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Editorial Staff

Editor

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Catalog & Asst. Automation Librarian
The University of Mississippi
tharry@olemiss.edu

Assistant Editor

Tracy Carr
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tcarr@mlc.lib.ms.us

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MLA Reporter

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antoinette.giamalva@gmail.com

Indexer

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Electronic Resources & Discovery Librarian
The University of Mississippi
kerogers@olemiss.edu

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On the cover: *Arkabutla Infrared* by Lisa Ketchum. The picture was taken at Arkabutla Lake in Hernando, Mississippi. I used a Nikon D80 that I have had converted to infrared. This is a process where the camera is permanently altered to see only the infrared spectrum of light rather than visible light. When these pictures are processed in Photoshop, everything that normally would be green, becomes white, and blue skies become more vivid. So, even though this scene looks like a beautiful winter scene, it was actually photographed in high summer! These cameras also produce outstanding black and white photography. I have to admit this is my favorite camera to use and I am looking forward to warmer weather to start shooting more images like this.

Mississippi Libraries is a quarterly, open access publication of the Mississippi Library Association (MLA). The articles, reports, and features herein represent viewpoints of their respective authors and are not necessarily the official options of the Association.

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President's Page

As 2016 comes to a close, the MLA executive board is already working on plans for 2017. Your 2017 President, Jenniffer Stephenson is working on committee chair appointments and Sarah Mangrum is beginning to plan the 2017 MLA annual conference, which will be in Hattiesburg. The site selection committee is looking at the RFPs from convention centers around that State for sites for the 2018, 2019 and 2020 conferences.

It has been an honor to serve as the MLA President for 2016. I want to thank all of the Board members, section and roundtable chairs, and committee chairs for their commitment to MLA. As a volunteer run organization, MLA relies on volunteers who are passionate about the development, promotion, and improvement of library and information services. If you are considering volunteering and are not sure where to start, contact me or any member of the executive board.

Barbara Price, the MLA administrator, has announced that she is retiring in December 2016!

Barbara has a long history of improving literacy and library services in the South. Barbara began her career by completing 2 years of teaching and then became Hammond State School's Volunteer Services Coordinator. She also served on the National Board of the American Association of Volunteer Services Coordinators. Barbara then began at the Houston Public Library where she worked for ten years. From 1995-2004 she served as Literacy Coordinator, Branch Manage, and



finally Assistant System Director at the Beaumont Public Library.

Barbara came to Mississippi to serve from 2005 - 2009 at the Mississippi Library Commission as the Continuing Education Coordinator. She also spent time as an a literacy program developer in both Louisiana and Texas and as a tutor trainer for Literacy Volunteers of America and Laubach Literacy Organization.

Barbara has done a great job managing the MLA office for the past several years. A search is underway for a new MLA administrator and Barbara has agreed to stay on to help train our new administrator. We will miss Barbara, but wish her well in retirement. The MLA board presented Barbara with a plaque at the December MLA executive board meeting.

What is Your Effort?

Measuring the Effective Use of Social Media in Mississippi Libraries

Xinyu Yu

Associate Professor

School of Library and Information Science

The University of Southern Mississippi

ABSTRACT

Social media as a platform to communicate with patrons is still relevant to today's libraries. According to statistics by the American Library Association, 86 percent of libraries have used social media to interact with their communities. But the effort of interaction with communities is often less than ideal. This study tries to examine and benchmark the effort of interacting with library users in terms of the library social media policies, goals, web presence, and user access. The content analysis of Mississippi libraries' websites and an online survey were employed to measure the effective use and assessment of social media in Mississippi libraries.

WHY SOCIAL MEDIA?

Social media is today's "most commonly used form of communication in all users" (Steiner, 2012, p. 25). In a digital environment, social media tools have become the means of social engagement. In addition, social media tools also provide new opportunities for libraries to engage with their users in a new venue, especially for better ties with their communities.

A changing information landscape is what is often talked about, as how people access information and technology impacts access. Social media are well situated in this

changing information landscape mixed with people, access, information, and technology. If libraries want to stay relevant in their communities, they have to adapt themselves to technologies and users (Dowd, 2013; Solomon, 2013). According to the Pew Research Center, libraries are still important to families and communities; many users think that they do not know what services their libraries actually offer (Zickuhr, Rainie, & Purcell, 2013). In other words, libraries can be relevant to their communities but there is more of room to improve and make their services better known to communities. Given the speed of Internet technological advances, social media platforms may be quickly in and out of fashion with users. The Pew Internet Center's ten-year study of social media shows there is a continual increase of using social media with about two thirds of Americans (65%) (Perrin, 2015). Social media not only stay as social communication platforms but also evolve into professional tools such as crowdsourcing or crowd funding.

Social media will not go away but make further impacts. According to the American Library Association's survey, 86% libraries are using social media, among which Facebook (99%) and Twitter (56%) are most used and then is Pinterest (30%), but a number of libraries (48%) did not really measure their efforts in using social media (Dowd, 2013). The assessment on how to use social media in libraries remains in debate (Bodnar & Doshi, 2011;

Dowd, 2013). Because of the potential power of social media, it goes without saying that libraries need to continue exploring social media use and measure success.

RESEARCH QUESTIONS

Although much of the population in Mississippi lives in the rural areas, libraries may be the hubs of these rural communities. Rural residents are traditionally isolated in geography and technology. But the Pew Research Center reports (Perrin, 2015) that more American rural residents now use social media (58%). Considering this, it is interesting to benchmark how Mississippi libraries have fared in using social media and assessing efforts. Two research questions were raised:

RQ 1: What are Mississippi libraries' efforts of social media use?

RQ 2: How effective is the assessment?

DEFINITION AND CHARACTERISTICS

According to Steiner (2012), social media is defined as the "online platform that allows users to link to each other and contribute and share content and/or commentary" (p. 1). Social media do facilitate sharing, collaboration, transparency, and conversation. Especially, social media are useful for "a large, internally communicative collective that works together to create meaning and content" (Steiner 2012, p.1). The core idea of social media is on "community building,

sharing content and collaborating with others.” Social media tools are unique in the community building because they are all about connecting and interacting. On the users’ side, social media allow everyone to be more creative and participatory. Paradoxically, many social media tools or platforms that are popular today may be irrelevant soon, such as Myspace.

LIBRARIES’ COMMUNITY BUILDING

The idea of social media on community building is in line with librarians’ vision of libraries as the community center, because both social media and libraries educate, inform, and enrich lives of users (OCLC, 2007). Horrigan (2016) reported that libraries do “contribute to provide a sense of community” with resources and programs. It is the programmatic use of social media that most libraries focus on. Libraries have widely used social media to highlight their collections or reach out to their potential audience. But, Solomon (2013) said that social media should not just remain as a broadcast medium but need make libraries more participatory in their communities.

The Association for College and Research Libraries (ACRL) acknowledged the potential of social media in facilitating the relationship between libraries and their patrons. The ACRL’s survey was conducted to find out the “use of social media by library;” social media helps libraries listen to their communities. Bodnar and Doshi (2011) mentioned that social media tools such as Facebook and Twitter have the potential to reach many library users by

connecting and marketing. They remarked that there is clear evidence to support the return on investment by social media but encouraged libraries to experiment and think critically of using social media.

Libraries can use social media to maximize their presence, and efforts in social media such as enhancing the perception of libraries or relevancy or dynamics (Chau, 2012). Social media builds up two-way communication between librarians and users, which means libraries are no longer just about physical objects, and it can help libraries cultivate customer loyalty and develop collections (Fernandez, 2009).

SUCCESS OF USING SOCIAL MEDIA

Solomon (2013) notes the success of using social media can be setting it up with institutional goals, being selective of social media channels that will be helpful to community building, writing a social media policy for staff, creating a library profile, understanding patrons and community, responding in time, and empowering staff. The success of using social media can result in a better connection with the patrons and community. There is a need to build a strategic plan, based on data, that is flexible, maintainable, and cared for.

METHODS

This study was approved by the University of Southern Mississippi Institutional Review Board. In this study, content analysis and a survey were applied. A directory of Mississippi libraries compiled by the Mississippi Library Commission, was examined in content analysis,

which provides links to 147 libraries in Mississippi including academic, public, and special libraries, but excluding school libraries. The focus of content analysis of library websites was on the availability of social media platform’s icons and their popularity among these libraries’ websites. The idea of the survey was developed from a few findings of the White Report published by Taylor & Francis (2014). Created in Qualtrics®, the survey was distributed to members through the Mississippi Library Association (MLA)’s listserv and social media channels during this year’s MLA annual conference and after. In the survey, there are 11 survey questions which cover the respondents’ type of libraries, social media policy and updates, contents of posting and goals, tasks and assessment tools.

RESULTS

CONTENT ANALYSIS OF LIBRARY WEBSITES

The purpose of conducting a content analysis aimed to find out the general use of social media among Mississippi libraries. The analysis of library websites under the Directory of Mississippi Libraries excluding school libraries (no specific website) was examined with 147 libraries including 32 academic libraries, 47 public libraries, and 68 special libraries. Of all these libraries (N=147), there are 30 academic libraries, 34 public libraries, and 34 special libraries that embed their social media platforms’ icons. That is to say, there are 98 (67%) libraries with social media platforms listed but 49 (33%) libraries not listed. So a majority of Mississippi libraries do include social media platforms as a

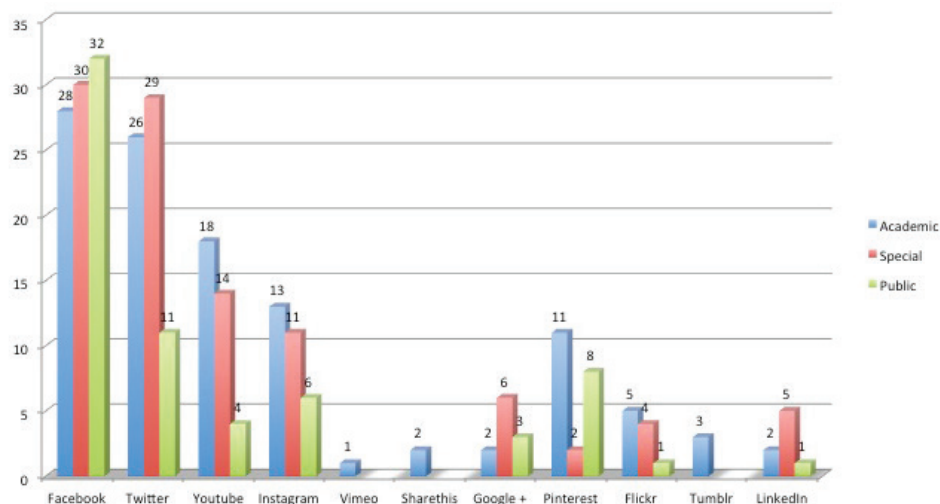
means of engaging with their users.

Furthermore, an analysis of social media icons listed on all libraries with social media platforms (n=98), as shown in Figure 1, Facebook, Youtube, and Twitter are most used among these three types of libraries. Instagram and Pinterest are also well used. Altogether, there are 11 social media platforms listed, which serve for diverse functions such as microblogging (Twitter and Tumblr), content sharing (Google+, ShareThis), image and video (Youtube, Instagram, Flickr, Vimeo), and professional-based (LinkedIn). Academic libraries use all 11 types of social media platforms with a higher usage of Facebook, Twitter, Youtube, Instagram, and Pinterest; special libraries most use LinkedIn and Twitter; public libraries most use Facebook.

SURVEY ANALYSIS

The goal of conducting a survey intended to assess how libraries plan and manage social media. The survey results were collected between October 19 and November 1. With a total of 43 respondents who responded to all 11 questions, 25 respondents indicated from public libraries, 16 from academic libraries, and only 1 respondent each for special and school libraries. Responses to all these questions are not the same. Planning and carry goals of using social media are crucial to success. About having social media policies, 58% (25) respondents already had but 42% (n=18) still did not have the policy. In addition, the answers were different about how often libraries should update the social media policy including "every three years," "every few years," "by committee as needed," "only once"

Figure 1. Number of Social Media Platforms Listed on Academic, Special, and Public Libraries Websites



or "no update," "not sure." For those without the policy, they indicated "probably," "in progress," "none," or wondered if there is a need. Most responses showed that their libraries already appointed a designated person responsible for social media platforms (84%) and only 16% without a designated person.

For "How long has your library used social media?" a majority of respondents (53%) reported 4-6 years, 23% chose 7-10 years, 16% selected 1-3 years, and only 7% had less than a year. Social media often requires immediate responses. For the frequency of posting in social media, of 42 responses, 45% indicated once a day, 29% responded immediately, 21% posted weekly, and only 5% was doing monthly.

As for what information libraries post on social media, most respondents selected "news and information," customer service," "photographs." About libraries' goal of using social media, most respondents selected feedback, positive word of mouth, and number of followers, but positive word of mouth was counted for 72%. As regards

to the tasks performed by social media, most respondents selected using social media to post events. Figure 2 indicated respondents believed that social media build up a better relationship with patrons (48%) and increase the library visit (31%). Figure 3 showed what assessment source libraries are using. Of 34 responses, most respondents selected Facebook statistics (53%) and many also looked at the number of followers (27%). The response to the technological assessment tools (n=19) varied a great deal, with only a few using Hootsuite and Buffer.

DISCUSSION AND CONCLUSION

Compared with the number of libraries listed in the Directory of Mississippi Libraries, the number of survey responses could not adequately represent every type of libraries in Mississippi or help to draw a generable conclusion. But some responses such as appointing a designated person for social media, the length of using social media, and frequency of posting and response do tell that social

media are seriously considered by libraries to engage with users. Given libraries' own institutional images and policies, there is a constraint on what should be posted or not in social media. However, social media platforms are positive to help highlight collections and increase library

visits. Also, additional features such as digital magazines or API (Application Programming Interface) can be also added with these platforms to improve users' access without compromising professional standards and ethics. The use of the assessment source and tools are

limited but respondents do indicate it is more important to focus on the means of interaction.

ACKNOWLEDGEMENT

Special thanks are given to Jennifer Stevenson, Mississippi Library Association, Teresa Welsh, respondents to survey, and those who attended my presentation and also shared their use of social media in their institutions. I am also very grateful to Denise Saucier and Charlotte Roi for assistance.

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Figure 2. "What desirable impacts do you see social media on patrons?" (n=42)

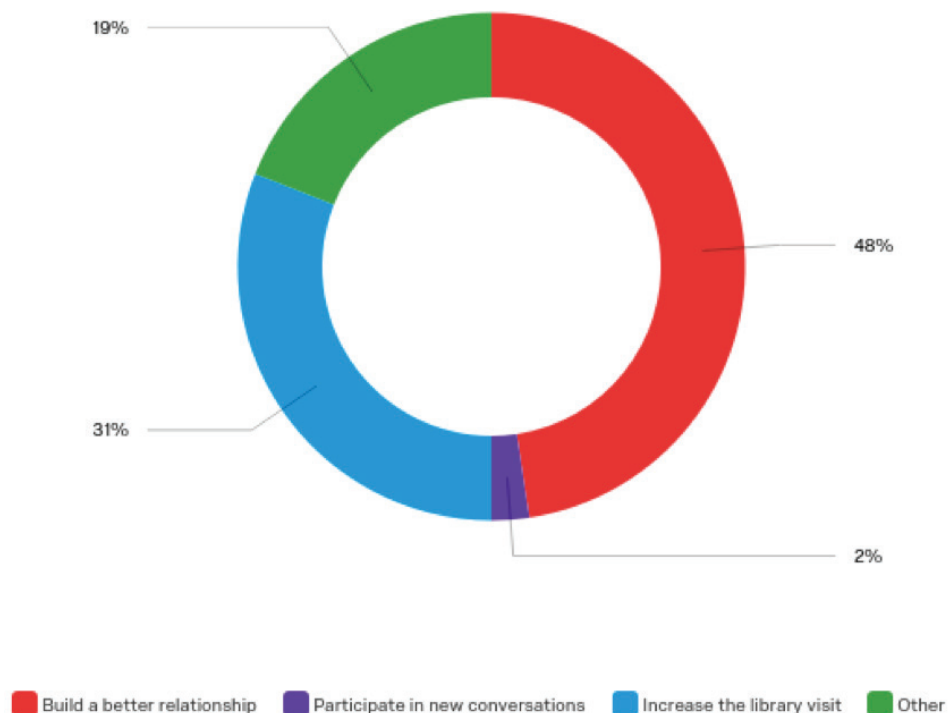
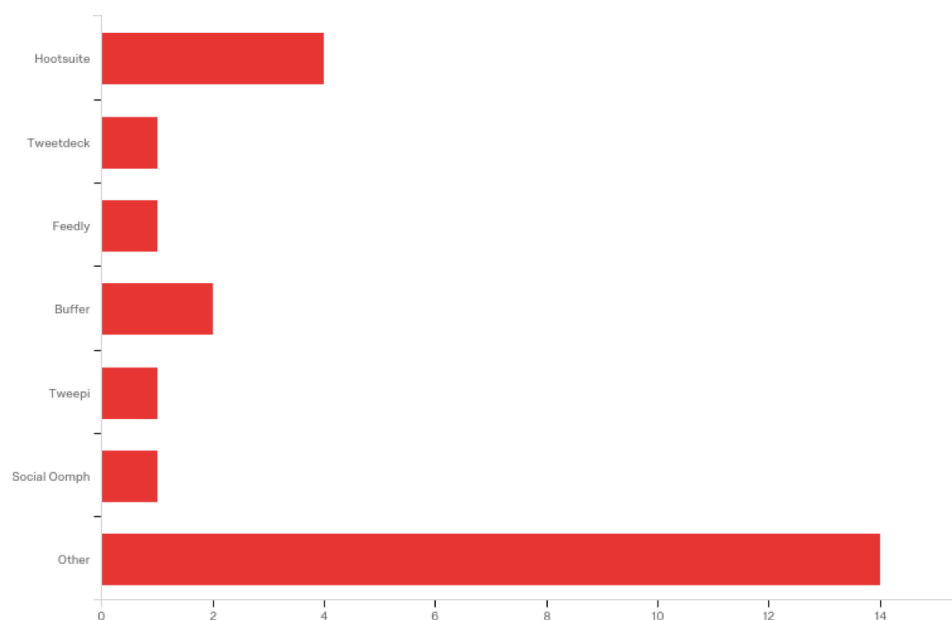


Figure 3. "What is the key source do you use to measure the use of social media" (n=34)



Redesigning Library Instruction for English 102: A Preliminary Report

Anne Hudson

Arts and Letters Librarian

Assistant Professor

University of Southern Mississippi Libraries

Elena Azadbakht

Health and Nursing Librarian

Assistant Professor

University of Southern Mississippi Libraries

BACKGROUND

The Research Services Unit at the University of Southern Mississippi Libraries follows a liaison model with each librarian serving as primary point of contact to one (or two) of the university's six colleges: Arts and Letters; Business; Education and Psychology; Health; Nursing; and Science and Technology. In March 2016, Anne Hudson began working for the University of Southern Mississippi as the librarian for the College of Arts and Letters. Elena Azadbakht, Health and Nursing Librarian, had served as the interim liaison to the English department for the previous year. One of Anne's first assignments was to observe the English 102 library instruction sessions conducted during the spring. After observing 10 instruction sessions taught by four different librarians, Anne started teaching her own. Anne and Elena met to discuss what was working and what needed improvement both from the librarian perspective and from the observations of faculty, graduate teaching assistant (GTA), and student behavior.

English 102 is the second course in the University of Southern

Mississippi's required two-course English composition sequence. The English 102 library instruction sessions are generally one-shot, 50-minute presentations of library services and resources taught in the library instruction room/computer lab. Since the spring 2013 term, students have been required to write a paper using the general themes of "food" or "monstrosities." Course instructors typically fill out an online form requesting library instruction. The request is then matched to librarian and classroom availability, and a confirmation email is sent to instructors requesting a copy of the course syllabus or research assignment.

Several issues were identified by Anne and Elena as potential barriers to the creation of engaging sessions that lead to student learning, success, and retention. Several GTAs did not request instruction at all, some did not request library instruction until a day or two before the desired session, and the high number of sessions requested within a relatively short period of time required the assistance of all of liaison librarians. Some of the GTAs were not actively involved in library instruction sessions, and, most troublesome to Anne and Elena, students often had not yet settled on research topics at the time of the sessions, which made interactivity very difficult. While the student evaluations of library instruction session generally seemed quite positive, Elena and Anne observed that the

students often appeared bored and uninterested. As instruction librarians, they were equally unenthusiastic about presenting a lecture based on an introduction to the Libraries' website and resources.

SUMMER RESEARCH ON INSTRUCTION STRATEGIES

Elena read several books about information literacy instruction, including Heidi E. Buchanan and Beth A. McDonough's *The One-Shot Library Instruction Survival Guide*, and attended the 2016 LOEX Annual Conference. She set as her goal to improve her instruction based on the techniques that she learned from these sources. Elena was particularly interested in the Think-Pair-Share technique (Lyman, 1981) as well as the Cephalonian Method, which is a strategy for orientation and introductory sessions developed by Nigel Morgan and Linda Davis, librarians at Cardiff University. She thought that these instruction strategies would work especially well in English 102 sessions. Elena was also interested in how the use of humor during library instruction impacts student engagement.

Instruction librarians are probably familiar with the idea of using mind maps to develop strategies for keyword searching on various topics, but Anne re-discovered the technique after reviewing the Association of College and Research Libraries (ACRL) Instruction Section's "Tips and Trends" for ways

to make her instruction sessions more student-centered (Beavers, 2014). Anne thought this technique would work well in English 102, since the students in these introductory courses appear to have trouble developing their chosen topics and thinking of appropriate keywords. The librarian can start the session by writing the word “topic” on a whiteboard at the front of the class and pass out blank sheets of paper to all of the students. After asking for a student volunteer to share his or her chosen topic, the librarian demonstrates how to create a mind map using the ideas the student has provided. One technique involves asking “Who? What? When? Where? and How?” about the topic to generate more search terms and expose the students to all of the different keywords they might want to use when searching scholarly databases. This activity can also help students decide what subject guides to use to find resources related to their topics.

The Think-Pair-Share instructional strategy, developed by Frank T. Lyman in 1981 (as cited in Buchanan & McDonough, 2014, p. 45-46), is easy to implement and does not require much preparation on the part of the instruction librarian. In terms of materials, pens and some scratch paper is all that is needed. The librarian instructor divides the class into pairs of students (usually those who are seated next to one another) and then poses a question or problem (Buchanan & McDonough, 2014, p. 45). The students have a few minutes to quietly work through the question on their own, writing down their thoughts. They then have some time to share these thoughts with their partners. After both members

of each pair have finished discussing their responses, the librarian leads the entire class in a discussion of the question (Buchanan & McDonough, 2014, p. 45). Some versions of the Think-Pair-Share exercise ask each student to summarize their partner’s response for the class rather than their own (Buchanan & McDonough, 2014, p. 46).

The Cephalonian Method, a library instruction strategy gaining popularity in the United Kingdom, works well for situations in which a great deal of information must be covered in a set amount of time, such as orientation sessions. Morgan and Davis outline the Cephalonian Method in their 2009 book chapter “How Cephalonian Can Conquer the World (Or at the Very Least, Your Students!): A Library Orientation Case Study from Cardiff University.” First, they suggest instruction librarians begin by identifying their desired learning outcomes and structuring their content around these. Librarians then convert this content into a series of questions and answers. For example, “Students will be able to choose appropriate keywords” becomes “How do I know what keywords to use?” The librarian then groups these questions (and answers) into three or four categories. The questions are printed on colored notecards, with each color corresponding to one of the content categories (Morgan & Davies, 2009, p. 22-23). To enable the full participation of individuals with color-perception impairments, Morgan and Davis advise placing the name of the card’s color (e.g., “blue”) in text somewhere on the card itself (p. 25).

To implement this technique, the

librarian gives each student one of the aforementioned colored cards at the start of an instruction session. The librarian then asks students with cards from the first color category to read their questions one-by-one. The class then moves on to the next color category and so forth until all the questions have been asked and answered (Morgan & Davies, 2009, p. 22-23). This allows for some spontaneity as the order of the questions is not fixed, but, at the same time, the instruction librarian retains control over the order of the major content areas covered (Morgan & Davies, 2009, 25).

Morgan and Davis also encourage the use of informal language and humor and use music as an ice-breaker at the beginning of their instruction sessions (p. 23-26). Some of the answers to the questions they developed involve a character they created called Miguel and his pet iguana. The scenarios that Miguel finds himself in are amusing but serve to illustrate a library service, resource or research strategy (Morgan & Davies, 2009, p. 23-24). While Anne and Elena have not created their own version of Miguel and do not play music at the start of class, they are following the Cephalonian Method’s basic structure.

While the Cephalonian Method involves some active participation, it is not too overwhelming for students. Even those students who hesitate at the sight of the notecards are usually happy to participate once they realize that they only have to read short question aloud. Depending on the size of a particular class, there are often more students than questions, so those students who are truly too shy to participate can pass

their notecards to one of their more gregarious classmates.

IMPLEMENTATION

Anne and Elena met several times over the summer to discuss how to implement what Elena had learned. They decided to try a few different techniques in fall 2016: the Cephalonian Method; Mind Maps; and the Think-Pair-Share exercise seemed especially promising. They also thought it would be interesting to conduct a research study to determine if the changes made an impact on student research papers. Anne participated in the ethical research practices and human subjects research training mandated by the University of Southern Mississippi's Institutional Review Board, Elena having previously done the same.

Anne set as her goal to meet with the Director of Composition to work to improve the process of incorporating library instruction into the English composition course sequence. One of the responsibilities of the Director of Composition, a faculty member in the English Department, is to oversee the GTAs who teach most sections of the English composition classes. During the summer, Anne and Elena met with Joyce Inman, Director of Composition and Assistant Professor of English, to discuss their proposed changes to English 102 library instruction sessions, and she was very enthusiastic about their proposal. She had recently reviewed a General Education Curriculum Assessment Report for English 102 that found that students need to improve in their ability to "find, use, and cite relevant sources of information." Joyce agreed to begin implementing the

changes with the fall term classes, allowing more time to plan for full implementation in the spring term. A series of training sessions has been an established component of the English Department's preparation of GTAs to teach English composition courses, and Joyce invited Anne and Elena to attend several of those sessions in August. Anne and Elena provided input regarding previous GTA scheduling issues and were able to propose changes to the GTAs before they even started crafting their syllabi for the fall semester. Anne hosted the GTAs during their orientation session tour of the library and discussed future sessions with them. Elena attended a session on syllabi creation, during which she encouraged the placement of the library instruction session after the topic selection due date and discussed active learning strategies. Anne attended a session on pedagogy and reinforced that student learning is enhanced by engagement and participation. This relies on the student having a topic selected before the library instruction session so that the students are interested in the search results because they can apply them to their own papers.

Anne and Elena met to discuss the essential content for English 102 instruction sessions and created questions for the material, written in an informal tone so that students would feel more comfortable reading the questions in front of the class. They purchased colorful index cards and labels, printed questions on to the labels, affixed them to the cards, and then laminated them for durability. The categories they developed for the English 102 sessions, which differ somewhat from those

used by Morgan and Davis, are as follows:

Books (Purple)

Example Question: How would I find out if there are any books on my topic?

Articles (Yellow)

Example Question: How do I know what search terms to use?

Miscellaneous (Green)

Example question: Why do I need to cite my sources?

Anne started slowly introducing the Cephalonian Method using first four, and then six cards, strategically placed on the student computers before class, and Elena has tried passing them out to interested volunteers at the beginning of class. Anne also began incorporating mind maps into all of her fall sessions. She demonstrates how to develop a topic on the whiteboard using various keywords and then gives the class time to do the same for their own topics. Anne recently incorporated the Think-Pair-Share exercise into an Interdisciplinary Studies class to test its effectiveness before using it in the "new" English 102 sessions this spring.

Elena has been incorporating mind maps into her introductory instruction sessions as well and has tried the Think-Pair-Share exercise as part of her problem-based approach to engaging upper-level health sciences classes. Since the majority of English 102 classes meet in the spring, Elena has only been able to use the Cephalonian Method a few times. She has also been trying to incorporate humor into her instruction sessions so as to further engage students.

FUTURE PLANS

The initial instructor feedback to the sessions has been overwhelmingly positive and Anne and Elena are looking forward to reviewing student course evaluations. Now that they have completed a pilot test of the revised suite of instruction techniques, Anne and Elena are planning to submit a proposal to the

University of Southern Mississippi's Institutional Review Board, which will allow them to conduct formal research on the effectiveness of the redesigned English 102 instruction sessions in spring 2017.

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Curious George Celebrates 75 Years

Dawn Smith

*University Libraries' Assistant to the Dean for Publicity and Outreach
The University of Southern Mississippi*

The year 2016 will be known for the Rio Olympics and the Presidential election, but it will also be known as the year our favorite monkey, Curious George, turned 75. Curious George is one of the most beloved characters from children's literature and has been loved by many for generations. The University of Southern Mississippi's de Grummond Children's Literature Collection holds the literary estate of H.A. and Margret Rey, curators of Curious George, and hosted events this fall to celebrate his milestone birthday.

Curious George and the papers of H.A. and Margret Rey came to Southern Miss through Dr. Lena de Grummond's steadfast work of collecting original materials from authors and illustrators to use as resources for students. She achieved her goal by sending handwritten letters to authors and illustrators, including H.A. and Margret Rey. The image of Curious George headed to

Hattiesburg with his manuscript was hand drawn on a letter from H.A. and Margret Rey to Dr. de Grummond. Correspondence from authors and illustrators often included hand drawn images, which made the letters even more personal.

The Reys created Curious George—then called Fifi—possibly while staying at Chateau Feuga in the Dordogne region of France in early 1940. He was based on a

character from their *Rafi et les 9 Singes* (1939). When the German army approached Paris in June of 1940, the Reys fled on bicycles to Orleans where they boarded a train for the Spanish border. They moved on to New York City via Spain, Portugal and Brazil between June and October. Settled in New York City, the Reys sealed a contract with Houghton Mifflin of Boston for four children's books in February 1941. They published Curious George later that year, although it would not become popular for another decade.

To celebrate George's 75th birthday, University Libraries at Southern Miss and the de Grummond Collection implemented a challenge that was titled Go George Go, to walk 75 miles in eight weeks to bring recognition to Curious George and the de Grummond Collection while encouraging health and fitness. "Since Curious George has managed to travel around the world, making friends everywhere he goes, we decided to celebrate his 75 years by encouraging walking and health," says Ellen Ruffin, Curator of the de Grummond Children's Literature



Photograph by Dawn Smith.

Hattiesburg Fireman, Stephen Mooney, reads Curious George to the kids.

Collection.

University Libraries reached out to the local community in Hattiesburg, the Southern Miss campus and all fans of Curious George around the country to encourage participation. Over 150 individuals, from as far away as Texas, Nevada and Cuba, signed up for Go George Go and began their own journey to walk or run. Using a tracking site, Challenge Runner, participants were able to log their mileage each day either manually or by syncing their fitness devices, such as FitBit or Garmin. Participants were able to view an anonymous leaderboard to see how their progress stacked up with the competition. Each week during the challenge an email was sent with updates and health and fitness tips to keep the walkers motivated. At the end of the challenge, participants received a Go George Go challenge shirt as a reward for their success.

Over the course of the eight weeks, challenge participants logged over 19,000 miles. Awards were given to the person with the most miles, the most “experienced” participant (oldest) and the participant from the farthest away. The overall winner, Katie Kitchens, walked 489.91 miles during the eight weeks. To get her miles, Kitchens says she walked before work, took extra steps during the work day and then went for another walk after work. Her goal wasn’t to win but to increase her physical activity for overall good health. Virginia Butler, a proud 77 year-old, was the most “experienced” participant, with 112 miles, and Marilyn Bennett, all the way from Reno, NV, completed 188 miles.

The challenge, which began on

September 15, concluded on November 12 at the Hattiesburg Zoo with a community birthday party for Curious George. The party, sponsored by the Hattiesburg Zoo, kicked off at 10 a.m. when the zoo opened, and Curious George himself, along with the Man in the Yellow Hat, greeted an estimated crowd of over 800. Families and fans of all ages were treated to an animal show featuring a hedgehog, a snake and a

rabbit, all friends Curious George encountered during his journeys around the world. Following the animal show, a Hattiesburg fireman read Curious George, the original book written in 1941. The party concluded with birthday cake and Curious George blowing out his birthday candles while his friends sang Happy Birthday. All children were treated to a free train ride, courtesy of the Fay B. Kaigler Children’s



Photograph by Dawn Smith.

Curious George and the Man in the Yellow Hat greet fans at Curious George Day at the Hattiesburg Zoo.

Book Festival, and were able to take photos with George and the Man in the Yellow Hat.

“We couldn’t be happier with the success of the events surrounding Curious George’s 75th birthday. The enthusiasm of the challenge participants was more than we could have imagined, and the birthday party was a huge hit. Curious George has not only been around for 75 years, but he has been loved for 75 years so it is no surprise we had the participation that we had,” said Dawn Smith, University Libraries Assistant to the Dean for Publicity and Outreach. “Curious George will continue to be beloved for a long time, and we hope that one day, his 100th birthday will be an even bigger celebration!”



Photographs by Dawn Smith.

Top: A young Curious George fan gets an up close look at the hedgehog during the animal show.
Bottom: Curious George blows out his candles.

News Briefs

Sarah Mangrum

Access Services Librarian /
Assistant Clinical Professor
University of Southern Mississippi

WENDELL MINOR'S AMERICA: 25 YEARS OF CHILDREN'S BOOK ART

The 2017 Fay B. Kaigler Children's Book Festival marks the 50th consecutive children's book festival at The University of Southern Mississippi. To commemorate the longevity of the successful festival, the de Grummond Collection is bringing an outstanding art exhibition to Hattiesburg.

Titled *Wendell Minor's America: 25 Years of Children's Book Art*, the exhibit is coming to Hattiesburg from the Norman Rockwell Museum in Stockbridge, MA. Minor's work will probably be familiar, due to his work on over 2,000 book cover designs, including Earnest Gaines' *A Gathering of Old Men*, Pat Conroy's *Beach Music*, the current cover for *To Kill a Mockingbird*, all

of David McCullough's book covers, and many more. Minor is also responsible for the illustrations of fifty children's book titles (and counting).

Beginning in March, the exhibition will be at Oddfellows Gallery on Front Street through May. Because Minor has illustrated picture books about real people, his paintings bring history to life. When illustrating the picture book biography *Reaching for the Moon*, written by astronaut Buzz Aldrin, Minor's interest in history and the natural world were brought to light. Minor and Aldrin worked closely together on another book for children titled *Look to the Stars*. As a result of their collaboration, Minor and Aldrin became friends.

Aldrin, in an interview with Stephanie Haboush Plunkett, Deputy Director/Chief Curator at the Norman Rockwell Museum, remarked on Minor's work:

"Wendell has a great talent for creating images that invite you in.



They give you a sense of close observation and being a part of something. He found a way to bring my authentic experiences to life for children through his art, and I was amazed by that." (Aldrin 120)

Make plans now to see the exhibition. It is something not to be missed.

Submitted by
Dawn Smith

Assistant to the Dean for Publicity and
Outreach

University of Southern Mississippi Libraries

People In The News

Sarah Mangrum

Access Services Librarian /
Assistant Clinical Professor
University of Southern Mississippi

Jody Perkins was recently hired as the Acquisitions and Serials Librarian at the Millsaps-Wilson Library, Millsaps College. Mr. Perkins brings a wealth of experience in both public and academic libraries to this faculty position.

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Two long-time employees have recently retired at the Northeast Regional Library System, headquartered in Corinth. After 17 years of service as the Cataloger and Collection Development Librarian, **Holly McIntyre** retired at the end of June. To fill her days, Holly plans to spend more time gardening, traveling, and taking care of her beloved dogs.

Rita Millsaps also recently retired at the end of October after 32 years of service as the Inter-Library Loan Clerk at NRL. Rita had additionally spent 25 years as the Branch Manager at the Rienzi Public Library. Rita is looking forward to camping, visiting with friends and family, and spending more time with her grandchildren.

Hope Morton is the new Cataloger and Collection Development

Librarian at NRL. Hope brings to her position a variety of experience from public, school, and academic libraries. **Todd Gurley** is the new ILL Clerk. Todd is also employed with NRL as its courier.

—◆—
Sarah McCullough joined Mississippi State University Libraries in September 2016, as Coordinator of Cultural Heritage Projects in the Mitchell Memorial Library Special Collections department. Sarah received a B.A. in History from Agnes Scott College, and then went on to earn her master's degree in Historic Preservation from the University of Georgia. She comes to MSU from her most recent work for The Ministry of Culture and Monument Protection of Georgia in the former Soviet state of Georgia through a Peace Corps program. Before that, Sarah worked as Cultural Heritage Program Manager for the Division of Tourism at Mississippi Development Authority. Sarah's research interests include literary and architectural heritage. Following her joining the MSU Libraries she was elected as the Director of the Southern Literary Trail which represents Mississippi, Alabama and Georgia and is now based at the MSU Libraries.



Sarah is a native of Tupelo, MS. Her father, brother, and sister graduated from Mississippi State, so cheering for the Bulldogs is in her blood. She also enjoys traveling, particularly cultural heritage travel, and has taken part in cultural heritage and volunteer programs in Brazil, Ghana, Australia, Thailand, and

Croatia. Sarah is also an avid dog lover, especially her MSU Bulldogs!

—◆—
The Jackson-George Regional Library System has hired **Amanda Brooks** as the manager of the Genealogy and Local History Department at the Pascagoula Public Library.



The newly created position will enable the department to better organize, manage, and direct the digitization project currently underway. As manager, Amanda will guide the department into the era of digitization through professionally approved methods and best practices in an effort to offer increased access to unique resources pertaining to the community, which the library system serves.

Amanda Brooks recently moved to Pascagoula, from Williamsport, Pennsylvania.

Having earned her Bachelors of Art in English Literature from Lock Haven University in 2014, Amanda moved to Scotland to attend the University of Strathclyde in Glasgow to attain her MSC. Upon completing her dissertation on the impact of digitization in cultural heritage institutions, Amanda earned her Master of Science in Information and Library Studies with a UK level of distinction in 2016.

"Through hearing family stories as a child, my own personal research, and placements taken on during her education, I have developed a passion for genealogy that I hope will benefit my new position" she said. She is most looking forward to

working on the digital preservation project at JGRLS in order to ensure that their collections are safeguarded for future generations.

—◆—
The Jackson-George Regional Library System selected **Ann Rushing** as the new branch manager of the



East Central Public Library in October. The rural branch is located in the community of Hurley, about 25 miles north of Pascagoula, MS.

Ann Smith Rushing took over the management duties of the East Central Public Library left vacant by a promotion given to Pascagoula manager Leanna Hamburg.

Ann started working for the Jackson-George Regional Library system in 2013 as a library clerk. Previously she was employed with the Harrison County Library System in Biloxi, MS, as Head of Circulation.

She received a Bachelor of Science in Business Administration from USM in 2002. In 2014, Ann attended the Mississippi Library Association Librarianship 101, a leadership program for those interested in Library Science as a career.

Currently, Ann is a graduate student in the School of Library and Information Science at the University of Southern Mississippi. She is a member of the Mississippi Library Association and USM Library and Information Science Student Association.

—◆—
The Jackson-George Regional Library System promoted **Angela**

Thompson to branch manager of the Kathleen McIlwain Public Library of Gautier recently. The city branch is located near the Mississippi Gulf Coast Community College campus.

Her first career was a radio announcer on K99 and Magic 93.7



FM. After working on air for 15 years, Angela decided to change her career path. In July of 2001, she was hired as a library clerk at the Vancleave Public Library and became very interested in Library Science as a career.

Angela Frances Stewart is a longtime Gautier resident and a 1984 graduate of Pascagoula High School. She received a Bachelor's of Library Science at the University of

Southern Mississippi in 2013, and is currently a Masters of Library and Information Science candidate with USM.

Angela is the proud mother of two children; her son was recently commissioned as a 2nd Lieutenant with the Mississippi Army National Guard, and her daughter is a Biology/Chemistry major at USM Hattiesburg.

Book Reviews

Michele Frasier-Robinson

Librarian for

Education & Psychology

University of Southern Mississippi

Franklin, Tom (ed)

Mississippi Noir

Brooklyn, NY: Akashic Books, 2016. 288 pp. 29.95 (hardcover)

Editor Tom Franklin concludes his introduction by stating "Welcome to the bottom" as a reminder of Mississippi's high poverty rate, obesity epidemic, and corrupt government. His comments are certainly a fitting backdrop for an anthology of stories that are dark and gritty. As part of the long running Akashic Noir series, this collection contains 16 stories from seasoned noir writers such as Ace Atkins and Megan Abbott as well as a new generation of Mississippi noirists like William Boyle and Michael Kardos. This short fiction collection also features two first-time-published authors.

This volume is divided into four sections and each one contains four short stories. Each story takes

place in a different city or county of Mississippi, with most of them shedding light on the underbelly of society. The sordid tales include those of murder, drug abuse, domestic violence, and vandalism. In the section called Conquest & Revenge, Jimmy Cajoleas tells the story of a drug dealer who hooks up the church youth group in *Lord of Madison County*. In *Oxford Girl* (part of the Wayward Youth section), Megan Abbott combines her own narrative with excerpts from a famous English ballad to tell the tragic story of a young lady who finds herself in the family way. Dominiqua Dickey's *God's Gonna Trouble the Water* can be found in the Bloodlines section of the anthology. It is a story about race relations and family secrets in Depression-era Grenada. The section called Skipping Town feature's Chris Offutt's *Cheap Suitcase and a New Town*. In this story, the reader finds Betsy, an aging waitress, regretting her poor life choices and penchant for damaged men as she trains a new employee at a Lucedale diner.

Many of the stories are unsettling, but they are all very well-written. They successfully convey the poverty, desperation, heartbreak, and hopelessness of a very diverse group of characters. This book is recommended for public and academic libraries.

Jamie Elston

Branch Manager

*Ina Thompson Moss Point City Library
Moss Point, Mississippi*



Haveman, Christopher

Rivers of Sand: Removal of the Creek Indians from the Southeast, 1825-1838

Lincoln, NE: University of Nebraska Press, 2016. 438 pp. \$65 (hardcover)

In the monograph *Rivers of Sand*, Christopher Haveman thoroughly examines the removal and relocation of the Native American Creek Nation. He begins with the intimidation and coercion they encountered during the 1820s and recounts their arduous relocation to western

Indian Territory. Haveman utilizes maps, military rolls, journals, and other archival materials to support his research of the Creek Nation's journey. Haveman describes the integral faults in the various treaties contracted between the United States government and the Creek Nation, such as the Treaty of Indian Springs (1821) and the Treaty of Washington (1826.) These treaties did not take into account the Creek lifestyle and were simply concerned with the securing of their land. Lured by the U.S. government's promises of autonomy and the reputed prosperity of the lands in Indian Territory, some affluent Creek families agreed to the relocation. Unfortunately, this action divided the Creek Nation and the U.S. government's promises proved to be false. After arriving at their new home in Indian Territory, the Creek Nation was faced with hostilities from other Native American nations, and the reality that the U.S. government's promises were not going to materialize. Like most removed peoples, the Creek Nation's story is one of tragedy, but Haveman characterizes them as resilient and determined.

This is definitely a scholar's read. Haveman does an excellent job researching the detailed evidence about an ugly part of American history that has been mostly generalized by the public. He includes multiple maps to assist the reader in visualizing the path of the Creek Nation's journey to Indian Territory. Though it is very informative and the reader does not need any prior knowledge to understand the material, it was difficult to wade through the dry facts. *Rivers of Sand* would fit well in an academic library and

it is recommended for students and researchers of Native American Studies.

Jennifer Rose
Public History Coordinator
Sunflower County Public Library



Lepori, Cyndie

Billy and Bubbles the Dolphin

Charleston, SC: DolphinHugs4U2,
2014. 68 pp. \$15 (paperback)

Lepori sets out to take the reader on an imaginative, fanciful journey with Billy Sandwalker, a boy who can see energy and colors around animals and people. The reader may sense the author's desire to convey positive energy and ecological awareness on every page; however, this book falls short of truly hitting home on those points. Instead, the author offers a confusing, convoluted mish-mash of unusual events. Many characters are introduced throughout the book while Billy shares "bubbles of pink loving energy," speaks telepathically with dolphins and puppies, and becomes a merman. In the Cetacean Healing Chamber, revealed in Billy's dream adventure with Bubbles the dolphin, an odd group of special beings gather around Billy's neighbor, Sandy, who is lying on a table. Each special being emits what Lepori describes as vibrant blue energy to form a bubble around Sandy and different colors exude from each being's heart which "all felt like love."

Unfortunately, this book suffers from poor editing, faulty sentence structure, a sophomoric beginning, and an abrupt ending. Further, while there are colorful illustrations opposite every page of text in this

lengthy picture book, the illustrations are small and only a handful are interesting and visually appealing. The general lack of flow and cohesiveness ruins this didactic effort. Overall, while this book is recommended for children ages 6 to 10, I believe this would not hold a child's attention and would confuse most readers of any age. Perhaps children and adults with a great affinity for dolphins, unusual fantasy, or new age concepts would be the best audience for this particular work.

Andrea Moreau, MLIS, NBCT
East Hancock Elementary
Kiln, Mississippi



Nicholas, Tessa.

Willie: The Life of Willie Morris
Jackson, MS: University Press of
Mississippi, 2016. 176 pp. \$20
(hardcover)

Tessa Nicholas met Willie Morris over dinner once and he encouraged her to write her first book, so she jumped at the chance to write a biography about him. Nicholas writes for the general reader, utilizing interviews with Willie's friends, letters he had written, and several other sources that are listed in the back of the book. She also includes pictures that enhance the written part of the biography.

Willie Morris grew up in Yazoo, and from an early age he had a love for family history. His mother encouraged him to do well in school. He was a natural leader and full of mischief. He was also athletic, playing both basketball and baseball. He began his career writing for his high school newspaper. While attending college in Texas, he wrote for their

school paper, and included stories about his hometown and state. After finishing college, he studied abroad, meeting friends easily, and writing about local politics. During the turmoil of the 1960s, Morris took a job at *Harper's* magazine in New York City where he eventually became Editor-in-Chief. At 45 years old, Willie returned to Mississippi, accepted a job at Ole Miss, and began teaching students how to write. His students were both taught and

entertained when his author friends were guest lecturers. Near the end of his life, Willie and his second wife moved to Jackson. He was at the height of his career during this period, publishing and writing multiple works--several of which were made into films. In August 1999, Willie succumbed to a heart attack. He lay in state at the capital for people to pay their last respects to a great writer, friend and mentor.

The author provides the reader

with a look into Willie's writing process, along with some quirky facts about him that readers may not know. This book is a relatively short read filled with an abundance of information. It is recommended for academic libraries as well as public libraries.

*Audrey Beach
Reference Librarian
Mississippi Delta Community College*

Mark Your Calendars

ALA Midwinter, Atlanta, GA, **January 20-24**

MegaResource School Librarian Workshop, MSU, **February 17**

MLA Executive Board Meeting, MLC, **March 10**

50th Fay B. Kaigler Children's Book Festival, USM, **April 5-7**

National Library Week, **April 9-15**

National Library Legislature Day, **May 1-2**

MLA Executive Board Meeting, MLC, **May 10**

2017 MLA Conference, Lake Terrace Convention Center, Hattiesburg, **October 17-20**



To join MLA, or to renew your membership:

<http://misslib.org/membership>

2016 MLA Executive Board Minutes:

<http://misslib.org/Meeting-Minutes-2016>

Library Love Letters

Jennifer A. Smith

Chair of the Advocacy Committee

December has begun and the Advocacy Committee has made a splash, but we need to be prepared to implement our next project. Our theme at conference was “Small Things = Big Results” and we want to build on that success. Advocacy is a year-round undertaking, and with that in mind, the committee would like to invite all Mississippi Libraries to participate in “Library Love Letters.” The legislature is scheduled to convene on January 3rd and Sine Die is April 2nd. This is a “short session” and we need to be ready in order to maximize our impact.

“Library Love Letters” has been designed for use by all library types. It has been specifically created for flexibility, easy individualization, and adaptability. This campaign has been designed for usage within multiple platforms, so that participants can communicate as they desire.

The concept behind “Library Love Letters” is to send a brief message on all levels (local, state, and national) on the importance of YOUR library from the customer’s point-of-view. The campaign allows for local customization and your choice of communication styles (traditional, e-mail, or audio-visual). These are not scripted messages, but short notes from the heart – “Library Love Letters.” Your library patrons and supporters can share the positive message of their choice about your services, including Wi-Fi, e-books, toddler time, you name it!

The “Library Love Letters” program includes:

- Logo
- Postcard design (can be used in e-mail or printed)
- Lawmaker contact information
- Ideas for videos
- Flyer
- Sample press release

Please use this program to promote your lovely library! Encourage your patrons and supporters to use this to contact their elected officials. Also, don’t forget to notify your local media outlets about this promotion. Our success depends on you.

The Advocacy Committee is currently creating a list of address’ for elected officials, for your convenience. We will be sending out the list in January, and we welcome your input! Please send suggestions for address to Jennifer Smith at jensmith@holmescc.edu. If you have trouble personalizing any of the materials, please contact me and I or another committee member will assist you.

Thank you for helping promote our wonderful Mississippi Libraries!



Be the Change

Ashley Biggs

Chair of the Membership Committee

Earlier this year, the Membership Committee conducted a survey of the Association to gain an understanding of how our members viewed the Association as a whole and what benefits they received in return for their annual dues. After compiling the answers into graphs, charts, and long-winded presentations to the MLA Board, one viewpoint was repeated: **Many people believe that their membership is important but do not see a direct benefit of membership.**

In fact, 64% of those polled (180 in all) stated that they were never a member of the Mississippi Library Association. While many cited financial concerns, nearly half of those who never held a membership to the Association stated that they did not believe that their membership would provide them with direct and tangible benefits. Additionally, an astounding 47% of those who did not renew their membership with the Association cited that they felt they also did not receive a “direct benefit.”

Arming ourselves with this information, the Membership Committee held an “open discussion” of membership and its benefits at the 2016 Annual Conference in Vicksburg. While attendance was small, those who came were vocal about their belief that the Mississippi Library Association has an active role in the professional growth and education of librarians across the state. The trouble, they noted, was that despite best efforts, the association’s

annual meeting is believed to be the only avenue where such growth is obtainable. The discussion continued to focus on how to build networking and educational opportunities that did not rely on meeting physically, nor rely on the Mississippi Library Commission to spearhead any movement.

Of the 180 responses received from our poll, only 50% were willing to volunteer time. Moreover, of those 50%, less than half have actually volunteered to be part of a Special Interest Group, Committee, or Round-Table. Many of those who have volunteered or wish to volunteer are excited by the prospect of helping to move the Association forward. As one member stated, “MLA is an important and supportive professional organization for librarians in Mississippi. By giving my time and interest in the organization, I learn about what is happening in all libraries, all over the state.” Several other members echoed this statement, some including that the networking opportunities found in volunteering their time helped them on both personal and professional levels.

Despite these wonderful comments, approximately 50% of the 180 people polled stated that they did not volunteer, for a multitude of reasons. While the largest reason was cited as not having time, many also indicated that being a part of the special interest groups, committees, or round-tables did not help to further their professional or personal goals.

So, we as an organization, are

at a cross roads. Members believe that they do not have a direct benefit – other than an annual conference and a group to lobby on their behalf; however, members also feel that they are too overscheduled to participate in regional or local activities, thus not utilizing their membership to their full advantage. This becomes a vicious cycle – where the “direct benefit” is lost or forgotten by association members at large.

How do we fix this? How to we, the Association, help everyone to enjoy the full benefit of being a member? Well, that’s hard to answer – but our organization is working toward that goal!

Through the efforts of the Promotions, Outreach, and Long-Range Planning committees and the Public Libraries Section, the membership will begin to see a greater effort to organize local gatherings and educational opportunities. Both the outgoing and incoming administrations firmly believe that our members are (and should be) the focus of the Association. **After all, without the support of all librarians, there would be no Association. We want to meet the needs and expectations of our members, and we welcome ideas that you may have.**

We urge members and non-members alike to jump in and join us at these regional and local events, to help us organize online learning opportunities, and to even take the lead on statewide projects when their passions are engaged.

The Association is a reflection of ourselves – and we are a bright, engaged, and determined bunch!

2016 MLA Annual Conference Wrap Up

Jenniffer Stephenson

Vice-President of MLA

The 2016 Annual Conference of the Mississippi Library Association was held October 18th–21st at the Vicksburg Convention Center. The theme for this year's conference was **"Mississippi Libraries: The Heart of our Communities,"** which focused on how libraries in Mississippi are very community-centric – that is to say, they are at the center of the communities in which they serve. Whether it is a public library located downtown in a city, a school library located in one of the central rooms of an elementary school, a college or university library located in the center of campus, or a state agency that holds special library collections, they are also an essential part of those communities. Of course, this year's heart theme also speaks of how passionate Mississippi librarians and library patrons are about their libraries, and we had several programs and speakers that stressed that point.

There were 325 librarians and library staff participants and 33 individuals registered as vendors, for a total of 358 in attendance. There were 104 public librarians, 86 academic librarians, and 79 school librarians in attendance this year. This number was drastically down from the attendance of last year; however, we did have 70 first-time attendees! I think that is a positive indicator for new growth in our association. We realized that 2016 was a tough budget year for many, and that would result in cuts to travel budgets for

many librarians across the state, as well as a lower attendance in this year's conference. We appreciate the fact that so many of you valued the conference as a worthy investment of precious time and funds. In fact, we processed 83 Continuing Education Credit (CEU) certificates.

The conference included over 60 programs, workshops, and events, and twelve peer-reviewed poster sessions were presented, making for a great conference. Twenty-five vendors participated in the exhibit hall and we received financial support from these Platinum Sponsors: the Mississippi Library Commission, Institute of Museum and Library Services, and EBSCO; Gold Sponsors: TEI Landmark Audio, SirsiDynix, and Synergetics; Silver Sponsors: Friends of the Bolivar County Library System, Taylor and Francis Group, and Friends of Mississippi Libraries, Inc. We appreciate their continued support of MLA. The MLA conference is partially funded by the federal Library Services and Technology Act administered by the Mississippi Library Commission for the Institute of Museum and Library Services. In fact, we received \$9,493.63 in funding from this grant alone. We would not have been able to bring in the quality level of speakers who are nationally recognized and featured in our 2016 conference without this funding. We are happy to report that MLA Silent Auction donations were in the amount of \$1,051.00, and that money will be split between the Virgia Brocks-Shedd and Peggy May Scholarships. All in all, the conference was a great

success. We had great speakers, opportunities for networking with our peers, and plenty of educational workshops and events that provided us with new ideas and programs to take back to our individual libraries. I especially want to acknowledge those people who were willing to present programs and helped us to be conservative with expenses and speakers' fees. I was honestly afraid that we would go over budget this year with conference expenses and low attendance, but we actually were able to make a profit! In fact, according to my figures, we made a profit of \$11,966.95!!

TUESDAY, OCTOBER 18

The conference kicked off with a Pre-Conference featuring representatives from the companies that provide our health insurance and life insurance, ActiveHealth, Diabetes Care Group, and Public Employees' Retirement System (PERS). This was essentially a health fair that allowed our members to update their beneficiaries, check on programs to improve their health, find out how to host a free health and wellness program at their library for their employees, and evaluate their future retirement plans. The afternoon ended with a MLA Executive Board Meeting, but the night began with a *Haunted Vicksburg Ghost Walk*. Nearly 60 librarians and guests strolled through the Vicksburg neighborhoods learning more about the beautiful antebellum homes and churches and some of their haunted history.

WEDNESDAY, OCTOBER 19

Wednesday morning started off with a workshop welcoming new MLA members to the organization and giving them a conference orientation, while Southern Miss SLIS hosted its annual Alumni breakfast with 38 in attendance. The MLA Past Presidents met up at the Nogalas House at Walnut Hills for a Southern brunch and tour of the circa 1886 house. A reunion of the Librarianship 101 and 201 alumni was held again this year with past participants talking about projects at their libraries that evolved as a result of attending Librarianship classes. One of the biggest attended events was Everyday Advocacy, where there was standing room only, and people were still clamoring to get in. The panel of presenters included library staff from all types of libraries giving advice and effective tools to show participants can how small ideas equal big results. The ACRL featured speaker was Sharon Mader, visiting Program Officer for Information Literacy, who presented the program, *Using the Framework for Information Literacy for Higher Education Instruction*. The Public Library Section hosted Cal Shepard, State Librarian of North Carolina, who discussed the future of libraries. The highlight of the day was the keynote speaker for our MLA General Session, Zackary Benedict, Partner at MKM Architect + Design. Mr. Benedict has dedicating his career to enhancing community health and understanding the connection between people and places. Being the son of a librarian, he understands the importance of the library to the community it serves. The afternoon included a

celebration of the Fay B. Kaigler Children's Book Festival's 50th Anniversary sponsored by The University of Southern Mississippi. The evening hours featured the President's Reception and Scholarship Bash that was held at the B'nai B'rith Literary Association, better known as the BB Club. Attendees marveled at the beautiful architecture inside and outside of the building and enjoyed hors d'oeuvres and a lively arrangement of music by the Southern Komfort Brass Band from Jackson.

THURSDAY, OCTOBER 20

Thursday was a day packed with workshops and presentations designed specifically for school librarians, with Librarian Anna Brannin as the School Library Section's Featured Speaker talking about *Collaboration Between School & Public Libraries*. But other librarians were certainly not left out. There was an abundance of programs covering social media marketing, community outreach services, library management, and *Getting Interviewed for the Job You'd Love*. The Special Libraries Section Featured Speaker was Reese Powell, Director of Libraries at William Carey University. His presentation highlighted a new College of Osteopathic Medicine and a new Physical Therapy program, as well as a new School of Pharmacy in the future for William Carey University. Conference attendees were offered two luncheon program choices on Thursday, with either the Young People's Services Round Table featuring Librarian Anna Brannin, or the Black Caucus Round Table of ALA featured a panel deans, directors, and librarians discussing the current trend of repurposing

library spaces. The afternoon sessions included a program on digital preservation and contributions to the Mississippi Digital Library sponsored by the Technical Services Round Table. It was a tough choice deciding which great program to attend for the rest of the afternoon, between outreach services, curating storytelling, police in libraries, libraries in prison, public library history in photographs, pop-up libraries, and programming. The afternoon culminated with a program on the Magnolia Children's Choice Award. The Mississippi Authors' Awards on Thursday evening honored three Mississippi authors. Although he was unable to attend the awards dinner, Kiese Laymon was recognized for his work of fiction, *Long Division*. Suzanne Marrs was the non-fiction winner for her book, *Meanwhile There Are Letters: The Correspondence of Eudora Welty and Ross Macdonald*. The winner for the juvenile award was Hester Bass for her book, *The Peaceful Integration of Huntsville, Alabama*.

FRIDAY, OCTOBER 21

The MLA Awards Brunch marked the traditional end of this conference. It was a bittersweet ending as Jennifer Smith and Mac Buntin paid tribute to Marsha Case, a retired librarian, staunch library advocate, active member of MLA and Beta Phi Mu, and our MLA Parliamentarian until her passing in August. Donations to the Beta Phi Mu scholarship fund were accepted in her memory. A number of awards were presented to worthy MLA members, friends, and library advocates.

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