather than alphabetical order) were gathered for testing the filters. In cases in which a site could not be accessed, the next listed URL was chosen. The master list of URLs was distributed among the researchers and tested with sample filters in place on October 28 and 29, 2001. For filters that allow profiled filtering, a medium level of access was chosen. For items that were blocked, the URLs were recorded and, if the software was capable, rationales for the items' being blocked were provided. Four sample filters were chosen because they were relatively well known and had free trial versions for use on personal computers: Cybersitter, Cyber Patrol, X-Stop, and We-Blocker. The following topics and subtopics were tested on the four filters:

### FINDINGS

Of the approximately 200 sites in all

TOPIC	SUBTOPICS
<b>Politics</b>	Conservative politics, liberal politics, socialism (personal pages), anarchism (personal pages), and U.S. elections
<b>Religion</b>	atheism (organizations), anti-atheism, pro-gay Catholic sites, Independent Baptists, Pagan parenting
<b>Images</b>	Sites retrieved using terms associated with potentially controversial topics, including examples of violence, racism, hate, medical photographs/procedures/results, and art. The search terms retrieved sites with images of lynching, silicone implants, nudes (artwork), fetuses, and autopsies.
<b>Abortion</b>	Pro-choice, pro-life, RU486, medical abortion

tested categories and subcategories, Cybersitter 2001 blocked one <<http://www.ggmanx.clara.net/nudes/nude4.htm>>, an electronic reproduction of a work of art on the Web site of Graham Gibbs, a professional artist in England, who specializes in images of dolphins, nudes, landscapes, and machines.

Cyber Patrol blocked two of the sample sites, one being an Internet service provider site that was inexplicably categorized as a pro-choice abortion site <<http://www.cais.com/agm/main/index.html>>, the other a site at which an image was located that fell under the Google image search, "Fetus" <[www.crystalinks.com/personal.html](http://www.crystalinks.com/personal.html)>. The latter was from a personal Web site promoting the understanding of human/alien hybrid beings and illustrated with a human/alien hybrid fetus. X-Stop (version 3.04DX) blocked none of the sample sites. We-Blocker blocked 14 of the sample sites, with the most frequently cited reasons being "pornography," "hate speech," and "adult content." The following table contains the number and percentages of sites blocked for each of the four filters tested:

Filter	Number of Web sites blocked	Percent of Web sites blocked
Cybersitter	1	0.5
Cyber Patrol	2	1.0
X-Stop	0	0.0
We-Blocker	14	7.0

The percentage of sites of potential research use blocked by the filters studied here ranged from 0% (X-Stop) to 7%

(We-Blocker). The thesis that filters block controversial, non-obscene, but potentially useful sites was not significantly supported. This is a noteworthy finding because it contradicts the results of many earlier studies. The finding may imply that during the last few years, some Internet filters, set at "medium" blocking levels (if they are customizable), do indeed allow access to potentially controversial Web sites. Of course the findings should be understood within the context of several important limitations of this study.

The study does not examine access to file transfer protocol activities (FTP), newsgroups, chat rooms, games, e-mail, or some other features that can be blocked by some filtering programs. Because just four filters were tested, results from this study do not apply to all filters. The filters, selected partly because they could be downloaded to a personal computer for a free trial, may not represent filters that reside on servers or have no free trial options. While the topics were chosen to represent a broad range of mainstream and peripheral ideas, they represent a small sample. Lastly, if the tested filters allowed for customization according to user age or material type, they were set at "medium" levels, not "intense" or "non-intense" levels of filtering.

To learn more about the efficacy of filters, it would be useful to examine more filtering programs, including those used with networks; to test additional and more varied topics; to test other kinds of searching besides sample URLs (key words or general queries, for example); to determine if filters can be circumvented; and, to test the ability of filters to exclude obscene or other objectionable material.



# The Polarizing Effect of Internet Filters: Should ALA Take a Position?

By Richard Marshall  
Graduate Student, SLIS

*The University of Southern Mississippi*

Due in part to the enactment of the Children's Internet Protection Act (CIPA), there is a battle raging about how to protect children from exposure to the pornography, obscenity and sexually explicit material prevalent on the Internet while at the same time preserving freedoms of speech and access to information. Opinions are polarized. Advocates of conservative family values, such as the American Family Association (AFA) and the Family Resource Council (FRC), favor more complete filtering of a broad range of sites. At the other end of the spectrum, there are the American Library Association (ALA) and the American Civil Liberties Union (ACLU), which are opposed to libraries having Internet filters (especially federally mandated filters) and which maintain that parents alone should be censoring the Web surfing habits of their children. ALA, the ACLU, individual citizens, and various other organizations have challenged CIPA, claiming that it violates the First Amendment. In addition, these groups claim that filters are incapable of adequately blocking inappropriate Web sites. It may be argued that filters – flawed or not – are here to stay and that ALA should seek a middle ground that protects children and can yet preserve the rights of adults to free and open access.

The uncompromising stance of ALA may result in a greater restriction on the use of the Internet in public and school libraries. One might argue that ALA should be looking past the CIPA verdict, because the problems facing libraries with Internet access are greater than this one piece of legislation. In addition, John Berry, ALA President, has himself said that 95% of all public and school libraries have some type of filter or policy restricting access to minors. If ALA prevails in overturning CIPA, will it then challenge

those libraries and librarians who disagree with them?

## BEYOND CIPA

The federal government has held off the implementation of CIPA until July 2002, and the ALA/ACLU lawsuits are expected to go to trial in March 2002. However, the resulting verdict may have no effect on other related problems. In Minneapolis, a dozen public librarians filed a formal complaint with the Equal Employment Opportunity Commission (EEOC) claiming that they were forced to work in a hostile environment because of exposure to sexually explicit images. The EEOC has preliminarily agreed. The Minneapolis Public Library has issued new guidelines, which limits the amount of time spent on the Internet to one hour per person out of every six hours. Patrons may not access obscene or pornographic images. In addition, patrons must sign in with their library card. Once a patron logs off, there will be no record of the Web sites he/she has visited. If the EEOC's final decision is in favor of the Minneapolis librarians, it may then issue guidelines that require blocking software or some other stringent Internet use policy that ALA may find even more distasteful than CIPA.

There are local laws that may follow on the heels of the first anti-obscenity law made specifically for libraries. In the case of Jefferson Parish (Louisiana), a local ordinance forbids the viewing of obscene images. The public libraries have posted alerts on the new law near the public computers in each of the 16 libraries in the system. A new library policy calls for the reporting librarian to ask another librarian to witness the offense, agree that the image is obscene, and then to call police from another area of the library. These Internet use policies and laws seem to be in direct contrast to the position taken by Judith Krug of the Office Intellectual Freedom, a division of ALA. According to the *New York Times*:

"Krug doesn't buy the argument that libraries need to be sensitive to patrons who might pass computer terminals and view images they find offensive. And she added: 'I have a real problem when people say, Well, I walked by and you should have seen what was on the computer screen.' Well, don't look sweetie. It's none of your business. Avert your eyes."

Ultimately, ALA may find itself in endless court battles with many ALA members who oppose its position on CIPA. It is conceivable that nearly all public and school libraries in the United States will have installed filters for minors by the time CIPA is resolved. If CIPA is ruled constitutional, then ALA may find it more difficult to make future challenges on the subject of filters. If ALA prevails, then disconnecting these filters across the nation may be a political nightmare, since CIPA enjoys widespread support from both Republicans and Democrats. The bill was authored by Republican Sen. John McCain and signed into law by Democrat Bill Clinton.

## CONSENSUS OF PUBLISHED OPINION

As is usually the case with controversial issues, there is a tremendous amount of literature about CIPA and Internet filters. Nearly every journal dedicated to the field of library science has taken up the issue, and few oppose ALA's stance. A search of newspaper archives for the first six months of 2001 reveals dozens of references in each of the major newspapers in the U.S. Almost all of these articles are reports of the CIPA legislation, litigation, and surrounding controversy. On the Internet, there is a huge number of Web sites that oppose CIPA and filters in general. The consensus of the anti-filtering Web sites is that filters are unworkable and unconstitutional. There are very few pro-



filtering Web sites that offer any in-depth analysis. Perhaps the best are Filtering Facts (<<http://filteringfacts.org>>) and The Family Resource Council (<<http://www.frc.org>>). Both of these sites address the constitutionality of filters. One of the most difficult problems in review of the literature is the unsettled litigation. Another equally challenging problem in the literature is finding accurate assessments of filters. The Internet changes constantly, and a spot check of the approximately 30 Web sites that listed subjects that were reported to be inaccurately blocked demonstrated that all could be accessed through the AOL filter and CyberPatrol. The inaccuracies in the anti-filtering literature may be due in large part to rapid response by filter operators and rapid change in technology. Due to this state of flux, it is useful to rely on Web sites of organizations such as ALA, FRC, Filtering Facts & the Electronic Freedom Forum and companies like SurfWatch & AOL that operate filters.

### CONCLUSION: A COMPROMISE

Considering the current state of the litigation and debate on CIPA and filtering, it may be somewhat premature to make any conclusions about this issue. Perhaps G. Edward Evans summed it best in *Developing Library and Information Center Collections*:

"As we enter the twenty-first century, libraries appear to be 'caught between a rock and a hard place' on this issue, as long as they offer Internet access to the public. Some of the general public, governing boards, and elected government officials want libraries to use filter software that will deny access to certain types of sites. Others, believing in free speech (First Amendment), do not want filtering."

There may be no permanent solution to the controversy at this moment, but it

may be useful to examine the role of ALA in this situation. Should ALA, which is a large and diverse professional association, advocate for one extreme point of view? I believe it must be an advocate for all librarians, not just the individuals who "toe the line." Perhaps it is best that ALA withdraw from the CIPA court challenge. Yes, it is important to test the constitutionality of CIPA, but the ACLU is more than capable of arguing the case. ALA can then begin to focus its resources on building bridges with librarians, who are in the trenches having to witness "peep shows" on a daily basis. Advocating improved, multifaceted filters, such as CyberPatrol, might be one way for ALA to encourage more local control of access to items according to community standards. This would allow access to be modified for age groups, time of day and level of clearance. ALA does an excellent job of providing the information libraries need in the event that CIPA is upheld. However, ALA is so adamantly opposed to filters that some librarians who support software filters may be intimidated and disillusioned.

The implications are enormous if a compromise cannot be reached. Not only may librarians be bitterly divided, but librarians (such as those in Minneapolis) and even library users could sue American libraries on the grounds of sexual harassment. It is conceivable that librarians could be arrested for child endangerment if children are repeatedly exposed to obscene material. Of course, there are no easy solutions, and no one knows what the unintended consequences may be. But ALA's uncompromising position may drive local agencies to adopt more stringent Internet policies than those required by CIPA.

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### EDITOR'S NOTE:

*Mississippi Libraries* does not provide a forum for agreement or disagreement on issues presented in its articles, particularly student research papers. Rather, it attempts, in good faith, to provide the reader both pro and con perspectives on issues that impact our profession.



# MLA 2001 Annual Conference Wrap-Up

## Mississippi Libraries @ Your Service

Terry Latour

MLA Vice President/President-Elect

Mississippi Libraries @ Your Service was the theme for the 2001 annual conference of the Mississippi Library Association. Held at the Jackson Crowne Plaza Hotel on October 17-19, the conference attracted more than 500 individuals. Attendees had the choice of participating in forty-five program sessions and events or visiting with more than fifty vendors. The MLA Hospitality Table and the display for the Peggy May Scholarship Silent Auction were also popular attractions.

The conference opened with warm and inspiring remarks by William Gordon, Executive Director of the American Library Association. He encouraged the audience



William Gordon

to take an active role in enhancing library services and in promoting the value of libraries to the diverse communities we serve.

Many attendees had the opportunity to enjoy Mr. Gordon's friendliness and pleasant sense of humor over the course of the two and a half-day conference. Members of the New Members Round Table also benefited from Mr. Gordon's insights into how they can develop their leadership skills and become more active professionally.

Authors and their works were a focal point of the conference.

MLA President Henry Ledet (center-right) with William Gordon, Executive Director of the American Library Association (center-left) at the President's Reception sponsored this year by Sirsi Corporation with Gena Jones and Bill Kessler (Sirsi).



Martin Hegwood



Norman Winter



Maude Schuyler Clay

the Authors' Awards Banquet.

The Association honored Martin Hegwood as its 2001 Fiction Award winner for his second book, *A Green-Eyed Hurricane*.

Norman Winter received the Non-Fiction Award for his *Mississippi Gardener's Guide*.

The Association made a Special Award this year in the area of Art and Photography to Maude Schuyler Clay for her photographic portrayal of the Mississippi Delta in *Delta Land*.

All three authors were delightfully entertaining when recognized for their accomplishments at

At a program sponsored by Friends of Mississippi Libraries and the Mississippi Library Commission, Carolyn Haines read from her new mystery book and Felder Rushing entertained the audience with his words of gardening wisdom.

Judy Tucker and Charline McCord related the trials they encountered in writing *Christmas Stories from Mississippi*, and artist Wyatt Waters joined them in signing books and a special poster celebrating the release of their book at the MLA Conference.



Carolyn Haines



Left to right: Judy Tucker and Charline McCord with artist Wyatt Waters; Friends president Frances Delmas presiding.







Presiding at the Awards and Recognition Banquet: left to right – Lynn Shurden, Committee Chair; Henry Ledet, MLA President; Terry Latour, MLA Vice President/President-Elect; and Thomas D. Walker, Director, SLIS/USM.

Public librarians and trustees heard how author Jon Salem developed his Kylie Adams character and pseudonym, while Black Caucus Luncheon attendees heard words of comfort and inspiration from first time Mississippi author Vanessa J. Jones, Assistant District Attorney of Forrest/Perry County, Mississippi.

Librarians had many opportunities to improve their knowledge and skills in a wide range of areas. Some learned how to access the wealth of information in the U.S. Census, while others swapped advice about new books for young people. A large group of attendees picked up tips from Diane Williams on how to become better storytellers, and nearly a hundred librarians improved their database search skills in MAGNOLIA training sessions. Preserving family treasures, improving instructional expertise, and learning more about resource sharing and outsourcing were just a few of the many other program sessions offered. In addition, seasoned librarians and students new to the profession presented fourteen poster sessions on topics of interest to



Vanessa J. Jones

nearly everyone.

At the conference, the Mississippi Library Commission celebrated its 75th Anniversary with a display featuring the history of the Commission's work to improve library services in the state. It also hosted a reception commemorating the anniversary and welcoming Sharman B. Smith as its new Executive Director. Commission staff were heavily involved in all aspects of the conference and played

key roles in making the local arrangements, registering attendees, developing programs, and honoring award winners.

This coming year the Mississippi Library Association will hold its annual conference in Hattiesburg, on October 16-18, 2002. To offer your ideas and assistance with the program, please contact MLA Vice President and Conference Chair, Prima Plauché, at [pplauche@hancock.lib.ms.us](mailto:pplauche@hancock.lib.ms.us) or 228-467-6836.



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# MLA 2001 Annual Conference: Awards and Recognition

## 2001 BCMLA VIRGIA BROCKS-SHEDD HERITAGE SCHOLARSHIP AWARD

The Black Caucus of the Mississippi Library Association (BCMLA) presented the Virgia Brocks-Shedd Heritage Scholarship Award at their BCMLA luncheon during the annual MLA conference, October 2001, to **Tasha Lucas**, Librarian/Media Specialist at Raines Elementary School in Jackson, Mississippi. She is currently enrolled in the graduate program of the School of Library and Information Science at The University of Southern Mississippi in Hattiesburg.



*Tasha Lucas, Librarian/Media Specialist at Raines Elementary School in Jackson.*

This award is given in honor of the late Virgia Brocks-Shedd, founding member and first president of BCMLA. A woman of many talents, she was also a poet as well as the director of Library Services at Tougaloo College from 1985-1991. She was a well-known advocate for librarianship in her local community, in the state of Mississippi, and in the south central region of the United States.

The Virgia Brocks-Shedd Heritage Scholarship Award is the brainchild of former BCMLA presidents and colleagues, under the leadership of the first BCMLA President, Charlotte Moman. Julia Holmes, other committee members, and Jessie B. Arnold were instrumental in formulating the criteria for scholarship recipi-

ents. Established in 1994, the scholarship continues the legacy of promoting librarianship in the African American community in the state as well as in the nation, just as Brocks-Shedd demonstrated in her lifetime as a librarian. The first scholarship was successfully awarded in 1994 to Carol Williams, librarian at Watkins Elementary School in Jackson Mississippi.

A Scholarship Committee chair is appointed by the BCMLA president to form a selection committee who screen applicants for the scholarship. Scholarship applicants must be minority students currently enrolled in an accredited library and information science program at a college or university in Mississippi, and are invited to join BCMLA as student members. The recipient is awarded the scholarship during the annual BCMLA luncheon at the MLA annual conference. Through personal solicitation and corporate sponsors, the current amount awarded is \$500.00, although they plan to increase the scholarship to at least \$1000. Donations are welcome in support of the scholarship. Please make your checks payable to BCMLA and mail them to the Mississippi Library Association Office, P.O. Box 20448, Jackson, MS 39289-1448.

## 2001 MLA PEGGY MAY SCHOLARSHIP AWARD

**Sheila A. Cork** is the recipient of the 2001 Peggy May Scholarship, awarded annually on a competitive basis by the MLA Scholarship committee. Presently employed at the Hancock County Library System, Cork is pursuing a graduate degree in library science at The University of Southern Mississippi, where she maintains a 4.0 GPA.

She began working at the Hancock County Library as a reference librarian in 1995 and was promoted to Assistant Coordinator for Information Services in 1997. Her director, Prima Plauché, indicates that she has made contributions

above and beyond her official job description in that capacity.



*Sheila Cork, Assistant Coordinator of Information Services, Hancock County Library System*

Cork is already an active member of the Mississippi Library Association, presenting a very well received poster session last year and actively organizing poster sessions at the 2001 conference for the students of USM's School of Library and Information Science. This activity evinces her desire to strengthen the connection between the SLIS students and MLA and to encourage her classmates to appreciate the professional responsibilities inherent in a graduate library degree.

Cork indicates that upon completion of her degree she would like to follow Peggy May's example to make significant contributions to librarianship and to the people of Mississippi. The scholarship endowment was established after May's death to honor her dedication to librarianship and support her commitment to recruit talented individuals to the profession. The MLA Scholarship Committee continually seeks contributions to increase the endowment so the scholarship award may better address the growing costs of a graduate education in library science. Your tax-deductible contribution to the Peggy May endowment would be greatly appreciated and should be sent to the MLA Scholarship Committee, P.O. Box 20448, Jackson, MS 39289-1448.



**PEGGY MAY AWARD WINNER**

**Chebie Gaines Bateman**, Director of Columbus-Lowndes Library System since 1961, has been instrumental in establishing a countywide library system to include branches in Artesia, Caledonia and Crawford. Ms. Bateman spearheaded the efforts to form a local Friends chapter in 1982, which has remained active in its support to the library. She has served as a member of the Mississippi Library Commission's Board of Commissioners as well as President of the Public Libraries Section of MLA.

**OUTSTANDING ACHIEVEMENT AWARD WINNER**

*Beverly Herring*

**Beverly Herring**, Director of Madison County Library System was recognized for her active role in providing humanities programs for the library system, particularly for the Canton Music Series which began in 1984. The series is sponsored by Canton Music Study Club, the Friends of Madison County Libraries, the Mississippi Arts Commission and the National Foundation for the Arts. With development and increased population growth in the Madison County area, Mrs. Herring has prepared the libraries and their patrons with the latest technology available and community programs throughout the county.

**PAST PRESIDENT'S AWARD WINNER**

*Jennifer Smith, Genealogy Librarian/Branch Coordinator, Madison County Library System, won the Past President's Award.*

**BARBARA CARROON APPLE AWARD WINNER**

**Leslie Hughes**, District Library Coordinator, Tucker Elementary School, won the Barbara Carroon Award.

**RUBY ASSAF PRESIDENTIAL AWARD**

*Frank Thomas, Vice-President of the Friends of the Iuka Public Library, won the Ruby Assaf Presidential Award.*

**MLA/SLIS STUDENT POSTER SESSION AWARD WINNERS**

Two USM graduate students presented poster sessions about their research projects, required upon graduation from

the School of Library and Information Science. Both were recognized with a \$200.00 monetary award from Plato Learning Inc. who generously supported the event. **Jama Lumumba** is Instructional Media Specialist at Jackson State University, and graduated in 2001. The topic of her poster session was "Library Services to Blacks in Mississippi: A Timeline - 1866-1954" and she plans to publish her research in *Mississippi Libraries* in the summer issue, 2002. **Scott DeLeve** is Public Services Law Librarian, University of Mississippi Law Library, and also graduated in 2001. His poster session topic was titled "Comparative Citation Analysis of Mid-South Law Journals."



*Kyle Hall (left) of PLATO Learning, Inc. and Jama Lumumba, USM Student (right)*



*Kyle Hall (left) of PLATO Learning, Inc. and Scott DeLeve, USM Student (right)*



## People in the News

### NATIONAL AWARD FOR MUSEUM AND LIBRARY SERVICE

**Hancock County Library System**, Bay St. Louis, Mississippi, was one of three libraries in the United States chosen for the National Award for Library Service, the most distinguished award bestowed on libraries and museums nationwide. The award is given by the Institute of Museum and Library Services (IMLS) to those institutions that are making exceptional social, economic, or environmental contributions to their communities.



*U.S. Congressman Gene Taylor, a Bay St. Louis resident and library user, attended the award ceremony. Taylor nominated the library system for the award.*

The Hancock County Library System provides technological access to information where more than 50 percent of the county's population resides in unincorporated, rural communities. From Bay St. Louis, the county seat, the library system's CONNECT project forged links to MAGNOLIA and MissIn, Mississippi's Information Network. The Hancock County System is expanding that connectivity through FOCUS, a Free Online Computer User Service, to ensure that the information superhighway intersects with the country roads of Hancock County.



*Paulette Holahan, left, a member on the National Commission on Libraries and Information Science with the Institute of Museum and Library Services, presented the national award to Prima Plauché, center, Hancock County Library System director, and Joyce Lee, right, chairman, Hancock County Library System Board of Trustees.*

### BOLIVAR COUNTY LITERACY COUNCIL ACCEPTS GRANT



Brian Spaeth (center), manager of Cleveland Wal-Mart, recently presented Bolivar County Literacy Council, a division of the Bolivar County Library System, with two literacy grants totaling \$2,000. Accepting the grants and presenting Spaeth with a certificate of appreciation are **Ronnie Wise**, BCLC chairman and director of the Bolivar County Library System, with **Lena Shamblin**, BCLC literacy coordinator.

### JACKSON-GEORGE LIBRARIANS CELEBRATE 110 YEARS OF SERVICE



Four librarians in the Jackson-George Regional Library System reached milestones in library service this year. With a combined 110 years of service to the public for the library system are: (left to right) **Janet Smith**, Lucedale-George County Public Library Manager, 31 years; **Carol Mars**, Pascagoula Public

Library, 25 years; **Jean Goff**, East Central Public Library, 25 years; and **Julia Holmes**, Pascagoula Reference Librarian, 29 years.

### OCEAN SPRINGS LIBRARIAN WINS COUNTY THEME CONTEST

More than 250 entries from children, adults, and seniors from all parts of the county were submitted to the Community Resource Committee of the Chamber of Commerce for the contest sponsored by Jackson County. **Jill Tempest**, Ocean Springs Municipal Library Manager, submitted the winning entry which was "Jackson County: Gateway to the Mississippi Coast." She won a \$500 Savings Bond donated by the Chamber. "This is the first time I've ever done something like this. I haven't won anything since high school," said Tempest. The Ocean Springs librarian has written for the *Sun Herald* and *Mississippi Press* as a freelance writer and columnist. Her topics usually include book reviews ranging from seasonal books to local authors and subjects that are available at the library. The winning slogan will be used in all segments of county activities, organizations and in all media advertising for Jackson County.



*Jill Tempest, Ocean Springs Municipal Library Manager, received the savings bond from Terry Carter, president and CEO of Jackson County Chamber of Commerce; Ralph Davis, chairman of the Chamber's Community Support Issue Manager Group; Dr. Clark Warden, Chamber chairman-elect; and Ken Papania, Chamber chairman, before a recent board meeting at the Jackson County Chamber of Commerce.*



### FIRST NACO LIBRARIES IN MISSISSIPPI

Academic libraries at **Delta State University**, **Mississippi Valley State University** and **The University of Southern Mississippi** represent the first NACO participants in the state of Mississippi. NACO (Name Authority Co-Operative Program) training was provided onsite at USM to ten catalog librarians by Ms. Gracie M. Gilliam, COOP catalog librarian from the Library of Congress. As members of the NACO Mississippi Funnel Project, the librarians will create established authority records for personal, corporate and geographical names, primarily from Mississippi. This service will provide authority records for those persons and institutions, both current and historical, in nationally accessible databases at both the Library of Congress and OCLC. To date, Mississippi names and places have never been fully represented in these authority databases.



Seated l-r: Tracy Englert (USM), Suzanne Graham (USM), Sheryl Stump (DSU), Gracie Gilliam (LC), Katie Dugan (MVSU); Standing l-r: Ann Branton (USM), Robert Fowler (USM), Kathleen Wells (USM), Rick Torgerson (DSU), Irmgard Wolfe (USM).

## National Library Week Activities 2002 An Exciting Program Planned

Jennifer A. Smith  
NLW Committee, Chair

The focus of the January 28, 2002 MLA National Library Week Activities/Legislative Day Reception will be on communication: learning ways that library staff, friends and trustees can better communicate with their legislators. Ideas will be shared with NLW workshop attendees through the presentation of two panels; one panel will consist of four Mississippi legislators and one will have Mississippi librarians, friends and trustees from around the state. Featured legislators at the January 28th event include Representative Rita Martinson, Representative Leonard Morris, Senator Terry Burton and Senator Ronald Farris. The four legislators will discuss issues such as how legislators like to be approached by library advocates, what form to use to address legislators, and what is the best way for libraries to market themselves with funding authorities. The Legislative Reception at the conclusion of National Library Week Activities 2002 will again be held at the Eudora Welty Library on State Street in Jackson.

The National Library Week Activities 2002 workshop will also be held at a new location this year! In response to inadequate parking in previous years, the NLW 2002 workshop will be held at the Ethnic Heritage Building at the Mississippi Agriculture Museum off of Lakeland Drive in Jackson. Since this new location does not have enough rooms available for small group meetings, the National Library Week Committee is asking committee, section and roundtable leaders to schedule their morning meetings at area restaurants or libraries. Materials to be included in the registration packets for this event are currently being printed and will be mailed at the end of December. For questions or information about this event, please contact Jennifer A. Smith at or (601) 859-7733 extension 14.

# Join MLA!

Don't forget to pay  
2002 MLA dues.

Dues must be paid by  
March 1 in order to vote  
in the officers' election  
and receive the spring  
issue of *Mississippi  
Libraries*. A membership  
card is located on the  
inside back cover of *ML*.



## Tech Notes, et al.

Column Editor: Rick Torgerson, Delta State University

# Juvenile Collections in Academic Libraries: Survey Results and the Ole Miss Experience

By Vickie Frierson-Adams

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The organization of juvenile collections in academic libraries has been a recent concern for many librarians. Some have classified and shelved their collection with the education-related books in the "L" category of the Library of Congress Classification scheme (LCC). Others have their collection displayed like a bookstore, arranging books by genre, so users can browse. This report describes a study that was conducted to determine how other academic libraries organize and classify their juvenile collections. Additionally, the experience of the John Davis Williams Library at the University of Mississippi is recounted in a description of the acquisition, cataloging, organization, and housing of its juvenile collection. Since the study occurred after the experience at the University of Mississippi (popularly known as Ole Miss), the Ole Miss treatment of its juvenile collection is clearly not an application of the research results. However, the history of Ole Miss and its juvenile collection will hopefully add to the research by offering for consideration various factors of an institutional nature that could influence the steps an academic library may take to maintain ownership and control over its juvenile materials.

### THE SURVEY

Cataloging of the Ole Miss juvenile

collection was fairly recently completed and stimulated this writer's interest in how other four-year colleges and universities cataloged their juvenile collections. The end result of this interest was a survey that was conducted in a number of academic and research libraries in the southeastern United States which are members of the Southeastern Library Network (SOLINET). The purpose of the survey was to gather information on how other libraries treated their juvenile collections. The survey excluded Caribbean schools, junior and community colleges, and special libraries. The data were analyzed based on sixty responses to the survey from academic libraries that house a juvenile collection.<sup>1</sup>

### CLASSIFICATION

The responses revealed that fifty-seven percent (57%) of the academic libraries surveyed classify their juvenile fiction collection using some form of Library of Congress Classification System (LCC and/or LCC/PZ). More than fifty-five percent (55%) used LCC and LCC/PZ when classifying their juvenile non-fiction collection. The study also revealed that, in general, libraries using LCC for classifying juvenile fiction also used LCC for juvenile non-fiction. Similarly, if the Dewey Decimal Classification (DDC) was used for classifying juvenile fiction, DDC was also used for classifying juvenile non-fiction. Seventy percent (70%) of the schools surveyed used the same classification system for the juvenile collection as

was used for the main collection. Of the four schools that indicated that they used DDC for the main collection, one stated that they were in the process of changing their classification scheme to LCC, but decided to keep the juvenile collection in DDC.

### HOUSING

Ninety-six percent (96%) of the institutions surveyed house their juvenile collection separately from the general collection. The collections were housed in one of three ways: 1) as a separate collection in the main library, 2) in the school of education, or 3) in a curriculum lab. Juvenile fiction and non-fiction literature were housed together in the same collection in most libraries that were surveyed, but only seventeen percent (17%) of the respondents inter-filed their juvenile collection into the main collection.

### IDENTIFICATION

It was revealed in the research that there was a strong propensity to make juvenile materials distinct from other library materials. At least eighty percent (80%) of the librarians reported using some sort of spine label identification for shelf location, thereby keeping the collection together on the shelf. Examples of spine label identifiers included "JUV" or "J" (juvenile), "CURR" (curriculum), "CMC" (Curriculum Materials Center), "JF" (juvenile fiction), "E" (easy), "FIC" (fiction), "CHILD COLL" (collection), and "YOUTH COLL" (collection).



### USAGE

Ninety-two percent (92%) of the responses reported that the primary users of the collections are students enrolled in the education department of their institutions. Twenty-three percent (23%) of the reporting libraries stated that students in the schools of library and information science are an important group of users, as well. Although most juvenile collections in academic libraries are intended to support the curriculum in colleges and universities, the collection is also reported to be used by: 1) faculty and staff who have children; 2) the English literature department; and 3) programs teaching children's literature. Those not directly affiliated with the institution who were considered users of the collection were educators, state residents, children in the community, parents who were home schooling, alumni, adults in the community, and consortium borrowers.

### CIRCULATION

Ninety-eight percent (98%) of the respondents indicated that their juvenile collection did circulate. The time of circulation varied from a period of two weeks to one month. Many libraries reported circulation policies that varied by type of library user. For example, materials were checked out to undergraduates for three weeks; for graduates, one month; and for staff, three months. Most of the survey respondents indicated that faculty and staff had extended loan periods ranging from three months to one year. Only three percent (3%) of the responding institutions own a special collection of juvenile books that do not circulate. Seventy percent (70%) of the respondents indicated that they loaned their juvenile collection to borrowers outside of the school via interlibrary loan.

### THE OLE MISS EXPERIENCE

The University of Mississippi School of Library and Information Science was dissolved in 1984, and the Library Science Collection was then transferred to the School of Education Library to be used by the education faculty and prospective teachers. The ongoing acquisition and cataloging for the collection was the responsibility of library personnel of the John Davis Williams Library at Ole Miss. To distinguish this collection from the main collection, the juvenile books were labeled with the location designation "EDUC J" (Education, Juvenile) on the spine above the call number.

When the School of Education dissolved its library in 1986, all education materials were returned to the Williams Library, while the juvenile collection was retained in the School of Education.<sup>2</sup> During this transition, the personnel at the main library continued to acquire and process some juvenile titles each year. Beyond this, however, the library personnel had little official control over the collection.

In the fall of 1988, it was decided that the juvenile collection would be transferred to the main library where some control could be exerted over the circulation of the materials. The transfer was delayed, however, due to unresolved issues that dealt in part with whether or not the collection should be shelved in a separate space. A decision to move those few juvenile materials still residing in the main library to the juvenile collection at the School of Education also led to the decision of leaving the juvenile collection with the School of Education for a while longer. These juvenile materials had not been cataloged, so there was no online bibliographic access to these items in the Ole Miss online catalog. Support for the ongoing acquisition of juvenile collection

materials from the Williams Library funds was then discontinued, since the School of Education juvenile collection was not an official branch of the library, was not an automated circulation point, and therefore could not be controlled by the library. At the same time, it was decided that all future materials purchased by the School of Education with library funds were to be housed in the main library.

In August 1996, the Steering Committee on Library-Wide Planning set up as one of its subcommittees a Sub-Committee on Juvenile Books. This subcommittee was to decide on a plan of action for making the juvenile books, which by now had been stored at the School of Education in boxes, more accessible by placing them on shelves in the main library in an orderly fashion. The discussion of this project included issues such as where the books were to be housed, how long the books were to circulate, and whether the LCC or Dewey Decimal Classification scheme (DDC) would be used to classify the collection. A deadline was issued to assist in prioritizing the necessary tasks associated with the project.

The subcommittee decided that the collection should be cataloged using LCC, including the PZ class for belles lettres, and should be stored on the sixth level of the Williams Library, separate from the main collection. The books were to have the label identifier, "JUV COLL", placed on their spines, so as to assure proper shelving of the items. The decision was also made to circulate the books for the same period of time as the general collection.

Since this project was high on the priority list, the juvenile books were worked into the daily cataloging schedule. It took several months to completely catalog the collection into the online system. The cir-



ulation department carefully planned for the arrival of the juvenile collection by arranging the books on the shelves in such a manner as to allow for future growth. When the project was completed, the collection, which is still being developed, had over eight thousand books.

### CONCLUDING REMARKS

The survey mentioned in this article points to popular trends in handling juvenile collections among several academic libraries in the southeastern United States. However, following the most popular alternatives may not always be the most appropriate route for a particular library that is reassessing its juvenile collection. For example, there is no correct answer to the question of the most appropriate classification system for juvenile materials. Instead, the decision should be guided by the principles involved in the definition of classification: to group like materials together and to furnish a unique number or character for each item so as to aid in

that item's retrieval.

Although the responses to the survey indicate that the majority of juvenile collections in academic libraries are cataloged using the Library of Congress Classification, housed as a separate collection, and used primarily by students in the school of education, what is important is that the collection is accessible, maintained, and kept current. Each library needs to view its juvenile collection in the context of its entire holdings, and make decisions based on what works best for itself, given its own particular needs.

The above survey can assist as a framework to highlight important issues a library might address in dealing with its own juvenile collection. Choosing an appropriate classification system, deciding where the collection will physically reside, determining a physical identifier for ease in reshelving, considering the most important groups of users, and devising an appropriate circulation policy are important for any library to consider, no

matter what the material that is acquired.

The Ole Miss experience with juvenile materials not only underscores the issues to consider, but also reveals other issues that can arise in an academic setting that affect policies for the collection. In the Ole Miss case, issues of who owns the juvenile collection, who has an interest in the collection, who provides monetary support for it, and what kind of bibliographic and circulation controls are being used needed to be settled long before any of the management issues listed in the above survey could be addressed.

### REFERENCES

- <sup>1</sup> Vickie Frierson-Adams, "Cataloging, Housing and Using Juvenile Collections in Academic Libraries," *The Southeastern Librarian* 48, no. 4/49, no. 1 (Winter/Spring 2001): 27-35.
- <sup>2</sup> Susan H. Smith to File, 20 August 1992, *Memorandum to File/Juvenile Collection*, University of Mississippi Library.

## Mark Your Calendar

January 18-23, 2002 .....	ALA (Midwinter Meeting), New Orleans, LA
June 13-19, 2002 .....	ALA Annual Conference, Atlanta, GA
October 16-18, 2002.....	MLA Annual Conference, Hattiesburg, MS
October 24-26, 2002.....	SELA, Charleston, SC



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## Academic Focus

Column Editor: Jessie B. Arnold, Alcorn State University

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# A Librarian at Every Table: Preparation for Accreditation (A Case Study)

By Lauren B. Sapp

Director of Libraries

Florida A & M University

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University accreditation signifies that a university has a purpose appropriate to higher education and that it has programs, resources, and services which are sufficient to accomplish its purpose on a continuing basis. Accreditation not only ensures that universities meet established criteria; it also helps to verify and to improve the quality of education offered by universities. Universities are dedicated to enhancing the quality of programs and services within the context of their missions, resources, and capacities. An important aspect of university accreditation is "Institutional Effectiveness." If a university is to be effective, all constituents must be participants in all aspects of planning and evaluation. The library should be represented at each level of the university planning and evaluation process. In other words, there should be a librarian "at every table" in these processes.

Formal planning procedures and methods, with input from a broad spectrum of the university community, should be used to effect continuous improvement of institutional effectiveness. These processes help the university prepare for the future by clearly defining a mission and a vision, by setting goals and objectives, and by implementing specific strategies designed to accomplish the objectives. Annual planning includes evaluation,

updating, and refinement. Preparation for an accreditation visit is not the time to discover and highlight deficiencies. If planning and evaluation are continuous, then plans should already be in place to correct any deficiencies that have been discovered.

The library is always part of a larger context for assessing quality, that is, what and how well does the library contribute to achieving the overall goals of the university? During the accreditation process, a library must prove the value of its contribution toward the mission of the university. Utilizing both quantitative and qualitative measures, a library can establish a culture of evidence of library effectiveness by documenting that the library is providing learning resources and services that are essential to teaching, learning, and research.

### CONTINUOUS IMPROVEMENT

The Florida A&M University Library has utilized a program of continuous improvement to effect change and to develop plans to correct deficiencies. We began with a self-study process. During the self-study, a five-year strategic plan was developed which supported the university's five-year strategic plan. The strategic plan was used in conjunction with the services of an outside consultant to complete a library program review, which included peer evaluations, benchmarking data, and evaluation mechanisms.

During the review process, the library mission statement, goals, and objectives

were reviewed and revised in light of the university's mission and goals. Assessment of the quality and effectiveness of the library was linked closely with the mission and goals of the university. Statistics were gathered from several databases such as IPEDS, ACRL, ARL, Scholarstat, and the *American Library Directory*. Data collected from several fiscal years were used to establish trends, best practices, and benchmarks with a group of ten peer universities. Data were used to support budget requests for correcting deficiencies. The library's strategic plan and program review established five goals, which are supported by specific objectives. Each objective has a target or criterion level for measurement; a statement of *what* data are to be collected; a statement on *how* the data are to be collected; and the person or position responsible for collecting the data. The data are analyzed and targets are revised and/or new objectives are established annually.

Since we expect continuous improvement, we should be able to demonstrate through a culture of evidence that the library contributes significantly to teaching, learning, and research for faculty and students.

The Florida A&M University Library Mission Statement is as follows: "The libraries at Florida A&M University support the university's mission to enhance study, learning, research, and service by providing present and future resources and services to meet the informational needs of the university community. The objective of this mission is to facilitate



access to information and to library materials by acquiring, processing, servicing, and preserving library materials." The library's mission statement supports the university's mission statement, which includes phrases such as the following:

"...Devoted to the discovery, dissemination, enhancement, refinement, and preservation of knowledge." and "The University encourages and supports innovative teaching and promotes research and scholarship enhanced by evolving technology, including distance learning."

### FIVE GOALS

The library's program review and strategic plan have the following five goals:

#### GOAL I:

##### *Services*

- To provide accurate, efficient, and courteous assistance to users in identifying, locating, evaluating, creating, and using needed information resources in any format to support traditional and distance learning.

#### GOAL II:

##### *Collections and Access*

- To select, acquire, maintain, and provide access to scholarly resources and information in all formats in support of the instructional, research, and service functions of the university.

#### GOAL III:

##### *Facilities and Space*

- To optimize current space, facilities, and equipment and to plan for new space requirements and technology that will ensure operational efficiency, enhance preservation and security, and respond to changing needs of users and staff.

#### GOAL IV:

##### *Staff and Staff Development*

- To attract, retrain, develop, and retain the best qualified staff possible in order to carry out the mission and

goals of the library and university; to provide a satisfying and challenging work environment for library staff at all levels; and to make staff development activities available to all.

#### GOAL V:

##### *Administrative Issues*

- To ensure the accomplishment of the library's mission and goals.

### SAMPLE OBJECTIVES

One objective under Goal I: Services is: "To provide library users with information and instruction through a variety of reference and bibliographic services to increase academic success and to encourage lifelong learning." In order to accomplish this objective, a survey will be done at least annually. A target level that 95% of users will be satisfied with library services was set. The assistant director for public and information services is responsible for collecting and analyzing the data annually.

Another objective under Services is: "To provide students with formal and informal instruction programs on the use of library resources." Our target is to reach 2500 students per year. The data to be collected are the number of students taught during the year. The assistant director gathers headcount data annually for public and information services.

These library objectives support the following goal from the university's strategic plan: "To provide distinctive quality undergraduate and graduate educational experiences based on challenging academic standards and exposure to new technologies." Also supported are the following university objectives which support this goal: "To develop programs that will encourage the use of technology in classroom, library, research, and laboratory settings," and "To teach students to identify, locate, create, and use scholarly information resources."

One objective under Goal II: Library Collections and Access is: "Library holdings in disciplines and programs are authoritative, up-to-date, and adequate to support the teaching, research, and ser-

vice missions of the university community at all program levels: bachelors, masters, and doctorate." The target and criterion levels vary by discipline. Data to be collected include core collection needs and gaps in collections, collections data for peer institutions, and faculty perceptions of library collection adequacy. Data will be collected by checking standard bibliographies for at least six disciplines, comparative data for peer collections, and surveys of faculty in six disciplines per year. The person responsible is the assistant director for collection management. This objective supports the following goal from the university's strategic plan: "To expand and enhance exemplary support programs that facilitate adjustment to college life, improve quality of life, and promote outstanding values." Two objectives under this goal are: "To strengthen the library as a shared center of intellectual activity for students," and "To expand access to all library resources and to preserve collections."

### CONCLUSION

These are but a few examples of how one university utilizes continuous improvement to maintain library effectiveness and to support the accreditation process. The primary emphasis of accrediting associations continues to be on input and resources, such as the size of library collections, staff and budgets, but also stresses evidence of library usage and other indicators of effectiveness. This is evidenced by the following core requirement outlined in the recent Draft Principles of the Southern Association of Schools and Colleges: "The university provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning and information resources consistent with the degrees offered, and they are sufficient to support all educational, research, and public service programs." (Core requirement #9) The Florida A&M University Library will meet this principle by using qualitative and quantitative measures to show a culture of evidence of library effectiveness.



## About Books

**Gilchrist, Ellen.** *Falling Through Space: The Journals of Ellen Gilchrist.* Jackson, MS: University of Mississippi Press, 2000. 224 pp. \$18.00 paper.

Ellen Gilchrist was born in Vicksburg, Mississippi, and now lives in Fayetteville, Arkansas, and Ocean Springs, Mississippi. She received her B.A. in philosophy from Millsaps College and began writing seriously at age forty. Gilchrist won the National Book Award for fiction in 1984 for *Victory Over Japan*, and her other works include *Drunk with Love*, *The Anna Papers*, *The Annunciation*, and *Sarah Conley*. *Falling Through Space* was originally published in 1987 by Little, Brown, and Company. The original edition contained three sections of Ellen Gilchrist's short essays grouped in the categories of "Origins," "Influences," and "Work." The 2000 edition contains a fourth and new section titled "Further Reflections."

The essays found in *Falling Through Space* provide details about Gilchrist's childhood and give insight into her thoughts about writing and about life in general. Many of the essays were originally commentaries on National Public Radio or appeared in publications such as *New Woman*, *Vogue*, and the *Washington Post Sunday Magazine*. In addition to essays, *Falling Through Space* contains pictures of Gilchrist in both youth and adulthood.

I am shocked that I enjoyed *Falling Through Space* so much. I did not even want to put the book down. Previously, Elizabeth Spencer and John Grisham held the places of honor at the top of my list of favorite authors. *Falling Through Space* compares favorably with Spencer's non-fiction work, *Landscapes of the*

*Heart*. Gilchrist has more style in her articles and essays, while Spencer seems to tell a story from beginning to end.

The subject matter of the essays is varied. In section four, the topics include advice on how to give a dinner party, details concerning Gilchrist's National Book Award, and anecdotes from Gilchrist's trip with her grandchildren to New York City.

The Mississippi Delta figures prominently in the book, and Gilchrist is, in my opinion, at her best when she writes about the Delta. Her love of the Delta exudes from each sentence. Of her drives from Arkansas back to Mississippi she writes, "The heart of my journey begins...as soon as I cross the bridge [Mississippi River Bridge], I turn onto Mississippi 454...I continue on Highway 1, the famous road that runs beside the levee. I love the ride beside the river... By the time I come to the turnoff into the Delta, I am a different person."

I heartily recommend *Falling Through Space* for all types of libraries in Mississippi. Gilchrist sparkles in all four sections of the book, and readers will be entranced.

**Martha Owens Booth**

*Catalog Librarian (Retired)*  
*Mississippi State University*

**Mason, Gilbert R., M.D. with James Patterson Smith.** *Beaches, Blood and Ballots: A Black Doctor's Civil Rights Struggle.* Jackson, MS: University Press of Mississippi, 2000. 227 pp. \$27.00 cloth.

Dr. Gilbert R. Mason's eyewitness account of the integration of the Missis-

issippi Gulf Coast is vividly told in his most recent book *Beaches, Blood and Ballots: A Black Doctor's Civil Rights Struggle*. Mason's firsthand accounts illuminate an overlooked but crucial mainstay of the civil rights movement. Known as a notorious public figure and a spokesman for civil rights, Mason demonstrated determination and courage at a time when his life could have been taken away as swiftly as that of his ally, Medgar Evers. Mason joined with Aaron Henry and Roy Wilkins to contest racial injustice in one of the nation's most disreputable defensive strongholds of segregation. He realized how Jim Crow laws could be broken down, branch by branch, with participation on the local level. This was demonstrated when Mason organized the first wade-in on Biloxi Beach in 1959.

Growing up in poverty but never knowing that he was poor, Mason observed the Jim Crow system as a child when he realized he could not use the public parks or swimming pools. Because there was no public place for Mason to swim, he learned to swim in a swimming hole, thus preparing him for the swim team when he entered college.

Mason's migrated, extended families always came to his rescue and took him in when he relocated from state to state for summer job opportunities and graduate studies. After finishing at Tennessee State in 1949 with "high distinction" and at Howard Medical School in 1954 with honors and the top award in neurology, Dr. Mason was ready for internship. Mason applied at the hospital of his dreams in Chicago, only to be accepted at a hospital in St. Louis.

Returning to Mississippi in the summer of 1955 to open his practice in Biloxi, Mason withstood Biloxi-style Jim



Crowism. Mason had no intentions of living his life or seeing his son live his life within the narrow confines laid out by racist segregation law. The start of the civil rights struggle in Mississippi began when Mason led nine black Biloxians to place their black feet on the public "white only" sandy beach.

Withstanding the daily acts of degradation and deprivation, Mason experienced personal investigation from the Sovereignty Commission. Enduring more than eight years of litigation before receiving the ruling that the beach would be open to all citizens, Mason and local activists became stronger as they rose to the occasion of desegregating the state's public school system.

*Beaches, Blood and Ballots* gives readers a documented journey of the bloodiest race riot in Mississippi history, which led to the first federal court challenge of Mississippi's segregationist laws and practices. This memoir is recommended for any library collection.

**Vickie Frierson-Adams**

*Database Maintenance/Catalog Librarian  
University of Mississippi*

**Morris, Scott.** *The Total View of Taftly*. Athens, GA: Hill Street Press, 2000. 207 pp. \$18.95 hardcover.

First-time novelist Scott Morris is a graduate of the University of Mississippi who currently resides in Jackson. *The Total View of Taftly* is the story of a young man caught in a confused and somewhat bizarre search for his identity, or as he calls it, "the total view." Taftly Harper is the great-grandson of the founder of the local college in rural Copiah Springs and the grandson of a local

hero who founded a bank and donated a large sum of money to the college. In the shadow of these local pillars of society, Julius Harper, Taftly's father, left his family when Taftly was eight years old, and Taftly dismisses him as dead. The death of Taftly's mother and his "expulsion" from his group of college buddies precipitate an emotional crisis in his life, and he decides to make some life changes. Always overweight, Taftly takes up running with an obsessive will. He slims down in order, he tells himself, "to be like Jesus" and to be worthy of the girl of his dreams, whoever she is and whenever he meets her.

En route to encountering his dream girl, Taftly has an emotionally violent encounter with the Clydesdales, two grossly overweight girls who seem bent on punishing him for his weight loss by "having their way" with him. Taftly's emotional turmoil following the assault causes him to almost miss meeting Fay, who turns out to be the girl of his dreams. Unfortunately, Fay leaves him to marry another man, and Taftly endures another upheaval but continues to seek "the total view," tantalizingly just out of sight. Although Taftly's journey is long, convoluted, and sometimes strange, he finally seems to come to terms with himself and his existence.

Morris's quirky story is well written, with interesting (if somewhat unusual) characters and enough humor to lighten Taftly's somewhat gloomy outlook on life. Those with an interest in southern regional fiction will want this and will want to see what the author has in store for the future.

**Louise Plodinec**

*Assistant Collection Development Officer  
Mississippi State University*

**Randall, Herbert. Text by Bobs Tusa.** *Faces of Freedom Summer*. Tuscaloosa: University of Alabama Press, 2001. 132 pp. \$39.95 hardcover.

In the summer of 1964, the Council of Federated Organizations (COFO), a combined representation of several civil rights organizations, came together in Mississippi to orchestrate what would be one of the most significant events of the civil rights movement, Freedom Summer. Among those who came to Mississippi to participate was Herbert Randall, a successful freelance photographer. More than 30 years later, in her effort to collect material on the civil rights movement in Mississippi for The University of Southern Mississippi Archives, archivist Bobs Tusa contacted, among others, Randall. Herbert Randall had taken over 17,000 photographs documenting Freedom Summer in Hattiesburg, Mississippi. Most of these photographs remained unseen until 1998, when the negatives he sent to Tusa were finally developed.

Bobs Tusa's introduction to *Faces of Freedom Summer* gives an insightful and detailed summary of the history of the organization of Freedom Summer by the Student Nonviolent Coordinating Committee (SNCC). Tusa also discusses the involvement of other civil rights organizations, such as the Congress of Racial Equality (CORE), the Southern Christian Leadership Conference (SCLC) and the National Association for the Advancement of Colored People (NAACP), and how all of these together formed COFO.

Courageous individuals who played vital roles in Freedom Summer are noted. The introduction points out that local activists risked their lives and jobs, while unsung heroes sheltered the freedom volunteers in their homes and kept watch at



night. The vital role of the community churches is noted, as well as the impact of the Freedom Schools.

Herbert Randall's photographs bring the details of Freedom Summer to life. Through Randall's photographs, we are able to put faces to the poignant events of that summer. The photographs range from an Independence Day picnic hosted by civil rights leader Vernon Dahmer to the bloody image of Rabbi Arthur Lelyveld after white men had beaten him. The photographs are proof in black and white of the social conditions that grasped Mississippi at that time.

For those who actually experienced Freedom Summer, this book is sure to be a treasured volume of memories. But for those too young to remember or who did not personally experience the event, *Faces of Freedom Summer* is an excellent documentation of an important historical event. *Faces of Freedom Summer* captures for all time the significance of ordinary people of character who played a vital role in improving the quality of life that we have today. Thanks to Randall's photographs, these images can be used to tell a story for generations to come.

This book is an excellent source for anyone studying the civil rights movement or Mississippi history. It is a very useful starting point that provides information, not just about the well-known figures in the movement, but also on lesser-known people and incidents of the movement that can be further studied. It would be an asset to not only the Mississippiana collections of libraries, but also to private collections, school, public and academic libraries supporting study in civil rights.

**Elizabeth Adams**  
Catalog Librarian

Howard University  
Washington, D.C.

**Timme, Stephen L. and Caleb C.K. Timme.** *Wildflowers of the Natchez Trace*. Jackson: University Press of Mississippi, 2000. 128 pp. \$16.00 trade paper, \$35.00 cloth.

Fields of green and yellow, patches of brown or maroon, streaks of white, dots of lavender, pink, blue, purple and orange are just some of what a Natchez Trace traveler might see on a trip from Nashville to Natchez, along any portion of the Trace Parkway. *Wildflowers of the Natchez Trace* will help anyone identify the hundred different species represented in the guide. Chosen species are organized by flower color; a definite plus for the novice collector or amateur botanist.

Each entry includes a quality, close-up color photo of the plant and/or its bloom, common name(s) in boldface, and the scientific name including family, genus and species. Valuable bits of information are included to help with positive identification when just a photo is not enough. Descriptions of the plant's growth habit, leaves, flower, flowering dates, fruit, likely habitat, uses, geographic distribution, and related species further enhance the usefulness of the book.

A brief history of the Trace, along with a clear, simple, colorized map, serves to place the Parkway in context. Additionally, a brief explanation of scientific names and a lucid guide to using the book are included. Particularly useful are the diagrams of various leaf shapes and flower shapes found alongside the brief glossary that defines the more technical terms found with each entry.

*Additional Field Guides for the South-*

*east United States* are identified just prior to a one-page list of references used by the authors. An excellent index that combines both scientific and common names provides access to the contents of the book. Lastly, the authors include a checklist for the traveler-watchers to record their findings of their botanical exploration of the Trace.

The Natchez Trace Parkway follows the route of the old Natchez Trace, a historically important travel and trade route of the Mississippi region, for nearly 450 miles. The Trace follows a mostly NE/SW direction, taking it through a variety of climatal and botanical zones and across five USDA hardiness zones. This guide only identifies 100 of the more than 700 species likely to be encountered along the Trace. Furthermore, it selects those 100 from the herbaceous and woody plants that also have showy flowers. It should not be viewed as a comprehensive guide. Obviously, the guide is of little value to winter travelers along the Trace.

All in all, it is sure to be a handy, informative, easy to use, almost-pocket-guide to some of Mississippi and Tennessee's most spectacular treasures. Stephen Timme's experience as a professor of botany is demonstrated well, as it was in his earlier work, *Wildflowers of Mississippi*. *Wildflowers of the Natchez Trace* is recommended for readers of all abilities, in all public libraries, comprehensive academic collections, and for anybody traveling the Trace.

**Liam R. Kennedy**  
Reference/Instruction Librarian  
Shepherd College  
Shepherdstown, West Virginia



# About Children's Books

## A SAMPLING OF SPECIAL PICTURE BOOKS FOR 2001

Each year, close to 1,000 picture books for children are published in the United States. Below are nine of those 1,000 titles published in 2001 that are particularly delightful in illustration, text, and design. Take a close look at the following books and consider sharing them with children!

**Creech, Sharon.** *A Fine, Fine School.* Pictures by Harry Bliss. New York: HarperCollins, 2001. \$15.95.

Mr. Keene, the principal of Tillie's school, is so proud of their school and so excited about learning that he decides the students should come to school on weekends, holidays, and summers, too. Tillie decides it is up to her to stop her principal's misguided enthusiasm, and she does. Bliss's cartoon-like illustrations are a fine complement to this light-hearted story with a lesson for educators.

**Demi.** *Gandhi.* New York: Margaret K. McElderry Books/Simon & Schuster, 2001. \$19.95.

Demi presents the life of Gandhi as a small boy, a young man, and an adult as he becomes "the father of India," a "great soul," and a "messenger of peace." Demi's stunning paint and ink illustrations accented with shining gold, brilliant reds, and clear blues and greens immerse readers in Gandhi's India.

**Falconer, Ian.** *Olivia Saves the Circus.* New York: Atheneum, 2001. \$16.00.

A second Olivia book contains the same understated humor as the author's first Olivia work, a Newbery Honor for 2001. This time the precocious pig enhances her dull school uniform with touches of red and tells the class about her summer vacation performing in a circus. Both the dubious expression on the teacher's face and Olivia's innocent look in response are priceless.

**Hoberman, Mary Ann.** *You Read to Me, I'll Read to You: Very Short Stories to Read Together.* Illustrated by Michael Emberley. Boston: Little, Brown and

Company, 2001. \$15.95.

Each rhymed story is designed for two readers. One reads the lavender words on the left, the other reads the pink words on the right, and they both read the blue words in the middle. Perfect for second and third graders, all thirteen humorous stories end with the words, "You'll read to me. I'll read to you." Emberley's fresh and funny characters cavort around and through the light-hearted text.

**McCully, Emily Arnold.** *The Orphan Singer.* New York: Scholastic, 2001. \$16.95.

Brief text artfully combined with watercolor and tempura illustrations explain how a baby girl is given to a Venetian orphanage by her desperately poor parents. The parents knew that their little daughter, Catarina, would grow to have a beautiful singing voice, but the only way she could get the musical training she needed was to grow up in the Pieta. The story ends happily with Catarina's success and her joy in her reunited family.

**McKissack, Patricia C.** *Goin' Somewhere Special.* Illustrated by Jerry Pinkney. New York: Atheneum, 2001. \$16.00.

In the 1950s Tricia Ann, a young African American girl, is excited to be traveling on a city bus by herself through Nashville on her way to the public library. On her way there she encounters barriers to her race on the bus, in a park, in the Southland Hotel's grand lobby, and at the Grand Music Palace. At last she reaches the public library and joyfully reads the message above the front door: "All Are Welcome." Pinkney's richly detailed watercolors illuminate the characters and the setting, reflecting both the indignities suffered by African Americans and the exuberance of one young girl.

**Mills, Lauren.** *The Dog Prince.* Illustrated by Lauren Mills and Dennis Nolan. Boston: Little, Brown and Company, 2001.

A handsome and arrogant prince is turned into a dog by an old woman he mistreats. A gentle goat girl accepts him as a faithful and beloved companion until

the Dog Prince fights a monstrous chimera and is wounded. Once the goat girl kisses the Dog Prince, he turns back into a handsome man and declares his love for her. They marry and happily settle in the mountains where they raise goats and children. Softly rendered full-page watercolor illustrations enhance this romantic tale.

**Vaes, Alain.** *The Princess and the Pea.* Boston: Little, Brown and Company, 2001. \$15.95.

Opal, a truck-driving princess, rescues a prince whose roadster has broken down. To his surprise she fixes his car and agrees to meet his parents. His mother, the Queen, insists that Opal spend the night and sleep on twenty goose-down mattresses with a pea near the bottom of the stack. Sure enough Opal passes the test and marries the Prince. Colorful and witty full-page illustrations accompany this humorous version of a classic Hans Christian Andersen tale.

**Wood, Audrey.** *A Cowboy Christmas: The Miracle at Lone Pine Ridge.* Paintings by Robert Florczyk. Simon & Schuster, 2001. \$19.95.

Evan expects Cully to show up at the ranch located below Lone Pine Ridge on Christmas Eve, just as he has every year since Pa died. Without Cully's help, Evan and his ma would not be able to manage. When they find Cully, he has fallen off his horse and is sick for many days. Evan remembers the kindnesses Cully has paid to him and his ma. Once Cully is well he is offered a partnership in another ranch. Evan finally tells Cully, "If you want to be a partner on a ranch, why not be a partner on this one? Ma needs a husband, and I could sure use another pa." In late spring Cully and Evan's ma are married, and each Christmas Eve they celebrate a cowboy Christmas up on Lone Pine Ridge. Florczyk's luminous paintings evoke a peaceful, rustic life while expanding a heart-warming story.

**Rosemary Chance**

Assistant Professor, SLIS

The University of Southern Mississippi  
Rosemary.Chance@usm.edu



# MLA 2002 Committee Assignments

## Archives & History

Chair: Chris Ferguson  
Allison Mays  
Mary Julia Anderson

## Awards

Chair: Ruth Ann Gibson  
Susan Daigre  
Janice K. Garrett  
Glenda Redmond

## Conservation

Co-Chair: Mary Hamilton  
Co-Chair: Peggy Price  
Elizabeth Beck  
David Juergens  
Irmi Wolfe

## Constitution & Bylaws

Chair: TBA

## Continuing Education

Chair: TBA  
Susan Cassagne  
Sheila A. Cork  
Paulette D. Entekin  
Sara E. Morris  
David Nowak  
Bob Wolverton

## Copyright

Chair: TBA  
Velma T. Champion  
Ruth Ann Gibson  
Jill E. Grogg  
Rashidah S. Hakeem

## Election

Chair: Barton Spencer  
Kaylene Behm  
Pam Gee  
Ruth Ann Gibson  
Deb Mitchell  
Sarah Spencer  
Shirlene Stogner  
Kathleen L. Wells

## Fiscal Management

Chair: Pat Matthes  
Ann Branton  
Linda McKay  
Shirlene Stogner  
Joe A. Tynes  
Rhonda Tynes  
Terry S. Latour  
Keith Coleman  
Mary Julia Anderson

## Handbook

Chair: Ruth Pierce  
Ruth Ann Gibson  
Bob Wolverton

## Information Literacy

Chair: Mary Beth Applin  
Margaret Evans  
Rashidah Z. Hakeem  
Joi Jones  
Otha Keys  
Rhonda Tynes

## Intellectual Freedom

Chair: Velma T. Champion  
John Batson  
Allisa Beck  
Sheila A. Cork  
Cathy Kanady  
Otha Keys  
Alice Shands

## Insurance

Chair: Richard Greene  
Susan Cassagne

## Internal Audit

Shirlene Stogner

## Legislative

Chair: Deb Mitchell  
Co-Chair: Jim Anderson  
Dr. Russell Burns  
Susan Cassagne  
Frances Coleman  
Paulette D. Entekin  
Marion Francis  
Janice K. Garrett  
Richard Greene  
Jill E. Grogg  
Terry S. Latour  
Larry McMillian  
Prima Plauché  
Jo Anne Reid  
Josie Roberts  
Glenda Segars  
Randy Sherard  
Sharman B. Smith  
Joe A. Tynes  
Rhonda Tynes

## Long Range Planning

Chair: TBA  
Jeff Slagell  
Gretchen Cook  
David Woodburn  
Jennifer Smith  
Dee Dee Long  
Indira Bhowal  
Randy Sherard  
Mark Dobbins

## Membership

Chair: Janice K. Garrett  
Co-Chair: Tracy Englert  
Kaylene Behm  
Ann Branton  
Susan Cassagne  
Mark Dobbins

Lona Hoover

Pamela Ladner

Allison Mays

Kay Wall

ex officio: Mary Julia Anderson

## Mississippi Authors Awards

Chair: Sara E. Morris (2001-2002)  
Co-chair: TBA  
(2001-2002)  
Yvonne M. Stanford  
Kay Wall  
John Whitlock  
(2002-2003)  
Susan Daigre  
Ruth Ann Gibson  
Cathy Kanady  
Henry Ledet  
Chuck McClure  
Allison Mays  
Alice Shands  
Sarah Spencer

## National Library Week

Chair: Jennifer A. Smith  
Gail Peyton  
Alice Shands

## Nominating

Chair: Kay Wall  
John Batson  
Pamela Ladner  
Rhonda Tynes

## Publications

Chair: TBA  
Ann Branton  
Barton Spencer  
Bob Wolverton

## Publicity

Chair: TBA  
Beth Ashmore  
Ann Branton  
Tracy Englert  
Sara E. Morris  
Mary M. Perkins  
Sarah Spencer  
Mary Julia Anderson

## Scholarship

Chair: June Schmidt  
Paul Cartwright  
Wendy Cartwright  
Pamela Ladner  
Gail Peyton  
Yvonne M. Stanford

## Web Page

Chair: Steven Turner  
Beth Ashmore  
Chris Ferguson  
Rashidah Z. Hakeem  
Peggy Price  
Barton Spencer

## SECTIONS 2002

### ACRL

Chair: Jeff Slagell  
Vice Chair: Gretchen W. Cook  
Secretary: Judith Woodcock  
Past Chair: June Breland  
Schmidt

### Public Library

Chair: David Woodburn  
Vice Chair: Jennifer Smith  
Secretary: Dorothy Vance

### School Library

Chair: Dee Dee Long

### Special Library

Chair: Indira Bhowal  
Vice Chair: Vacant  
Secretary: Alma Fisher

### Trustee

Chair: Randy Sherard

## ROUNDTABLES 2002

### Black Caucus

Chair: Theresa B. Akbar-Ellison  
Vice Chair: Pamela Reed  
Secretary: Alma Fisher  
Treasurer: Jacqueline Quinn

### ECTRT

Chair: Sean Farrell

### Friends

President: Freda Hartness

### GODORT

Chair: Danielle A. Terrell

### NMRT

Chair: Mary Hamilton

### SCRT

Chair: Diane Ross

### TSRT

Chair: Kimberly Polk  
Vice Chair: Suzanne Grafton  
Sec.: Suzanne Graham

### 2YCRT

Chair: Theresa B. Akbar-Ellison  
Vice Chair: Ruth Ann Free  
Secretary: Joan McLemore

### YPSRT

Chair: Melissa Wright



# MLA Executive Board Minutes

## EXECUTIVE BOARD MEETING AUGUST 10, 2001

### BOARD MEMBERS ATTENDING:

Henry Ledet, *President*  
Terry Latour, *Vice-President/President-elect*  
Kaylene Behm, *Secretary*  
Keith Coleman, *Treasurer*  
Mary Julia Anderson, *Executive Secretary*  
Billy Beal, *ALA Councilor*  
Glenda Segars, *SELA Representative*  
June Breland Schmidt, *ACRL section chair*  
Joe Tynes, *Public Libraries chair*  
Cindy Harrison, *School section chair*  
Madel Stringer, *Trustee section chair*

### OTHERS IN ATTENDANCE:

Ann Branton, *Editor of Mississippi Libraries and Publications committee chair*  
Juanita Flanders, *ZYCRT chair*  
Freda Hartness, *Friends of Mississippi Libraries*  
Victoria Penny, *YPSRT chair*  
Pamela Reed, *Black Caucus vice-chair*  
June Schmidt, *ACRL chair*  
Lynn Shurden, *MLC*  
Shirlene Stogner, *LIRT chair*  
Kathleen Wells, *TSRT and Membership committee chair*

President Ledet called the meeting to order at 10:00 a.m. The agenda was presented.

### OFFICER'S REPORTS

Minutes of the previous meeting were distributed. June Schmidt made the motion to adopt the minutes, and seconded by Cindy Harrison and approved.

**Treasurer's report** – Keith Coleman distributed the balance sheet and general ledger. After board review, the motion to approve the report was made by Billy Beal; seconded by June Schmidt, and passed. Keith announced that the voucher form is available on the MLA

website, and informed the board of his new phone number and email address at Northwest Community College.

Recommendation from the board was made that MLA membership cards will be emailed to those members with an email address and through USPS for those without an email address.

**Vice-President's report** – Terry Latour distributed the latest version of the conference program and opened the floor for questions or concerns. There was discussion as to the schedules for some committees and roundtables. It was reiterated that all attendees of meetings must be registered for the conference and that badges will be checked and that some meetings will require tickets.

Terry circulated menus prepared by the conference center and the pricing structure after the tax and gratuity are added. He requested input for choices of menus for the Awards luncheon and the Author's Awards banquet. Terry announced that Pamela Pridgen will be preparing flowers for the conference.

Terry proposed an increase in the on-site registration fees. Advance registration for members is \$30, non-members is \$40, and full-time students is \$15. Proposed on-site registration for members is \$40, non-members is \$50, and full-time students is \$20. This would be an increase of \$5 for members and non-members, and \$3 for full-time students over past years. Joe Tynes moved to increase the on-site registration fees, June Schmidt seconded the motion. Motion passed. Terry reported that a webpage is being designed regarding the conference, linked to the MLA webpage.

**ALA Councilor's report** – Billy Beal distributed the councilor's report from the annual conference. The conference was marked by the labor dispute at the San Francisco Marriott. Council referred a resolution to the Budget Analysis Review Committee on whether to add a boycott clause, in addition to the strike clause, to the facilities' contracts in the future. Because enough rooms for the conference in

San Francisco could not be guaranteed, Anaheim has been substituted as a conference city in the future.

ALA Midwinter will be in New Orleans and the annual conference will be in Atlanta. Several questions were raised about scheduling the annual conference around holidays and family days (i.e. Father's Day).

A membership meeting met its minimum number for a quorum, which is possibly the first time a quorum was convened in over ten years.

CIPA dominated reports from the Legislative and Intellectual Freedom Committee. Progress on the suit against CIPA can be followed on the ALA website.

Council did adopt a policy on privatization which opposes outsourcing a library's administrative and governance levels.

Action was not taken on establishing an external accreditation agency for library education programs.

**SELA report** – Glenda Segars reported that Frank Allan, Editor of *Southeastern Librarian*, is soliciting articles for publication. She announced the conference next year will be in conjunction with the South Carolina Library Association conference, and will be in conflict with MLA's conference. Glenda has SELA membership forms for anyone wanting to join.

## II. SECTION REPORTS

**ACRL** – June Schmidt reported that the section recently held elections. Incoming officers are Gretchen Cook as vice-chair, and Judy Woodcock as secretary.

Sue Medina will be the speaker for the ACRL program at the MLA conference.

**Public Library** – Joe Tynes reported that author Jon Salem of the Arts Alliance of Jackson and Hinds County will be speaking at the upcoming conference.

**School Library** – Cindy Harrison reported that the LAMP tour will begin September 17. She will be sending out letters to encourage school librarians to attend the MLA conference. It was suggested that the URL for the



MLA conference and the registration form be included in the letter. The speaker for the school section program will be Meb Norton who was on the committee which developed standards for school librarians.

**Trustee** – Madel Stringer acknowledged the arrangement of the joint Public Library/Trustee program at the conference.

### III. ROUNDTABLE REPORTS

**Black Caucus** – Paula Reed announced that membership total up to 37. Rick and Ronda Hyman will be speaking at the scholarship luncheon during the conference, with book signing afterward.

**Technical Services** – Kathleen Wells reported that the spring meeting was held on May 18, with 38 people attending the program on cataloging internet resources. The fall meeting will be held at the conference with Diane Brown of SOLINET speaking on outsourcing technical services activities.

**2YCRT** – Juanita Flanders reported that conference plans are being finalized. The education team at Hinds Community College was proposing ideas for future editions of Mississippi Libraries on information literacy, and sharing what each section is doing. Ann Branton reported that the spring issue of Mississippi Libraries is already being planned with the theme of information literacy.

**YPSRT** – Victoria Penny reported the speaker for the conference will be storyteller, Diane Williams, telling stories and conducting a workshop.

**LIRT** – Shirlene Stogner reported that Dr. Gail Cheney from The National Faculty, will be the speaker for the conference program. Shirlene will be sending out the newsletter before the conference. Election of new officers will be held at the conference meeting.

**Friends of MS Libraries** – Freida Harkness announced that the Friends group see

themselves as the libraries' support group and to let them know if a library would like assistance in beginning a Friends group.

### IV. COMMITTEE REPORTS

**Awards Committee** – Lynn Shurden reported that Carol Green will announce a call for nominations for awards given at the MLA conference in the next issue of Mississippi Libraries. Carol is asking for board review of the Edward Ransdell Instructional TV award for updating. Applications for the awards will be sent out on listservs and possibly on the MLA website.

Lynn proposed the idea for designing and purchasing a medallion sticker to be sold for 50 cents to be placed on MLA award winning books. She also proposed a brochure to identify all of the past award winners so that additional medallion stickers could be purchased for placement on those books. Billy Beal made the motion to accept the recommendation of the committee for the purchase of the stickers and brochures. Glenda Segars seconded the motion. Motion passed.

**Scholarship Committee** – June Schmidt announced that Sheila Cork is the recipient of the Peggy May scholarship. Efforts are being made to increase the scholarship monies through the Silent Auction at the conference. Flyers will be sent in the registration packets requesting theme-baskets for the auction, in addition to the other contributions.

**Public Library Standards Committee** – Joe Tynes reported that members of the committee will be reviewing library standards from other states. Each member will review the standards from various states and report to the chair how that state addressed the particular issue under discussion. The chair will compile the individual reports and email the committee members for discussion. Meetings will follow, as necessary, to draft recommended standards for Mississippi libraries. The question currently being addressed: What is the purpose of statewide standards?

**Membership Committee** – Kathleen Wells reported that membership is down about 50 people from last year. The committee will launch a personal writing campaign.

### V. NEW BUSINESS

Joe Tynes opened the discussion of obtaining an account with vendors for providing books for the book signing sessions at the conference. After discussion, Joe made the motion that MLA get an account with major book companies that support MLA for those groups that wish to use them. Cindy Harrison seconded the motion. The motion was voted upon and passed.

MLA mileage reimbursement was discussed. The state mileage has increased and MLA's reimbursement has remained the same. After discussion, Terry Latour made the motion that the MLA Fiscal Management Committee set the reimbursement mileage rate at the budget planning meeting each year. Billy Beal seconded the motion. The motion passed.

### ANNOUNCEMENTS

Sharman Smith, the new director of Mississippi Library Commission spoke to the board. She is pleased to be back in Mississippi and is eager to work with the association and building on already established relationships. MLC's 75th anniversary celebration will be held at the conference. Glenda Segars proposed that the resolution given upon Sharman's leaving Iowa be attached to the minutes of this meeting.

Billy Beal stated commendations to the Mississippi State University Libraries for the excellent serials workshop held in July.

**NEXT BOARD MEETING** – 8:00 a.m., Wednesday, October 17, 2001 at the Crowne Plaza Hotel.

**ADJOURNMENT** – The meeting was adjourned at 12 noon.

*Respectfully submitted,  
Kaylene Behm, Secretary*



## Index to Mississippi Libraries

Vol. 65, 2001

Indexed by Shirlene Stogner

## A

- About Books, edited by Sarah Spencer, p. 29-30, 63-64, 94-95, 122-124
- About Children's Books, edited by Rosemary Chance, p. 31-32, 65, 96, 125
- About the MLA 2001 Authors Awards Books, p. 87-88
- Academic Focus, edited by Jessie B. Arnold, p. 21-22, 59-60, 120-121
- Accreditation of Schools of Library and Information Science, p. 92-93
- Adams, Elizabeth, book review by, p. 123-124
- Aldana, Lynda, book reviews by, p. 30, 88
- Almond, David. *Kit's Wilderness* (book review by Rosemary Chance), p. 96
- American Dreams in Mississippi: Consumers, Poverty, & Culture, 1830-1998 (book review by Lynda Aldana), p. 30
- Angus, Thongs and Full-Frontal Snogging: Confessions of Georgia Nicolson (book review by Rosemary Chance), p. 96

## B

- Ballard, Michael. *Congressional and Political Research Center at Mississippi State University*, p. 61-62
- Bauer, Joan. *Hope Was Here* (book review by Rosemary Chance), p. 31
- Beaches, Blood and Ballots: A Black Doctor's Civil Rights Struggle (book review by Vickie Frierson-Adams), p. 122-123
- Beauvoir Bibliography, p. 52
- Because of Winn-Dixie (book review by Rosemary Chance), p. 31-32
- Big Easy Backroad (book review by Donna Phelps Fite), p. 29-30
- The Body of Christopher Creed (book review by Rosemary Chance), p. 96
- Booth, Martha Owens, book review by, p. 122
- Boykin, Thurman. *Let's Read: A Letter from the Center*, p. 32
- Bridges, Rex and Kathy Davis. *Celebrating Art: A Tradition at Jackson-George Regional Library System*, p. 19-20

## C

- Caldecott and Newbery Winners, 2001, p. 31-32
- Campbell, Shugana, Catherine Holliday, Gregory Johnson, and Thomas Walker. *Politics, Religion, Images and Abortion: Do Internet Filters Block Controversial Sources of Information?*, p. 107-108
- Casey at the Bat: A Ballad of the Republic Sung in the Year 1888 (book review by Rosemary Chance), p. 31
- Cathedrals of Kudzu: A Personal Landscape of the South (book review by Jennifer Ford), p. 94
- Celebrating Art: A Tradition at Jackson-George Regional Library System, p. 19-20
- Central Mississippi Library Council Celebrates 25 years of Service, p. 80
- Chained to the Rock of Adversity: To be Free, Black and Female in the Old South (book review by Sara E. Morris), p. 29
- Chance, Rosemary, book reviews by, p. 31-32, 65, 96, 125
- Clay, Maude Schuyler. *Delta Land* (book review

- by Lynda Aldana), p. 88
- Click Clack Moo: Cows That Type (book review by Rosemary Chance), p. 31
- Collection Development Basics for School Libraries, p. 78-79
- Collier, Bryan. *Uptown* (book review by Rosemary Chance), p. 65
- Coleman, Frances N. (photo), p. 90
- Coman, Carolyn. *Many Stones* (book review by Rosemary Chance), p. 96
- Congressional and Political Research Center at Mississippi State University, p. 61-62
- Cook, Gretchen and Carrie G. Wallis. *Central Mississippi Library Council Celebrates 25 years of Service*, p. 80
- Coretta Scott King Winners and Honor Books, 2001, p. 65-66
- Cork, Sheila A. *Creating a Library Exhibit: Richmond Barthé, Artist and Sculptor*, p. 9-11
- A Cowboy Christmas: The Miracle at Lone Pine Ridge (book review by Rosemary Chance), p. 125
- Creating a Library Exhibit: Richmond Barthé, Artist and Sculptor, p. 9-11
- Creech, Sharon. *A Fine, Fine School* (book review by Rosemary Chance), p. 125
- Creech, Sharon. *The Wanderer* (book review by Rosemary Chance), p. 31
- Cronin, Doreen. *Click Clack Moo: Cows That Type* (book review by Rosemary Chance), p. 31
- Crowther, Hal. *Cathedrals of Kudzu: A Personal Landscape of the South* (book review by Jennifer Ford), p. 94
- The Current Status of Internet Filtering, p. 71-73

## D

- Dalby, Robert. *O Bed! O Breakfast!* (book review by Sarah Spencer), p. 94-95
- Davis, Kathy and Rex Bridges. *Celebrating Art: A Tradition at Jackson-George Regional Library System*, p. 19-20
- Davis, Kathy. *Murals in Mississippi Libraries: Bringing Communities and Art Together*, p. 3-8
- Davis, Sue. *Preserving the Non-Print: the Exotic, Esoteric or Electronic*, p. 57-58
- Delta Land (book review by Lynda Aldana), p. 88
- Demi. *Gandhi* (book review by Rosemary Chance), p. 125
- DiCamillo, Kate. *Because of Winn-Dixie* (book review by Rosemary Chance), p. 31-32
- The Dog Prince (book review by Rosemary Chance), p. 125

## E

- Experience the Canton Music Series, p. 12

## F

- Faces of Freedom Summer (book review by Elizabeth Adams), p. 123-124
- Falconer, Ian. *Olivia* (book review by Rosemary Chance), p. 31
- Falconer, Ian. *Olivia Saves the Circus* (book review by Rosemary Chance), p. 125
- Falling Through Space: The Journals of Ellen Gilchrist (book review by Martha Owens Booth), p. 122
- Finding State, County and Local Statistics in State of Mississippi Publications, p. 48-50
- A Fine, Fine School (book review by Rosemary

- Chance), p. 125
- Fite, Donna Phelps, book reviews by, p. 29-30, 63, 87
- Fleming, Julie. *Moving Lila* (book review by Louise Plodinec), p. 29
- Ford, Jennifer, book review by, p. 94
- Frankel, Noralee. *Freedom's Women: Black Women and Families in Civil War Era Mississippi* (book review by Brooke Lippy), p. 63
- Freedom River (book review by Rosemary Chance), p. 65
- Freedom's Women: Black Women and Families in Civil War Era Mississippi (book review by Brooke Lippy), p. 63
- Frierson-Adams, Vickie, book review by, p. 122-123

## F

- Frierson-Adams, Vickie. *Juvenile Collections in Academic Libraries: Survey Results and the Ole Miss Experience*, p. 117-119

## G

- Gandhi (book review by Rosemary Chance), p. 125
- Gantos, Jack. *Joey Pigza Loses Control* (book review by Rosemary Chance), p. 32
- The George H. Templeton Digital Sheet Music Collection, p. 25-26
- Geuder, Maridith. *The George H. Templeton Digital Sheet Music Collection*, p. 25-26
- Gilchrist, Ellen. *Falling Through Space: The Journals of Ellen Gilchrist* (book review by Martha Owens Booth), p. 122
- Goin' Somewhere Special (book review by Rosemary Chance), p. 125
- Gould, Virginia Meacham. *Chained to the Rock of Adversity: To be Free, Black and Female in the Old South* (book review by Sara E. Morris), p. 29
- Graham, Suzanne R. *Virtual Collections and Real Labor: Selection and Maintenance of Electronic Resources*, p. 45-47
- The Green-Eyed Hurricane (book review by Donna Phelps Fite), p. 87

## H

- Hakeem, Rashidah Z., book review by, p. 95
- Hakeem, Rashidah Z. *OPAC Requirements for Successful Retrieval of Musical Works*, p. 21-23
- Hayes, Sandra. *Preserving History: Digital Imaging Methods of Selected Mississippi Archivists*, p. 101-102
- Haynes, Elizabeth. *Collection Development Basics for School Libraries*, p. 78-79
- Hegwood, Martin. *Big Easy Backroad* (book review by Donna Phelps Fite), p. 29-30
- Hegwood, Martin. *The Green-Eyed Hurricane* (book review by Donna Phelps Fite), p. 87
- Highlights from the Annual NLW/Legislative Day, January 29th, p. 17-18
- Hoberman, Mary Ann. *You Read to Me, I'll Read to You: Very Short Stories to Read Together* (book review by Rosemary Chance), p. 125
- Holliday, Catherine, Shugana Campbell, Gregory Johnson, and Thomas Walker. *Politics, Religion, Images and Abortion: Do Internet Filters Block Controversial Sources of Information?*, p. 107-108
- Hope Was Here (book review by Rosemary Chance), p. 31



## I

- Iles, Greg. *24 Hours* (book review by Donna Phelps Fite), p. 63  
 In the Public Eye, edited by Paulette D. Entrekin, p. 19-20

## J

- Joey Pizga *Loses Control* (book review by Rosemary Chance), p. 32  
 Johnson, Gregory, Catherine Holliday, Shugana Campbell, and Thomas Walker. *Politics, Religion, Images and Abortion: Do Internet Filters Block Controversial Sources of Information?*, p. 107-108  
 Judd, Silvia. *Starlore: Three Native American Myths*, p. 103-104  
*Juvenile Collections in Academic Libraries: Survey Results and the Ole Miss Experience*, p. 117-119

## K

- Kennedy, Liam R., book review by, p. 124  
*Kit's Wilderness* (book review by Rosemary Chance), p. 96  
 Kolin, Philip C. *Williams: A Streetcar Named Desire* (book review by Rashidah Z. Hakeem), p. 95

## L

- Lane, John and Gerald Thurmond, eds. *The Woods Stretched for Miles: New Nature Writing from the South*, (book review by Maria Mathilde Martin), p. 63-64  
 Ledet, Henry (photo), p. 1, 35, 69, 99  
*Let It Shine! Stories of Black Women Freedom Fighters* (book review by Rosemary Chance), p. 65  
*Let's Read: A Letter from the Center*, p. 32  
*A Librarian at Every Table: Preparation for Accreditation (A Case Study)*, p. 120-121  
*Library Association Membership: Professional Activity Before Graduation*, p. 27-28  
 Library Education Update, edited by Thomas D. Walker, p. 27-28, 92-93  
 Lippy, Brooke, book review by, p. 63  
 Lundy, Deborah. (photo), p. 14

## M

- McCully, Emily Arnold. *The Orphan Singer* (book review by Rosemary Chance), p. 125  
 McKissack, Patricia C. *Goin' Someplace Special* (book review by Rosemary Chance), p. 125  
*Make Mine Medium Rare: Special Collections Librarians Consume the 20th Century*, p. 37-39  
*Many Stones* (book review by Rosemary Chance), p. 96  
 Marshall, Richard. *The Polarizing Effect of Internet Filters: Should ALA Take a Position?*, p. 109-110  
 Martin, Maria Mathilde, book review by, p. 63-64  
 Mason, Gilbert R., M.D. with James Patterson Smith. *Beaches, Blood and Ballots: A Black Doctor's Civil Rights Struggle* (book review by Vickie Frierson-Adams), p. 122-123  
 Miller, Ielleen. *Finding State, County and Local Statistics in State of Mississippi Publications*, p. 48-50  
 Miller, Ielleen. *What Call Number Is This? An Explanation of Superintendent of Documents Classification*, p. 55-56, 64  
 Mills, Lauren. *The Dog Prince* (book review by Rosemary Chance), p. 125

- Miracle's Boys* (book review by Rosemary Chance), p. 65  
*Mississippi Gardener's Guide* (book review by Sarah Spencer), p. 87-88  
*Mississippi Libraries @ Your Service: Preliminary Conference Program*, p. 81-85  
*Mississippi Library Association 2002 Committee Preference Form*, p. 91  
*Mississippi Library Association Authors Awards Committee 2001 Award Winners*, p. 86  
 MLA 2001 Annual Conference: Awards and Recognition, (photos), p. 113-114  
 MLA 2001 Annual Conference Wrap-up, (photos), p. 111-112  
 MLA 2001 Officer Nominees (photos), p. 13-15  
 MLA 2002 Committee Assignments, p. 126  
 MLA Executive Board Minutes, p. 33, 66-67, 127-128  
 MLA Officers for 2002 (photos), p. 51  
 MLA Treasurer's Report, p. 97  
 Morris, Sara E., book review by, p. 29  
 Morris, Scott. *The Total View of Taffy*, (book review by Louise Plodinec), p. 123  
*Moving Lila* (book review by Louise Plodinec), p. 29  
*Multiple Intelligences Revisited: A School Library Media Specialist's Perspective*, p. 105-106  
*Murals in Mississippi Libraries: Bringing Communities and Art Together*, p. 3-8

## N

- Nathan, Catherine A. (photo), p. 13  
 Neilson, Melany. *The Persia Café* (book review by Louise Plodinec), p. 64  
 News Briefs, p. 24, 52-54

## O

- O Bed! O Breakfast!* (book review by Sarah Spencer), p. 94-95  
*Olivia* (book review by Rosemary Chance), p. 31  
*Only Passing Through: The Story of Sojourner Truth* (book review by Rosemary Chance), p. 65  
*OPAC Requirements for Successful Retrieval of Musical Works*, p. 21-23  
*The Orphan Singer* (book review by Rosemary Chance), p. 125  
*An Overview of the Care of Silver-Based Photographic Prints and Negatives*, p. 40-44  
 Ownby, Ted. *American Dreams in Mississippi: Consumers, Poverty, & Culture, 1830-1998* (book review by Lynda Aldana), p. 30

## P

- Peck, Richard. *A Year Down Yonder* (book review by Rosemary Chance), p. 31  
 People in the News, p. 16, 90, 115-116  
 Plum-Ucci, Carol. *The Body of Christopher Creed* (book review by Rosemary Chance), p. 96  
*The Persia Café* (book review by Louise Plodinec), p. 64  
 Phares, Carol. *Super Duper Program Planning*, p. 74-77  
 Pinkney, Andrea Davis. *Let It Shine! Stories of Black Women Freedom Fighters* (book review by Rosemary Chance), p. 65  
 Plauché, Prima. (photo), p. 13, 51  
 Plodinec, Louise, book reviews by, p. 29, 64, 123  
*The Polarizing Effect of Internet Filters: Should ALA Take a Position?*, p. 109-110

- Politics, Religion, Images and Abortion: Do Internet Filters Block Controversial Sources of Information?*, p. 107-108

- President's Page (photo), p. 1, 35, 69, 99  
 Preservation Notes, edited by Irmgard Wolfe, p. 57-58  
*Preserving History: Digital Imaging Methods of Selected Mississippi Archivists*, p. 101-102  
*Preserving the Non-Print: the Exotic, Esoteric or Electronic*, p. 57-58  
 Price, Peggy. *Make Mine Medium Rare: Special Collections Librarians Consume the 20th Century*, p. 37-39  
*A Primer on Outsourcing*, p. 59-60  
*The Princess and the Pea* (book review by Rosemary Chance), p. 125

## Q

## R

- Radcliff, Joyce B. *A Primer on Outsourcing*, p. 59-60  
 Randall, Herbert. Text by Bobs Tusa. *Faces of Freedom Summer* (book review by Elizabeth Adams), p. 123-124  
 Rappaport, Doreen. *Freedom River* (book review by Rosemary Chance), p. 65  
 Rennison, Louise. *Angus, Thongs and Full-Frontal Snogging: Confessions of Georgia Nicolson* (book review by Rosemary Chance), p. 96  
 Rockwell, Anne. *Only Passing Through: The Story of Sojourner Truth* (book review by Rosemary Chance), p. 65  
 Ross, Diane DeCesare. *An Overview of the Care of Silver-Based Photographic Prints and Negatives*, p. 40-44

## S

- St. George, Judith. *So You Want to be President?* (book review by Rosemary Chance), p. 31  
*A Sampling of Special Picture Books for 2001*, p. 125  
 Sapp, Lauren B. *A Librarian at Every Table: Preparation for Accreditation (A Case Study)*, p. 120-121  
 Scott, Vivian. *Multiple Intelligences Revisited: A School Library Media Specialist's Perspective*, p. 105-106  
 Smith, Jennifer A. *Experience the Canton Music Series*, p. 12  
*So You Want to Be President?* (book review by Rosemary Chance), p. 31  
 Spencer, Sarah, book reviews by, p. 87-88, 94-95  
*Starlore: Three Native American Myths*, p. 103-104  
*Stuck in Neutral* (book review by Rosemary Chance), p. 96  
*Super Duper Program Planning*, p. 74-77

## T

- 24 Hours* (book review by Donna Phelps Fite), p. 63  
 Taylor, Gene. (photo), p. 115  
 Tech Notes, et al., edited by Rick Torgerson, p. 55-56, 117-119  
 Thayer, Ernest Lawrence. *Casey at the Bat: A Ballad of the Republic Sung in the Year 1888* (book review by Rosemary Chance), p. 31  
 Thurmond, Gerald and John Lane, eds. *The Woods Stretched for Miles: New Nature Writing from the South* (book review by Maria Mathilde Martin), p. 63-64



Timme, Caleb C.K. and Stephen L. Timme. *Wildflowers of the Natchez Trace* (book review by Liam R. Kennedy), p. 124

Timme, Stephen L. and Caleb C.K. Timme. *Wildflowers of the Natchez Trace* (book review by Liam R. Kennedy), p. 124

*The Total View of Taftly* (book review by Louise Plodinec), p. 123

Trueman, Terry. *Stuck in Neutral* (book review by Rosemary Chance), p. 96

Turner, Steven. *The Current Status of Internet Filtering*, p. 71-73

Tusa, Bobs. Photographs by Herbert Randall. *Faces of Freedom Summer* (book review by Elizabeth Adams), p. 123-124

## U

*Uptown* (book review by Rosemary Chance), p. 65

## V

Vaes, Alain. *The Princess and the Pea* (book review by Rosemary Chance), p. 125

*Virtual Collections and Real Labor: Selection and Maintenance of Electronic Resources*, p. 45-47

## W

Walker, Thomas D. *The Accreditation of Schools of Library and Information Science*, p. 92-93

Walker, Thomas D. *Library Association Membership: Professional Activity Before Graduation*, p. 27-28

Walker, Thomas D., Gregory Johnson, Catherine Holliday, and Shugana Campbell. *Politics, Religion, Images and Abortion: Do Internet Filters Block Controversial Sources of Information?*, p. 107-108

Wallis, Carrie G. *Central Mississippi Library Council Celebrates 25 years of Service*, p. 80

*The Wanderer* (book review by Rosemary Chance), p. 31

Wells, Kathleen L. (photo), p. 14, 51

*What Call Number Is This? An Explanation of Superintendent of Documents Classification*, p. 55-56, 64

*What's So Special About...*, edited by P. Toby Graham, p. 25-26, 61-62

*Williams: a Streetcar Named Desire* (book review by Rashidah Z. Hakeem), p. 95

Winter, Norman. *Mississippi Gardener's Guide* (book review by Sarah Spencer), p. 87-88

*The Woods Stretched for Miles: New Nature Writing from the South* (book review by Maria Mathilde Martin), p. 63-64

Wood, Audrey. *A Cowboy Christmas: The Miracle at Lone Pine Ridge* (book review by Rosemary Chance), p. 125

Woodson, Jacqueline. *Miracle's Boys* (book review by Rosemary Chance), p. 65

## X

## Y

*A Year Down Yonder* (book review by Rosemary Chance), p. 31

*You Read to Me, I'll Read to You: Very Short Stories to Read Together* (book review by Rosemary Chance), p. 125

## Z

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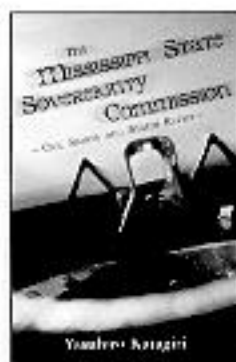
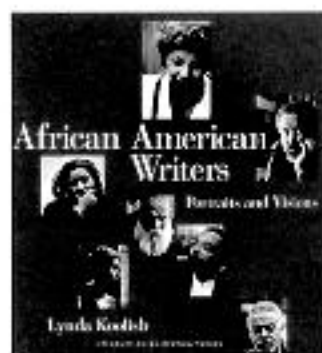
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