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On the cover: *Sea Grass* by Diane DeCesare Ross. The photograph was taken on Ship Island off the Mississippi Gulf Coast, and is part of a series of photographs recently on exhibit. Ross is curator of Manuscripts, Archives, and Digital Collections at the University of Southern Mississippi Libraries. Her educational background is in American Studies, photography, anthropology, and library and information science. She also serves as director of the Mississippi Digital Library.

MISSISSIPPI LIBRARIES

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PRESIDENT'S PAGE

Serving as President of the Mississippi Library Association (MLA) is certainly a pleasure and a privilege and I look forward to learning more about libraries across the state and working with the Board and the many committees that make up MLA. While these are trying economic times for all types of libraries, it is also an exciting time that can afford us many opportunities if we continue to show our resilience and impress upon others the value that libraries and librarians bring to our user communities.



Stephen Cunetto
2012 MLA President

I want to thank the 2011 MLA Conference Planning Committees for their hard work on the Conference. I truly appreciate the countless emails, telephone calls, meetings and the long hours of work that led to a very successful and well attended conference! I also want to note that I am blessed to have a very dedicated and diligent Board who all are willing to serve on your behalf for the betterment of the organization and our profession. I very much appreciate all of their work and I look forward to working with them over the next year.

As you already know, Alex Watson, a reference librarian from the University of Mississippi, has accepted our offer to serve as the Editor of Mississippi Libraries. Upon accepting the position, he wasted no time assessing where we are, assimilating his staff and developing a plan to move *Mississippi Libraries* forward. The first couple of issues of *Mississippi Libraries* will focus on publishing articles that were accepted while on hiatus, after which we will be back on schedule and will call for articles.

I also wanted to take this opportunity to let you know about two other very important committees that are working on your behalf. First, former MLA presidents Catherine Nathan and Jeff Slagell have

agreed to serve as chairs of the Long Range Planning Committee and to assist the Board in developing a long range plan for MLA. It is important for MLA to know where we are going and how we are going to get there. Second, the Legislative Committee, under the leadership of Susan Cassagne, is working to educate librarians throughout the State on the issues and challenges that lie before us as we begin working with our new state government. With so

many new legislative members coupled with a new Lieutenant Governor and Governor we find ourselves in uncharted water and in a time that requires all librarians and friends of libraries to talk to their legislative members and impress upon them the value that libraries provide our communities, universities, community colleges and schools. Likewise, we need to ensure they understand the role and the value that MAGNOLIA and the Mississippi Library Commission's budget plays in our local communities. I ask each of you to "bring it home" for them by explaining what would happen if we didn't have continued/level funding for MAGNOLIA or the services provided by the Mississippi Library Commission. Prior to talking with or writing to your legislative members, review the information on the MLA website. We have added a great deal of information that you will find very useful as you prepare.

Oh, and did I mention you can now *Like* and *Follow* MLA? We now have a Facebook page (www.facebook.com/MSLibraryAssociation) and a Twitter account (@MSLibraryAssoc). Again, I look forward to working with each of you over the course of the year. If you have any suggestions or ideas please feel free to share them with me. ■

Back to School with Information Literacy: One Library's Plan

Mantra Henderson and Lynn Varner

Abstract

The intention of this article is to describe why and how the James H. White Library plans to integrate an information literacy program with embedded assessment into the academic curriculum at Mississippi Valley State University (MVSU). It is not meant to be a blueprint or standard on how to implement an information literacy program. It will, however, focus on how and why the library plans to implement their information literacy program by providing a definition of information literacy and discussing the information literacy standards for higher education, the history of information literacy at the James H. White Library, and the library's information literacy program.

Introduction

Academic libraries and librarians suggest that the primary function of an academic library has a significant impact on the educational value of fulfilling a student's academic experience and on the mission and goals of a university. Knowing how to use a library can provide students with a sense of confidence in learning, and provide them with a concrete foundation for retaining knowledge and transferring learning from one experience to another (Rockman 2002). Thus, to emphasize the importance of the James H. White Library's role to MVSU's mission and goals, the library staff developed an information literacy program with embedded

assessment. This article focuses on the library's plans to implement the information literacy program by providing a definition of information literacy and discussing information literacy standards for higher education, the history of information literacy at the James H. White Library, and the library's information literacy program.

What is Information Literacy?

The Association of College and Research Libraries (ACRL) states that information literacy is a group of skills that make it possible for individuals to have the ability to find, critically analyze, and effectively use information and to know when that information is needed. However, information literacy includes more than just library skills. It also includes media and technology literacy. Consequently, information literacy works best when implemented across an academic curriculum through collaborative efforts of both librarians and university faculty.

Information Literacy Standards

The James H. White Library utilizes ACRL's *Information Literacy Competency Standards for Higher Education* (2000) as the basis for assessing the information literacy skills of an individual. The standards are utilized to determine whether an information literate MVSU student is able to:

- determine the extent of information needed,
- access the needed information effectively and efficiently,
- evaluate information and its sources critically,
- use information effectively to accomplish a specific purpose,
- understand the economic, legal, and social issues surrounding the use of information, and
- access and use information ethically and legally.

History of Information Literacy Instruction at James H. White Library

Bibliographic instruction has always been the primary methodology utilized by the James H. White Library to convey library skills to students of MVSU. This was done primarily via instruction at the reference desk, one-to-one librarian consultations, and library tours. In 2001, the library established a User Access Education Program. The James H. White Library has many resources, tools, and services that are helpful in completing assignments and conducting research. Many of these print and electronic sources are arranged and used differently; therefore they can be intimidating to the unfamiliar user or anyone who has not received proper or formal instruction. Both graduate and undergraduate students at MVSU are introduced to various research sources through User Access instruction sessions. These sessions are arranged by faculty to enhance the instruction they provide in the classroom.

University faculty members are encouraged to schedule a user access session by contacting the Reference Department. The librarians, in conjunction with the Reference Department, will develop a session to accommodate the students' research needs based on the information given by the course instructor. The James H. White Library offers three levels of library instruction: basic introduction to the library, information literacy, and research 101. Basic introduction is designed to introduce students to the James H. White Library and its resources. The information literacy level is designed to empower students to determine the nature and extent of information needed. Research 101 is designed to provide guidance in the preparation of short and long research papers and other forms of writing. This level may also require critical evaluation of journals, books, and Internet resources, assistance with the cor-

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rect citations for those sources, and will reveal why a works cited/reference list is necessary in research. The User Access Education Program is delivered via tutorials, pathfinders, handouts, and classroom instruction.

In 2007, the library began to explore methods for converting the User Access Education Program into an information literacy program with embedded assessment. The library, upon consultation with university faculty, the associate vice president of academic affairs, and the university provost, fully expects to launch and implement this information literacy program in 2011.

James H. White Library Information Literacy Program

Mission Statement

An essential component of Mississippi Valley State University's mission is to produce graduates who demonstrate effective communication, critical thinking, and sound technological skills. Information literacy skills are crucial to the success of that mission. The James H. White Library mission supports the education and development of students using the library's Information Literacy Program (ILP) in collaboration with teaching faculty. The basis of the ILP is the ACRL Information Literacy Competency Standards for Higher Education. Course goals and objectives have been aligned with the appropriate ACRL standards.

Strategies and Timeline

The essential objective of this program is to create a foundation for a comprehensive, unified, orderly program for MVSU students, which is an affirmation of progress in the development of information literacy competencies. This requires a basic assumption of gradual progress in information and critical thinking skills, as well as an infusion of information literacy skills into pre-existing core courses, upper-level courses, and graduate courses. The essential strategies that are the essence of the program are to develop an instrument to measure and assess the program; to furnish students with a plethora of opportunities, conventional and unconventional, for information literacy education; and to cooperate with the university faculty and

various departments to infuse information literacy across the curriculum.

Coordination of the Program

The James H. White librarians will be responsible for the development and implementation of the information literacy program. The librarians will utilize the expertise and knowledge of other groups, such as library consultants, the University Library Committee, Association of College and Research Libraries, American Library Association, Historically Black Colleges and Universities Library Alliance, and the MVSU Teaching and Learning Center. Under the supervision of the library director, the librarians will:

1. Work in collaboration with teaching fac-

ulty, specifically in English, Mass Communications, and University College, to integrate information literacy into the curriculum of their disciplines

2. Organize collaborative efforts with other university departments in order to incorporate information literacy across the MVSU academic curriculum
3. Furnish MVSU students with a plethora of opportunities for information literacy education
4. Direct librarian and information literacy program assessment and evaluation
5. Track information literacy program statistics
6. Create and sustain planning documentation for information literacy
7. Arrange and publicize workshops

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Competencies, Outcomes, and Targeted Groups

The James H. White Library will offer four sequenced modules linked to core courses. The first three modules are linked to freshman and sophomore 01 and 02 level courses contingent upon the level of instruction requested by faculty.

Performance Outcomes

Class 1: Linked to Freshman Seminars

Students will be able to:

- Demonstrate awareness of library collections and services
- Use the Internet to access the library's Web page
- Use the library's Web page to access appropriate information resources
- Use the library's catalog to find resources in various formats and locations in the library
- Conduct a catalog search using author, title, keyword, or subject
- Identify location and call number of various information resources

Class 2: Linked to English 101 and 102 and Public Speaking 201

Students will be able to:

- Use the library's Web page to access electronic databases
- Select the appropriate databases for specific topics
- Differentiate between searching topics by keyword and by subject
- Construct and conduct an advanced search using Boolean operators
- Select relevant articles from search retrievals
- Identify parts of the citation to determine the availability of articles

Class 3: Linked to English 102 and Public Speaking 201

Students will be able to:

- Select topic keywords/concepts
- Identify relations terms and/or other forms of words (e.g., truncation)
- Construct search strategies using keywords/concepts (and/or quotations)
- Implement search strategies in appropriate electronic databases
- Use the online help options found in databases
- Analyze search results and revise if needed

Class 4: Linked to upper-level courses (seniors and graduate students)

The following student outcomes for Class 4 serve as a framework, which may require modifications/alterations for specific disciplines. Librarians will work in conjunction with faculty to ensure that students will achieve requisite skills as outlined in classes 1-3. These outcomes require a minimum of three library sessions.

Students will be able to:

- Develop search strategies using advanced techniques (e.g., nesting, proximity, truncation, NOT, adjacency, wildcard)
- Distinguish between catalogs, databases, indexes, and the Internet as examples of the complex nature of the information environment
- Distinguish among various categories of information resources (e.g., scholarly, trade, popular, primary sources, technical reports)
- Conduct a refined search appropriate for the databases selected
- Conduct an advanced search on the Internet
- Utilize online help functions
- Utilize evaluation criteria on all retrieved resources
- Identify controlled vocabulary when appropriate
- Identify resources not owned by the James H. White Library and determine the most efficient way to retrieve them
- Identify an accrediting body appropriate to the discipline
- Select and use traditional resources for

the discipline

- Select appropriate databases for the discipline
- Locate instructions for remote access to library resources
- Locate style formats for scholarly publication appropriate for the discipline
- Demonstrate awareness of the scholarly communication process
- Demonstrate an awareness of plagiarism

Instructional Models

The library will utilize three instructional methods, but will continue to evaluate and plan for new instructional delivery methods as they become necessary. In course-integrated instruction, the library will offer a traditional one-time class taught by librarians. These sessions will be either discipline specific or provide general information. All sessions will be initiated by teaching faculty with an assignment stressing a specific information literacy competency. In one-to-one librarian consultations, the library will offer individual consultation to MVSU faculty, staff, and students to give specific help with various subjects for research purposes. In a for-credit course, the library will offer an elective information literacy course that is centered on utilizing the library and enhancing research skills. This is expected to be a one- or three-credit hour course for an entire semester.

Assessment

Learning outcomes are defined in table 1 for the information literacy education

Table 1.

LEARNING OUTCOMES FOR INFORMATION LITERACY EDUCATION AWARENESS PROGRAM

| STUDENT LEARNING OUTCOMES | MEASURE |
|---|--|
| 1. Students articulate information need and construct research question or thesis statement (<i>ACRL Standard 1</i>) | Class 1 homework assignment |
| 2. Students identify appropriate research tools and construct and implement effective search strategies (<i>ACRL Standard 2</i>) | Class 3 homework assignment |
| 3. Students examine, compare, and evaluate information sources (<i>ACRL Standard 3</i>) | Class 2 homework assignment |
| 4. Students integrate new and prior information by paraphrasing in a manner that supports the purpose of the product (<i>ACRL Standard 4</i>) | Class 2 homework assignment Class 3 homework assignment |
| 5. Students construct bibliographies or work cited entries using the appropriate citation style for discipline (<i>ACRL Standard 5</i>) | Research strategies worksheet |

Appendix A:**SCORING RUBRIC FOR CLASS 1 ASSIGNMENT**

The class 1 assignment is an assessment of knowledge of basic library collections and services. The assignment consists of ten questions. Each correct answer is worth one point and each incorrect answer is scored as zero points. An assignment score of three is rated inadequate, five is rated adequate, and eight is rated proficient.

Table A.**SCORING RUBRIC FOR CLASS 1 ASSIGNMENT**

| QUESTION | ANSWER |
|--|--|
| True/false questions | |
| 1. I can request articles, books, videos, microfilm, and microfiche that are not in the library or online by using interlibrary loan (ILL). | False – only journal articles and books can be requested via interlibrary loan |
| 2. J. H. White Library uses the Library of Congress (LC) classification system to organize most of its collection. The call numbers are made up of letters and numbers such as LB3551 .C45 2001 | True |
| 3. Current magazines and journals in the library are arranged by title in the Current Periodicals section of the library. | True |
| 4. There are links to the library from every page on the MVSU Web site. | False – there are only two links from MVSU's Web site to the library, the library link itself and another under Campus Facilities and Services |
| Matching questions for areas and services in the library | |
| 5. Area where atlases, almanacs, encyclopedias, literary criticisms, and other subject-specific books are found that offer a good starting point for research. | Reference collection, 1st floor J. H. White Library |
| 6. Course materials placed in the library by professors for their classes for checkout, typically a two-hour in-library use | Reserves, circulation desk, 2nd floor J. H. White Library |
| 7. Where videos, DVDs, and music CDs are located and available for checkout | Media collection, 2nd floor J. H. White Library |
| Multiple choice questions | |
| 8. In J. H. White Library, I can find: A. newspapers, magazines and journals B. encyclopedias, dictionaries and other reference materials C. leisure reading materials, such as <i>The Color Purple</i> and John Grisham D. computers with access to the Internet and e-mail E. wireless Internet connection F. laptops for in-library use G. all the above | G. all the above |
| 9. The online catalog (HERBIE) includes: A. the books in the library B. the videos and DVDs in the library C. electronic books owned by the library D. journal title subscriptions E. state-adopted textbook collection F. a, b, c, d and e G. a, b, d and e | F. a, b, c, d and e |
| 10. If I have any questions, I can: A. ask a librarian at the reference desk B. e-mail a librarian via Virtual Reference C. make an appointment to meet with a librarian D. phone a librarian at 662-254-3497 E. IM a librarian at questionz2go@yahoo.com F. a, b and e G. a, b, c and d H. none of the above | G. a, b, c and d |

awareness program that is offered to freshman seminars, English 101, English 102, Public Speaking 201, and upper level courses. Each measure has a scoring rubric using a ten-point scale. A score of three is rated inadequate, five is rated adequate, and eight is rated proficient. The rubrics are provided in the appendices. Assessment of each learning outcome is scheduled annually in the fall or spring semester.

Conclusion

Academic libraries and librarians are strong advocates for encouraging universities to integrate information literacy across the curriculum. Librarians recognize and understand teaching faculty's frustrations of students' lack of understanding of assignments that require them to locate, critically analyze, and utilize information. Students who have not devel-

oped information literacy skills often find these types of assignments extremely confusing and difficult. Librarians have become experts in instructing faculty, staff, and students on how to locate, analyze, and use information. Thus, the role of the library and librarians is significantly important to the mission and goals of a university, as well as to the educational value of the student's overall learning experience.

Appendix B:**SCORING RUBRIC FOR CLASS 2 ASSIGNMENT**

The class 2 assignment is an assessment of knowledge of retrieval, evaluation, identification, and focusing of needed information. The assignment consists of ten questions. Each correct answer is worth one point and each incorrect answer is scored as zero points. An assignment score of three is rated inadequate, five is rated adequate, and eight is rated proficient.

Table B.**SCORING RUBRIC FOR MODULE 2 ASSIGNMENT**

| QUESTION | ANSWER |
|--|---|
| 1. Which of the following is a characteristic of a scholarly journal? | C. Footnotes and bibliographies are regularly used to cite sources |
| 2. Read the following opening paragraphs from the article titled "Dumber Than We Thought" that was published in <i>Newsweek</i> magazine on September 20, 1993. Choose the answer that best represents the article's thesis statement (sometimes referred to as a topic or subject sentence). | A. American workers appear ill equipped to compete globally |
| 3. Choose the example of Boolean logic that would likely yield the greatest number of results in a database or internet search. | B. Cars and trucks |
| 4. Which of the following is a correct example of truncation? (Truncation is using a wildcard symbol to indicate multiple prefix or suffix possibilities.) | D. Cat* and kitten * |
| 5. The topic a student has selected for his/her research paper is "diet and health," and the student has decided to utilize a periodical database to locate related articles. To achieve the best results from the database, the student tries using "diet and health" as keywords. Unfortunately, the student discovers that this search yields far too many articles than can be used sensibly. Which of the following would you suggest as the next best course of action for achieving a more manageable list of articles? | A. Choose keywords that are more specific to your topic |
| 6. Steinbeck, John. "How, under the most adverse circumstances, love came to Big Joe Portagee." <i>Tortilla Flat</i> . New York: Viking Press, 1962. 104-109. The reference above is a bibliographic citation for a ____. | D. Book chapter |
| 7. DeCoursy, Nicole. "Your Family." <i>Good Housekeeping</i> Dec. 2000: 79. EBSCO Host Academic Search Premier. Borough of Manhattan Community College Library, New York, NY. 10 May 2002. The above reference is a bibliographic citation for a/an ____. | C. Subscription database article |
| 8. If a student is writing a paper on animal rights and uses information from a Web site produced by the People for the Ethical Treatment of Animals (PETA), which Web site evaluation criterion should be considered? | B. Bias |
| 9. A student is required to locate peer-reviewed articles on a topic that was assigned to him/her in class. Where would you find this information? | C. Journals |
| 10. Which electronic database would you use to locate the court case "Brown versus the Board of Education" and why? | LexisNexis because it contains full-text court cases and judicial decisions |

Appendix C:**SCORING RUBRIC FOR CLASS 3 ASSIGNMENT**

The class 3 assignment is an assessment of knowledge of selection, identification, construction, and analysis of needed information. The assignment is worth ten points. Each correct answer is worth up to two points. An assignment score of three is rated inadequate, five is rated adequate, and eight is rated proficient.

Table C.**SCORING RUBRIC FOR MODULE 3 ASSIGNMENT**

| QUESTION | ANSWER |
|---|--------------------------|
| Using books, journals, magazines, newspapers, and Web sites, create an annotated bibliography of five entries for a research topic of your choice. Use the MLA citation style to appropriately cite your sources. | Based upon cited entries |

It is because of the readily available expertise that the James H. White Library decided in 2007 to take steps toward developing and implementing an information literacy program. This article empha-

sizes how and why MVSU plans to implement the program. This article is not meant to be a model for implementation, but an overview of one library's plan. ■

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The 2011 Horizon Report: Emerging Technologies

Deborah Lee

A new smart phone, a new tablet, or a new application...it seems like every day brings a new technology that may change our world or require an upgrade! The Horizon Report is designed to give some insight into the emerging technologies likely to have an impact within one to five years within higher education. Obviously, these technologies will also have an impact on all types of libraries. Understanding the trends and challenges identified in the Horizon Report is an important part of any library's strategic technology plan. Produced through the New Media Consortium (NMC) in collaboration with the EDUCAUSE Learning Initiative (ELI), the Horizon Report is released annually. Structured around six emerging technologies that may have an impact on teaching, learning, and research/creative activities, the annual report has become one of the key documents used by technologists.

It's not easy to determine which technologies will make the cut – sometimes up to sixty different technologies may be examined in the process. The Horizon Report Advisory Board reviews the literature, consults with industry insiders, and canvases the field to produce the six technologies selected for inclusion in the report. The technologies are grouped into three adoption time frames: one year or less, two to three years, and four to five years to adoption.

One Year or Less

The two technologies selected as hav-

ing a major impact in less than one year are no strangers to libraries or to the Horizon Report. Often, these technologies have been tracked for a number of years and have appeared in earlier reports. The first technology is electronic books. As readers and librarians alike are aware, the emergence of e-books has had a significant impact on publishing. The rise of e-books, however, is closely aligned with the increasing sophistication and decline in price of e-book readers, fueling the rapid rise in prominence of e-books. Interestingly, while e-books have had a significant impact on consumer reading habits, they have not yet had the same level of impact on higher education. Libraries are often grappling with variant formats and reader options. And the textbook market has yet to fulfill the promise e-textbooks seemed to offer just a few short years ago. Many think that the rise in mobile options such as smart phones and tablet computing (especially with the iPad) may help fuel a growth in the e-textbook market. Some scholarly journals are also beginning to provide electronic versions formatted for mobile devices. One of the most exciting developments on the horizon is the move from electronic versions of print titles to the emergence of electronic born versions that do more than simply reproduce the printed text.

The second emerging technology within the one year or less time horizon is also no surprise to libraries: mobile devices. Again, while the early applications were in consumer electronics, the use of mobile devices for teaching and learning activities has increased substantially over the past few years and is projected to be a major component in the educational process. The 2011 Horizon Report cites a study by the manufacturer Ericsson that predicts that by 2015, 80% of people accessing the Internet will do so from a mobile

device. While the mobile revolution took root with the introduction of smart phones, the rise of a number of different mobile devices has spread adoption across a broad swath of the American public. The rise of tablet and netbook computing, the incorporation of mobile access into gaming devices, and the broad based adoption of smart phone technology has created a generation with expectations of 24/7 access anywhere. Mobile technology allows for the adoption of a variety of applications and software into the classroom. Popular social media applications such as Twitter and more specialized applications (or "apps") provide teachers and librarians with options for instruction, with new options literally appearing daily.

Two to Three Years

Augmented reality is one of the two emerging technologies selected for the two-three year time frame. Augmented reality refers to the creation of computer-assisted layers that augment or supplement a reality. Again, early applications have been based in the gaming technology of the last five years but this technology is beginning to emerge as a powerful tool within higher education. Augmented reality allows developers to overlay an existing space or reality with additional information. For example, the Powerhouse Museum project allows visitors to Sydney Australia to use their mobile phone to tour Sydney and see not just the current city by places and information from Sydney's history. This ability to allow users to view a current location or time period with an overlay of historical data is one of the prominent uses of augmented reality to date.

The second technology within this time frame is game-based learning. Over the past decade, a good deal of research has focused on the role of game play on cognitive development. Allowing for active

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engagement with course content, game-based learning has focused on several trends: the rise of massively online (MMO) games that allow participation across national boundaries, the use of social games that are played on smart phones and again are not confined to the classroom, and the focus on social issues and role-play to create skills or awareness.

Four to Five Years

When discussing emerging technologies in the four to five year adoption time span, some crystal ball gazing is required. These are often technologies that show a great deal of promise but are still at a highly theoretical level of development. The first emerging technology in this category is gesture-based computing. Ironically, the early theoretical discussions of gesture-based computing derived from television (*Star Trek*) and movies (*Minority Report*). The rise of devices capable of sensing gestures, whether it's a smart phone app that can interpret movement or a game device such as the Wii controller, has fueled development in this area. Beyond gaming applications, much of the work in this field is focusing on the developing of simulation models that allow the user to move through three dimensional space.

The final emerging technology discussed in this year's Horizon Report is learning analytics. Learning analytics is a broad area that focuses on the collection and manipulation of a wide range of student data that provides a tailored environment for each student. Thus far, the focus of this area has typically been in student intervention. For example, data mining techniques that can tap into a large num-

ber of sources might allow colleges and universities to identify at-risk students much earlier in the academic process and allow for the development of individualized intervention strategies designed to assist the student. The focus of learning analytics research is on the use of data mining tools to create individualized outcomes.

Trends and Challenges

In addition to the six challenges discussed in the 2011 Horizon Report, the report also identifies some key trends and critical challenges facing higher education and emerging technology. Again, while the focus of the report is specifically higher education, these trends and challenges are of importance to all types of libraries.

Four key trends were identified in this year's report. First, the overwhelming amount of resources and relationships accessible via the Internet requires educators to revisit our roles within the educational process. Second, people expect to be able to work, study and learn whenever and wherever they want, without the confines of traditional buildings and schedules. Third, the world of work is increasingly collaborative in nature, requiring a re-examination of how we train students. And fourth, the rise of cloud-based technologies provides challenges for both support and training.

This year's report also included critical challenges. First, the emergence of digital media literacy within all fields and disciplines as a key skill and concerns about how to support this type of literacy. Second, the rise of new forms of scholarly communication and productivity have not been accompanied with appropriate met-

rics of evaluation. Third, economic challenges and pressures coupled with new educational alternatives in the marketplace are presenting an unprecedented challenge to traditional educational structures. And fourth, the challenge for both teachers/librarians and students to keep abreast of the rapid proliferation of applications, software, and devices.

Using the Horizon Report

The 2011 Horizon Report, along with prior reports, is available on the Internet at <http://www.nmc.org/horizon>. The report can be an excellent way to begin or continue a discussion within your library about the role of emerging technology within your environment. It can also be an excellent time to educate administrators on some of the technologies that are having an impact on both the workplace and the classroom. While some of the technologies are at a highly theoretical stage and require a good deal of institutional commitment (such as gesture-based computing) others are probably sitting in your reference room (smart phones and other mobile devices!) The report includes additional information on each technology as well as example applications and resources to explore each technology further. There are also variant editions of the Horizon Report: an Australia-New Zealand edition, one for business and economic development, the Iberoamerican edition, one for K-12, and the museum edition. So check out the latest Horizon Report and begin the discussion of the role of emerging technology within your library today! ■



Da Vinci's Vitruvian Man and the Academic Instruction Librarian: Striving for Balance

Harry D. Nuttall

Abstract

The one-shot lecture format used in most information literacy/library instruction sessions generates a conflict between the objectives of the subject faculty member requesting the session and the objectives of the librarian conducting it. Trying to satisfy both sets of objectives often makes the librarian feel pulled in too many directions. Sometimes something as simple as an effective handout can resolve, or at least ameliorate, the conflict.

Leonardo da Vinci's Vitruvian Man is an almost universally-recognized image that offers symbolic content in a variety of contexts. To the architect, the Vitruvian Man can represent proportion; to the physician, health; to the artist, form. The common thread running through all these symbolic valuations is a positive one of balance and order. But to the academic instruction librarian, the Vitruvian Man can represent something quite different: being pulled in too many directions at once.

Librarians fortunate enough to teach a full-term class in information literacy/library instruction rarely are confronted with this situation, but librarians working in the one-shot lecture format – which is to say most of us – face this dilemma constantly. And when one considers the many conflicting, sometimes contradictory, expectations inherent in the one-shot format, the dilemma becomes painfully obvious.

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Trying to Serve Two Masters

First there is “the disconnect between [the instruction librarians'] mission and the goals of the average subject faculty member,” for whom “the subject matter is everything” (Badke 2008, 47). Student skill in the research process is assumed, and information literacy for lifelong learning not even an afterthought. One consequence of this is that librarians often have a “love/hate relationship with the one-shot session, [which is] both the bread-and-butter and the bane of library instruction” (Benjes-Small, Dorner, and Schroeder 2009, 38). This leads to a tension that might be described as a conflict between short-term objectives – the class assignment which generated the instruction session in the first place – and long-term goals, such as preparing students for broad-based information literacy and self-directed lifelong learning.

Of course we must teach to the assignment. For most of us, it truly is the bread-and-butter which provides us the opportunities for instruction in the first place. But even if it were not, professional courtesy and campus collegiality, as well as good library public relations, require us to honor these requests for assignment-driven instruction sessions, even though the goals and priorities of the subject faculty may not match our own and the contexts of these sessions tend to make the librarians' role more reactive than proactive.

Instruction librarians initially are pulled in different directions by this primarily philosophical conflict, as it concerns differing perspectives among academic disciplines. But there are other, more logistical, conflicts concerning time. Librarians whose careers began during the print era often were counseled to teach no more than three things during an instruction ses-

sion, so as not to confuse students with information overload. At that time, this was at least theoretically possible, because said instruction usually went little beyond how to use the card catalog and H.W. Wilson's print indexes.

It's a different world now. “With increases in both the quantity of information and the variety of information technologies being made available to researchers, the information literacy landscape is getting more complex. Simultaneously, the time allotted for library instruction is remaining essentially the same . . . [threatening an] overburdening of content” (Benjes-Small, Dorner, and Schroeder 2009, 31, 32). More and more is being put on the instruction librarian's plate, yet the plate itself is not getting any bigger. We are still confined to the sixty- or ninety-minute format, and this more complex information literacy landscape pulls us in even more competing directions. The assignment-driven one-shot lecture format often causes us to focus on short-term information literacy skills which address the assignment, while scanting or passing over transferable long-term skills which equip students for true information literacy and lifelong learning. The foundation is neglected. For example, we often teach students how to use a database instead of showing them how to *use databases* and explaining to them the differences between database types and vendors.

But neglecting the foundation still does not provide us time to cover all we need to. Even if the faculty member who requested the instruction session has already introduced the class to the initial steps in the research process – selecting and limiting a topic, doing background research – the mechanics of online searching still have not been addressed. The online catalog

should be demonstrated. For the databases, keyword searching and the use of abstracts, as well as search vocabulary, such as broader, narrower, or related terms should be demonstrated. Truncation, nesting, and Boolean operators also must be explained. An understanding of all is necessary for successful database searching, and all should be covered during the instruction session.

Evan Farber observed that “[t]he one-shot, one-class period of library instruction has always been hard to get, yet once gotten rarely seemed enough to provide as much instruction as one felt appropriate. But now, with teaching the variety of databases within the library or available online, added to all the basic instruction, fifty minutes is hardly adequate” (Farber 1999, 233). Since Farber wrote this, many libraries have created instruction labs with multiple computer workstations to accommodate real-time searching by students, and this activity further reduces the time available to the librarian for actual instruction. The librarian’s not having enough time to address all s/he should, yet feeling compelled to cover as much as s/he can, can lead to the result that “[o]ne-time lectures often serve more to confuse than enlighten; so much information is stuffed into one hour that very little is retained” (Self and Kampe 1980, 20).

As an instruction librarian, I have long been frustrated by these conflicting demands and the disjunction between the subject faculty member’s short-term goals for the library session and the instruction librarian’s long-term concerns regarding information literacy for lifelong learning, and the insufficiency of time to address both. I had become a Vitruvian Man. Pulled in too many directions, I needed to achieve balance and proportion by reconciling long-term with short-term in my instruction sessions.

Instruction at Houston Cole Library

My library, the Houston Cole Library of Jacksonville State University, is a tower

library of twelve stories plus a basement (which houses our technical services department and instruction SmartLab of thirty-plus computer workstations, as well as other offices). Of the twelve above-ground floors, eight contain the library’s collection. The building dictates the collection arrangement, and the collection arrangement determines the staffing pattern. Houston Cole Library does not have a generalist librarian position in its public services department; instead, each floor is staffed by a subject specialist with an advanced degree and/or experience with the subject(s) collected on the particular floor on which s/he serves. In addition to collection development duties, each subject specialist is responsible for providing information literacy/library instruction to classes taught by subject faculty whose subject matter is collected on that specialist’s floor.

Since my floor, the seventh, houses the English and American literature collections, I am the literature subject specialist for Houston Cole Library. Along with my reference and collection development responsibilities, I provide instruction for freshman English classes and particularly the class for second semester freshman composition – a staple of which is the research paper on a literary topic. Since freshman composition is a course which nearly every freshman must take, over the course of an academic year this can amount to a lot of instruction sessions for me.

Even in the print era, I always used handouts in my instruction sessions, in the hope that the handout would encourage students to take some notes and that notes written on a task-specific handout would be easier to locate later than notes scrawled in a notebook which soon would be filled with other notes. The arrival of online searching, electronic databases, and SmartLabs equipped with computer workstations presented the additional challenge of having to teach more than three things while trying to minimize the students’ content overload; teaching to the assignment

so as to meet the subject faculty member’s wishes and expectations for the instruction session, and at the same time trying to avoid the problem with the one-shot lecture which James R. Self and Patricia C. Kampe identified: “Students learn specific titles and specific skills, rather technical in nature and limited in application. They have difficulty adapting these specific skills to other . . . research projects” (Self and Kampe 1980, 20).

After many disappointing starts leading to unsatisfactory results, I finally developed a handout which balances many, if not all, of the conflicting demands imposed by the one-shot lecture. Unlike previous handouts I had tried, which included everything from lists of print reference materials to screen captures to Venn diagrams, this handout is much more focused and far less “busy.” I made a version for first semester freshman composition and another for second semester freshman composition, the principal difference being that the second semester handout is focused on literary research for the term paper. With the first semester comp. classes, I spend more time with the online catalog; and, since these classes usually come to the library with general assignments, or sometimes with no assignment at all, I highlight a different group of databases.

Aside from this difference, my approach to each handout and my classroom presentation are the same: I walk the students through the handout, demonstrating the procedures outlined on it, and then toward the end of the session provide an opportunity for students to perform the searches I have demonstrated on their own using their own topics, while my demonstration is still fresh in their minds. After a few opening remarks at the beginning of the library session, I lock down the students’ computer workstations to my instructor’s keyboard, and they remain locked until I release them at the end of the lecture/demonstration so the students can perform their own searches. Because I provide instruction sessions mainly for the second semester freshman

composition class, I will illustrate my use of the handout for that class.

Teach them to Fish? Give them a Fish? Give them a Handout!

The front side of the handout is simply a recipe paper: a step-by-step of how to perform the searches needed to do a literature assignment, and my lecture is basically a running commentary as I demonstrate the steps on the handout. One reason for choosing the recipe format is to impress upon students that research is a process, not an event, and they need to approach it as a series of incremental steps rather than a “one-and-done” encounter. By beginning with the database *Literature Resources from Gale*, I am able to introduce students to the proprietary database as a type, as well as show them how to narrow a topic to a manageable scope for a freshman paper by using background and overview information. I introduce the asterisk (*), which is the wild card/truncation symbol for our electronic databases, and also explain how to use field boxes to modify search results. These are among the transferable skills – and I emphasize them as such – students will need, not only for academic success, but also to become capable, self-directed lifelong learners. The proprietary database, with its smaller number of records indexed but higher percentage of full-text documents, is used for beginning and refining the search and to identify search terms before students move on to the aggregator databases.

I use the section on the library’s online catalog as a buffer between the demonstrations of proprietary and aggregator databases. Because all the catalog searches are addressed in the instruction sessions for first semester English composition, in the second semester sessions I can focus on those searches most applicable to the assignment: the subject and keyword searches. As with *Literature Resources from Gale*, the search terms I use as examples reference the assignment, but my comments during the demonstration make

the connection with longer-term information literacy goals. In the subject search I can contrast main headings with sub-headings and explain our library catalog’s quick reference bar, which provides call number, location, and status information. The keyword search allows me to elaborate on the differences between subject and keyword modes in entering search terms, as well as explain Boolean operators. It also enables me to introduce the question mark (?), the wild card/truncation symbol for our catalog. At this point I also explain why minor titles such as short stories, essays, and many poems cannot be used as search terms in the catalog, although they can be used in the electronic databases.

In either subject and keyword mode I can instruct students how the additional subjects listing viewable on the catalog record can be used to expand search results when results from the initial search prove inadequate, and I can show them how the detailed record or table of contents screens can be used to gain insight regarding a book’s contents without having the book physically in hand. These are all transferable skills that have both immediate and long-term value and are applicable in academic disciplines besides literature.

Cross-searching aggregator databases is another transferable skill for students. They began with the proprietary database, *Literature Resources from Gale*, which has a lower number of records indexed but a higher percentage of available full-text, to obtain background information on their topic, refine their search, and work out their search terms. Aggregator databases move students to a larger stage – databases which have a greater number of records indexed although a lower percentage of full-text – and cross-searching multiple databases helps them overcome a major obstacle in database searching for literature: the fact that the *MLA International Bibliography Online*, the principal database for literary research, has very little full-text content and provides almost no article

abstracts. Bringing additional databases into the search helps remedy these lacks. The handout provides lists of cross-searchable databases organized by vendor.

The database cross-searching portion of the lecture/demonstration permits me to reprise some things introduced earlier in the session, such as field boxes, Boolean operators, and the wild card/truncation symbol, and also provides me an opportunity to illustrate the importance of search vocabulary – which goes beyond truncation to include related, broader, or narrower terms – and explain how to build a working bibliography using folders or mark boxes. All of these are transferable skills that are applicable beyond the immediate assignment. (Because something does not appear on the handout does not mean it is not addressed in the session, as I am trying to limit the handout to one double-sided sheet.)

The worksheet on the reverse side of the handout complements the recipe portion of the handout and, like the recipe, is intended as a memory jog to help students. The worksheet identifies the topic, databases, search terms, and books the students selected during the library session, and they do not risk having to start over from scratch because they have forgotten what they did during the session. But the worksheet also provides the connective tissue that holds together the framework of the lecture/demonstration that is the recipe, and establishes the foundation for the main interactive component of the library session: students’ real-time catalog and database searching following the lecture/demonstration.

Each of the numbered components on the worksheet is brought into play at the appropriate point in the session. The topic is addressed at the beginning, when students are instructed to fill in the blank with the name of the author and the title of the literary work they must research for their assignments. The author and title are terms used in the database searches. If additional databases are needed, *Biography Resource Center* for example, those database names

are entered on worksheet #2. The call numbers of books students might find useful in their research are entered on the blanks at #4 on the worksheet. Keywords for the database searches are listed on the blanks at #3. This includes principal focus terms and also alternate and truncated terms. If the students fill in the blanks on the worksheet as they do their real-time searches toward the end of the session and also avail themselves of print/e-mail/save options and the folders and mark lists, they have in place the foundation for follow-up research long after the instruction session has ended.

Worth the Effort?

How well have the handouts fulfilled their purpose? Quantifiable data is unavailable, but observable and anecdotal evidence is encouraging. The subject faculty who request the instruction sessions seem to be pleased, because since adopting these handouts my sessions taught in an academic year have increased by one third, going from the mid-twenties to the mid-thirties and, a couple of times, exceeding forty sessions. I get repeat business, and some teachers request me specifically when they submit requests to our instruction coordinator. The handouts seem to work for the students, because since adopting these handouts, far fewer students approach me for individual point-of-need follow-ups on what we covered in the sessions. The memory jog strategy seems to be successful, and I have had subject faculty tell me that, even if their students take no other notes during the instruction session, they are careful to fill in the blanks on the worksheet as the session progresses.

The current handouts work for me, and not only for the reasons already specified. Previous to these, I revised or replaced instruction handouts every year, and sometimes even between semesters, in an effort to get satisfactory results. I have not seen a need to make major changes to these handouts in almost four years, and I feel they give me the flexibility to cover the immediate needs of the assignment while also addressing general information literacy and life-long learning skills. These handouts have allowed me to approach "the ideal: where both the teacher's objec-

tives and the librarian's objectives are not only achieved, but are mutually reinforcing – the teacher's objectives being those that help students attain a better understanding of the course's subject matter, and the librarian's objectives being those that enhance the students' ability to find and evaluate information" (Farber 1999, 233). The handouts provide an adequate response to the many obligations of an instruction librarian. Perfect balance may not be achievable, but a good degree of order and proportion have been restored; and, unlike da Vinci's Vitruvian Man, I no longer am extended in too many directions. I can stand at ease. ■

(See handouts/worksheets
on pages 13-14)

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FIRST SEMESTER ENGLISH COMPOSITION: PRIMER FOR ELECTRONIC SEARCHING

I. Library Online Catalog

- A. Title search
 1. Set drop-down menu for Title.
 2. Enter title of book in Search box (omit *a*, *an*, or *the* if first word of title; capitals optional).
- B. Author search⁷
 1. Set drop-down menu for Author.
 2. Enter author's name in Search box (last name first order; capitals optional).
- C. Subject search
 1. Set drop-down menu for Subject.
 2. Enter subject term in Search box (last name first order if subject is a person).
 3. Consider appropriate sub-headings (when available).
- D. Keyword search
 1. Go to Keyword search screen.
 2. Enter terms in Search box/es (personal names in normal order; multiple-word search terms as a phrase).
 3. Set Boolean operators.
- E. E-mail/Print/Save options.

II. Electronic Databases

- A. Database selection
 1. Select appropriate database or database group.
 - Academic OneFile* (Gale/Cengage)
 - Academic Search* . . . (EBSCOhost)
 - OmniFile Full Text Mega* (H.W. Wilson)
 - Readers' Guide Full Text* (H.W. Wilson)
 - Readers' Guide Retro* (H.W. Wilson)
- B. Database searching
 1. Make sure database is set for Advanced Search (three search boxes stacked).
 2. Mark appropriate checkboxes.
 3. Enter principal (broadest or main) term in top Search box.
 4. Enter first limiter term in middle Search box.
 - 4.a. Consider alternate search terms and truncat*.
 - 4.b. Peruse search results for additional focusing terms.
 5. Enter additional limiter terms (if needed) in third and following Search box(es).
(Add rows, change Boolean operators and search fields as needed.)

NOTE: If not set already, Boolean operators should be set before first limiter term search is performed.

6. E-mail/Print/Save options.

WORKSHEET FOR DATABASE SEARCHING

| | | | |
|-------------------------------|--|--|--|
| 1. Topic | | | |
| 2. Database(s) to be searched | | | |
| | | | |
| 3. Keyword(s) | | | |
| | | | |
| 4. Book call numbers | | | |
| (from online catalog search) | | | |
| | | | |

SECOND SEMESTER ENGLISH COMPOSITION: SEARCHING FOR INFORMATION ABOUT LITERATURE

I. Find Articles: *Literature Resources from Gale* (Gale/Cengage Learning)

1. Be sure the database is set for Advanced Search (three search boxes stacked).
2. Check the appropriate boxes under Content Type for your search (usually Literature Criticism, and Topic & Work Overviews).
3. Place your author's name in the bottom search box; place the title of the literary work in the middle search box; leave the index fields in their default settings. <Search>
4. Point-and-click on the tabs to review your search results; use the Topic & Work Overviews tab to obtain overviews of the literary work and gain ideas for focus terms for the central idea of your paper.
5. Return to the Advanced Search screen and change the index field for the top search box to All Text; place a "focus term" in the top search box. <Search>
6. Add items you wish to keep to a Mark List. Use e-mail, print, or save options to preserve your work.

II. Find Books: Library Online Catalog (OPAC)

1. Set the drop-down menu on Subject and enter your author's name (in last-name first order) in the search box. <Search>
2. Point-and-click on the sub-heading that says "Criticism and Interpretation."
3. Write down the call numbers of the books you want (or create a Mark List) and identify the floor and location of each book.

OR

1. Point-and-click on Keyword Search and enter your author's name (as a phrase) in normal order in the first search box. Type "critic?" in the second search box. <Search>
2. Write down the call numbers of the books you want (or create a Mark List) and identify the floor and location of each book.

III. Find Articles: Cross-Searching Databases (Searching by Provider)

1. Be sure the database is set for Advanced Search (three search boxes stacked).
2. Place your author's name (in normal order) in the first search box; place the title of the literary work in the second search box; place a "focus term" in the third search box and change the field to All Text. <Search>
3. Add search results you wish to keep to a folder or Mark List. Use e-mail, print, or save options to preserve your work.

EBSCOhost databases: Academic Search . . . , MLA International Bibliography, Professional Development Collection.

Gale/Cengage databases: Academic OneFile, Expanded Academic ASAP, General OneFile, Professional Collection.

HW Wilson databases: Humanities Full Text, OmniFile Full Text Mega, Social Sciences Full Text.

WORKSHEET FOR DATABASE SEARCHING

| | | | |
|-------------------------------|-------|-------|-------|
| 1. Topic | _____ | | |
| 2. Database(s) to be searched | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| 3. Keyword(s) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| 4. Book call numbers | _____ | _____ | _____ |
| (from online catalog search) | _____ | _____ | _____ |
| | _____ | _____ | _____ |

Digitization of the John Elon Phay Collection

Pamela M. Williamson

Abstract

In 2010, Archives & Special Collections at the University of Mississippi began digitizing the John Elon Phay Collection. Dr. John Elon Phay, Professor of Educational Administration, Director of the Bureau of Educational Research at the University of Mississippi and Consultant and Advisor to the 1952 Mississippi Legislative Recess Education Committee, photographically documented the Mississippi school system in the late 1940's and 1950's. The collection has 3,979 images concentrating on thirteen Mississippi counties. These images clearly represent the falsities of the 1896 *Plessy v. Ferguson* ruling establishing "separate but equal." An additional 727 images document the campus and culture of the University of Mississippi prior to the 1962 Integration. This article focuses on the process of digitizing the John Elon Phay Collection for online access.

Introduction

The University of Mississippi Libraries' Archives & Special Collections department works to acquire, conserve and make accessible rare books, manuscripts, maps, visual and audio materials and ephemera related to the University of Mississippi, the state of Mississippi and the Blues. As of recent, our digital collections have expanded and become a vital element to the way we provide access to materials for both local and remote users. These collections represent a cross section of materials housed in Archives & Special Collections. The John Elon Phay Collection was select-

ed to become a part of our digital collections because of patron interest and its historical value.

About the Collection

The John Elon Phay Collection consists of 3979 black and white photographs and Kodachrome slides recording the pre-integration of public elementary and secondary schools in Mississippi beginning in 1949 and lasting until 1956. The counties included in the collection are: Benton, Clay, Grenada, Holmes, Jones, Marshall, Panola, Prentiss, Quitman, Sunflower, Tallahatchie, Tate, Union, and Yalobusha. Dr. John Elon Phay was a Professor of Educational Administration, Director of the Bureau of Educational Research at the University of Mississippi and Consultant and Advisor to the 1952 Mississippi Legislative Recess Education Committee. He used his personal time to document the Mississippi school system to show the inequalities between the primary African-American and white schools. In addition to the public school material, 727 images of the University of Mississippi prior to the 1962 integration have been digitized.

In 1938, the Supreme Court decision, "which held that Missouri's failure to provide a law school for blacks violated the *Plessy* doctrine," caused state officials to become concerned about the future of the educational system in Mississippi. (1) In turn the State Legislature created the State Educational Finance Commission, which required each county to submit a plan for reorganization or reconstitution of its school system. Before the plan could be submitted, a survey had to be conducted about the schools; many of the surveys can be found in the University of Mississippi catalog by searching state documents. To accompany the evaluation process, members of the Bureau of Educational Research were asked to photograph the schools. It is because of this Bureau and their photographs that researchers have the

opportunity to look back in time and evaluate the Mississippi educational system for themselves.

Dr. Phay's collection was donated to the University of Mississippi Libraries' Archives & Special Collections on March 7, 1984. Copyright of the collection was formally transferred to the department on February 23, 1998. The copyright agreement was drafted by the previous University Archivist and states that "these photographs may be available for research on an unrestricted basis and may be copied for research and publication at the discretion of the University Archivist." Anyone requesting permissions to publish will cite the collection as "The John Elon Phay Collection, Archives & Special Collections, University of Mississippi." The wording of this agreement is very important and although in 1998 the intent to digitize was most likely not on the University Archivist's mind, in 2011 it is at the forefront. It is common practice for Archives & Special Collections, when accepting new collections, to have all copyright transferred at the time of acquisition or to have a future date established in writing. This prevents future problems in granting permission requests and allows for digitization without the risk of violating copyright restrictions.

In the early 2000's the Curator of Visual Collections fully processed the collection by sorting the material by format, county, and school. There are three formats in the Phay Collection, black and white photographs, Kodachrome slides and negatives. Each format was separated so that the housing needs of each could be met. The photographs were individually sleeved, placed into pH-neutral folders and then into flip-top document cases. The slides were placed into polypropylene preservers and then into plastic ringed binders. The negatives were preserved using opaque sleeves and size appropriate, archival quality boxes. All of the materials

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were then moved into cold storage; essentially a large room with temperature and humidity controls. The temperature is maintained at forty degrees with a humidity level of thirty-nine percent.

The collection was then organized by county to further accessibility. The counties, along with the number of recorded schools, are as follows: Benton (thirteen), Clay (sixty-seven), Grenada (thirty-one), Holmes (sixty-seven), Jones (thirty-eight), Marshall (nine), Panola (forty-two), Prentiss (fifty-one), Quitman (thirty-two), Sunflower (seventy-eight), Tallahatchie (sixty-one), Tate (one), Union (twenty-seven), and Yalobusha (six). The information was entered into a Microsoft Access database and then exported into an Excel spreadsheet. The information recorded includes the school name, county name, racial demographic, date, grades taught, image viewpoint, description and format. This information was extremely helpful in compiling the metadata for the digital collection.

Staffing for the Project

In April 2010, after continued interest in the collection, Archives & Special Collections began discussing the large task of digitizing the Phay Collection. Knowing this would be my first large scale digitization project as Curator of Visual Collections, I was unsure how many months, student hours and wages, and digital space the collection would consume. After crunching the numbers, the project began in June 2010. In order to complete a task this size, staffing was very important. When the project began, five students were working in main special collections as archival student assistants; this figure does not account for students in the Political Archive as their work is separate. The five students were divided among four department areas: one in Blues, one in Digital, one in Visual and two in Manuscript. In order to supplement our limited staff, I hired a work-study student to work solely on digitizing the Phay Collection. This student was also able to work as an intern during the summer of 2010. When digitization began, those working on the project included the newly hired archival student assistant, Jason Kovari (Digital Initiatives

Librarian), and me (Curator of Visual Collections.) Mr. Kovari's role throughout the project was to clean up the existing metadata and to upload and create the digital collection. My role was to oversee the digitization process and to make critical decisions about the collection. The student's was to scan the black and white photographs. In January 2010, three additional students, already employed by Archives and Special Collections, were added to the project to assist in scanning the black and white photographs and the Kodachrome slides. Of these students one was a regular paid student and the other two, work-study.

Process of Digitization

The black and white images were scanned at 16-bit Grayscale, 600 dpi, with no color restoration. The Kodachrome slides were scanned in 24-bit Color and 900 dpi. The slides were scanned at higher resolution because of their original size, two inch by two inch. Scanning at a higher resolution captures significantly more detail that could otherwise be lost at 600 dpi. Only on a few slides, where the images were too dark to view, color correction was used to enhance the image's details. All images were later converted to 100 dpi jpegs for use in the digital collection.

Since the purpose of digitizing the Phay Collection was to create a digital collection, I decided to postpone the digitization of the negatives. The negatives are the same as the prints and would only be scanned for preservation at a later date.

Equipment

Two types of scanners were used in the digitization process, EPSON Perfection 4490 photo and EPSON Perfection V700 photo. The V700 was primarily used to scan the Kodachrome slides because of the provided two inch by two inch slide holder. The software program EPSON Scan, when used in thumbnail view, reads the slides separately thus creating individual files. This process allows for twenty slides to be scanned at the same time, creating twenty separate digital files. This significantly reduced the amount of time scanning the slides. For each photograph there were two very similar images in each

file. Each image was scanned for preservation but only one was chosen to be a part of the digital collection. Since one image was always clearer, crisper and visually more appealing, it was the item chosen for the digital collection. In order to distinguish the files from each other, we developed a naming scheme; "collection_name abbreviation_box_number_folder_number_item number". In the case of slides, a page number replaces the folder number. The image chosen for the digital collection was labeled as item number two in the file name. This told the Digital Initiatives Librarian which items to upload into CONTENTdm, our digital collections management system.

Cost of Digitization

From the project's beginnings in June 2010 until its completion in March 2011, approximately 600 student hours were spent physically digitizing the items. The total cost of this labor amounted to \$1600.00. The work-study positions accounted for 320 hours and the regular wage student made up 150 hours. This money was already allocated to the department through our student assistant budget over two fiscal years. Costs were also kept down through the use of an internship for a total of 120 hours. Archives purchased scanning equipment in early 2010 therefore eliminating the cost of equipment to be included in this project. One cost that is rarely considered but should be accounted for is digital storage. Proper storage and back-up can cost tens of thousands of dollars but without it, there is the risk of losing and/or corrupting digital files. Fortunately for us, a system for digital storage was already in place. This collection used sixty-five gigabytes of storage space for both the preservation and access copies, excluding metadata. This space included the creation of 13,400 files accounting for both access and preservation; access copies were created for duplicate items not included in the digital collection.

Setbacks

With every project there is one thing that is certain, issues will be discovered and mistakes will be made. As we began the project, it was quickly realized the

Hollinger boxes containing the photographs were not full, resulting in potential damage to the collection and wasted space. Condensing the boxes would mean more than moving material from one box to another; it would involve adjusting the Microsoft Excel spreadsheet, previously created, to reflect the physical changes made. Our idea was to condense the boxes and change the excel file as the items were scanned. This process worked until January 2011 when the need to complete the project became apparent. Many of the students working on the project would be graduating in May 2011 making it apparent the collection completion deadline needed to be March 2011. This would allow the Digital Initiatives Librarian the time to correct any errors and upload the collection by April 2011. Due to the self-imposed deadline, I decided to add an additional two students to the digitization of the black and white photographs. This meant that three students would be working on the photographs. In order to have more than one student working at a time on the photographs, we had to finish physically shifting the collection and update the Excel file before scanning could resume which took roughly two days.

With only one student worker handling the slides, many of the slides were first scanned backwards which caused further delays. The slides were originally mounted inconsistently making the use of a light machine the only way to tell the "front" from the "back." This was not noticed until the items were uploaded into CONTENTdm and examined more closely. Correct-

ing the slides cost a week's work but ultimately did little to delay the project as a whole.

In addition to photographs and slides documenting the elementary and secondary schools in Mississippi, a large number of images of the University of Mississippi are included. These images were not as organized as the school images; this was not discovered until the images were uploaded into CONTENTdm. While we still had metadata provided in the Excel file, when the images were uploaded they rarely matched the data. This meant the Digital Initiatives Librarian had to cross reference the image with the data to see where the confusion began and ended. As it turned out there was no rhyme or reason as to why the images did not match the data, so we did the best we could with the information we had, making sure buildings were labeled correctly.

Uploading the Images

In order to upload the slides and photographs of both the University of Mississippi and the elementary and secondary schools, the Digital Initiatives Librarian converted the preservation copies into 100 dpi jpgs. In order to maintain control over the digital collection, all images were watermarked with the University of Mississippi seal prior to uploading. Then the metadata was cleaned up to conform to our defined search scheme and control terms were created based Library of Congress subject headings. Finally, the items were uploaded in batches which took several attempts as we corrected mistakes and made the collection

more searchable for researchers. The collection can be viewed: <http://clio.lib.ole-miss.edu/archives/phay.php>.

Conclusion

The digitization of the John Elon Phay Collection was productive in digitally preserving the materials while providing online access to on-site and remote patrons. Researchers in the areas of education, Southern studies, Civil Rights, history, etc... can evaluate the Mississippi educational system of the 1940s and 1950s through visual documentation. The University of Mississippi images are also vital because they document academic and athletic events across campus giving insight into its culture. The process we used to digitize the Phay collection has set precedence for how other materials in Visual Collections are processed and digitized. Because of this project, we are able to better gauge the time, cost and knowledge required to reprocess and digitize a collection of this size. The digitization of the John Elon Phay Collection was made possible because of legacy metadata, proper equipment, low costs, student assistants, and an efficient staff. ■

Footnote

- (1) Bolton, Charles C., Mississippi's School Equalization Program, 1945-1954: "A Last Gasp to Try to Maintain a Segregated Educational System," *Journal of Southern History*, Nov. 2000



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The Impact of School Libraries on Student Achievement and Success

Katherine Parr

Introduction

"What do students need in order to succeed? The latest research insists they need strong library programs. . . . There is one clear and consistent finding that is supported by most research: a school library media program with a full-time library media specialist, support staff, and a strong computer network leads to higher student achievement" (Hamilton-Pennell, Lance, Rodney, and Hainer, 2000, p. 45-46).

Recent studies indicate that there is a direct correlation between school-wide success and an effective library media center. In order to run the most effective library media center, a library media specialist must have support from school administrators who have had proper training related to library specialists; collaboration with and cooperation from teachers in lesson planning, teaching, and collection development; and maintain flexible hours in the library to provide students with maximum hours of access to the media center. These characteristics, among others, should help the media center to improve student achievement on state tests and encourage lifelong learning.

With recent budget cuts, especially in the state of Mississippi, librarians and media centers seem to be at increased risk of being eliminated. Gulfport High School, with 1800 students, lost a library media specialist to retirement at the end of the 2009/10 school year. The district made the decision to keep only one librarian in that media center. Decisions such as this one are detrimental to the abilities of a media specialist to create a successful media center.

Importance of the Study

There are numerous studies that support the idea that an effective school library media center has a definite impact on student achievement. Despite this information, school districts continue to cut funding of libraries, even eliminating school libraries in some states. Some studies suggest that training of administrators should include information on the importance of an effective media center. If the supervising party does not understand the value of a media specialist, he or she will not appreciate the importance of the library media center in connection with school success. Unfortunately, there are not many studies specifically related to Mississippi. This study will focus on Mississippi, so that local professionals may have an additional tool by which to improve media centers. The main focus will be on the most effective practices to improve media centers and how librarians and administrators can best achieve the desired results.

Characteristics of an Effective Library Media Center

Dr. Keith Curry Lance is a well-respected researcher on the social impact of library media centers and also the former director of the Library Research Service at Colorado State Library and University of Denver. In his 2001 literature review of studies published on library media centers in Alaska, Pennsylvania, Colorado, and Oregon titled, *Proof of the Power: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Students*, he found that the most effective library media centers in the four states surveyed shared certain characteristics. They consistently had a professionally trained and credentialed library media specialist with the support of school administrators and teachers, the capacity to develop information literacy skills in students, and the ability to train teachers, principals and stu-

dents in relevant technologies. The support staff could provide the librarian freedom to facilitate workshops and attend trainings and participate in meetings outside the media center. There was a school computer network that extended information resources outside the media center to classrooms, labs, and – in the best situations – students' homes. Finally, Lance found that effective library media centers had the funding necessary to implement and maintain these development initiatives and purchase licenses to online databases for student access.

Excerpts of a 2002 article written by Frances Roscello and Patricia Webster of the New York State Education Department titled, *Characteristics of School Library Media Programs and Classroom Collections: Talking Points* were published by Scholastic in the Third Edition of *School Libraries Work*. In their study, Roscello and Webster found that effective school libraries are easily accessible, flexible in scheduling, cost effective, offer a broad range of materials that address the needs of all reading levels, and add new resources to the media center throughout the school year (Scholastic, 2008, p. 5). The same authors also emphasize the role of library media centers as catalysts for information exchange and student intellectual development and recommend that library media centers offer collaborative reading instruction programs, make materials available that promote reading motivation, provide free reading guidance, and select resources that support the learning needs of all students, enhance leveled classroom collections and support national/state learning standards (Scholastic, 2008, p. 8).

A quantitative study titled *Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for Administrator Preparation Programs* by Thelma Roberson, William Schweinle, and Mary Beth Applin

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of the University of Southern Mississippi provides the first phase results of a two-phase study analyzing “public school libraries in Mississippi, their impact on academic achievement, and how the perceptions of teachers, principals and librarians shape the function and use of those libraries” (2003, p. 97-98). Modifying a survey instrument developed by researcher Lance to include items relevant to the Mississippi educational system, Roberson et al. collected data on practices in libraries of low and high performing schools. The schools were categorized based on the accreditation level of their school districts as assigned by the State of Mississippi – districts with accreditation levels of three, four, or five were categorized as *successful* while level one or two districts were categorized as *unsuccessful* (Roberson et al. 2003, p. 104). The authors categorized the differences between libraries in successful versus unsuccessful schools into five areas: collections, budget, library use, technology, and staffing (Roberson et al. 2003, p. 105) and found that:

The successful schools in the present sample had more print volumes, more magazine subscriptions, more electronic subscriptions, more video materials, more reference titles on CD-ROM, and more student software packages available for student use. In 2002, libraries in samples of successful schools were allocated 43% more money than was allocated for library expenditure in the unsuccessful schools...successful schools had more than twice the number of computers in their libraries; 14 compared to 5.27...more than twice as many computers [in successful schools] as opposed to the unsuccessful schools were Internet connected or connected to a printer. The implication is that in successful schools students have greater access to electronic research tools in their school library (Roberson et al. 2003, p. 105).

The study further indicated that, “successful schools schedule more class time in the library, spend more time allowing students to check out materials, have more individual student research hours, offer

more time for reading incentive programs like Accelerated Reader, are used more by faculty members for professional growth and classroom support, and are open more hours beyond the school day” (Roberson et al. 2003, p. 105). Successful school library media specialists reported more time spent collaborating with the school principal and teaching staff, facilitating staff development, and providing reading incentives (Roberson et al. 2003, p. 105).

Taking into consideration the above referenced studies, this researcher concludes that the four characteristics that most effectively strengthen the link between library media centers and the academic success of students are as follows:

- A professional, credentialed media specialist capable of promoting information literacy, training in technology applications, teaching reading skills, and extending library hours of operations to accommodate more students
- Administrators who understand the value of library services and allocate resources to the development of libraries
- A teaching staff that willingly collaborates with the library media specialist during the instructional planning process and understands, promotes and utilizes the resources and services offered by the library media center
- Funding adequate to cover the implementation of library development initiatives, the hiring of support staff, the expansion and maintenance of the school’s computer network, the acquisition of computer hardware and software, and the purchase of high quality periodicals, books and other resource materials throughout the school year that support the needs of students and teachers

Training for School Administrators

In a study conducted by Roberson, Schweinle, and Applin of the University of Southern Mississippi titled, *School Libraries’ Impact Upon Student Achievement and School Professionals’ Attitude That Influence Use of Library Programs*,

the authors point to a “gap that exists between what is known about the positive student outcomes that can be realized by use of quality library programs and the attitudes about such programs held by principals, teachers, and librarians” (Roberson et al. 2005, p. 51). The authors also found that teachers were “significantly less amenable to cooperation with librarians in instructional unit development” (Roberson et al. 2005, p. 48), and reported that “librarians should spend more time with students rather than working cooperatively with teachers in instructional design and implementation” (Roberson et al. 2005, p. 50). The study results indicated that “the more positively a teacher or principal felt about librarians, the more positive their attitudes were regarding working cooperatively with the librarian in instructional activities” and that “teachers’ present positive attitudes towards librarians developed from academic training and experiences within the school setting” (Roberson et al. 2005, p. 50). Teachers and principals indicated a dearth of lessons, courses, and seminars offered in their degree programs that emphasize the value of library media centers and the effective utilization of school library resources to aid in instruction. As stated by the authors, a need exists “for curricular reform and alignment in higher education to develop and advance attitudes and practices...towards cooperative work among teachers and librarians and an improved utilization of school libraries to maximize student learning” (Roberson et al. 2005, p. 52).

In another study by Roberson, Schweinle, and Applin titled, *Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for Administrator Preparation Programs*, the authors found that “many administrators and classroom teachers still hold a stereotype of libraries as disposable” (Roberson et al. 2003, p. 99) and that articles in professional publications and personal school experiences are the basis from which principals, teachers, and higher education faculty form their views of school library programs. According to Roberson et al., journal articles concerning school libraries are rarely published in the professional and scholarly

journals that cater to educational administrators, teachers, and university faculty, citing a sample taken “of the spring issues of fourteen major journals for educational administrators and teachers” that did not have “a single article concerning school libraries” (2003, p. 100). The authors continue by saying, “if the past experience of school leaders is based on such a narrow view of the school library and current professional journals ignore the relevance of school library issues, then it becomes incumbent upon higher education faculty to instill within these future school leaders the importance of a quality school library program and the impact it has upon student learning” (Roberson et al. 2003, p. 100).

The results of the study by Roberson, Schweinle, and Applin clearly indicate a need for administrators – the chief decision makers at schools and regulators of school climate and culture – to better understand the positive impact library media centers have on student academic achievement levels when properly supported. Generally, when the principal is convinced of an idea, staff behavior will concomitantly conform to the idea.

Using the results of the first step of the Roberson et al. study, faculty from the University of Southern Mississippi initiated a collaborative arrangement between the university’s Department of Education Leadership and Research, School of Library and Information Science, and University Libraries and local public high schools to institute curricular changes in the Principal Preparation Program. The arrangement was intended “to ensure that pre-service administrators possess the necessary skills to supervise and support quality library media programs (Roberson et al. 2003, p. 101). The study found that “the need for training in educational administration programs is imperative. Pre-service principal preparation programs must prepare future principals to make wise decisions concerning the support and management of their school’s library program and to understand that the library is a vital and essential element in their school’s overall educational program” (Roberson et al. 2003, p. 111-112).

Pre-service principals in educational

leadership degree programs should understand “the tenets of information literacy and how it contributes to life-long learning for themselves and for the students they will be serving,” be conversant in “the research correlating quality library programs with higher student academic achievement...[and] the specific aspects of quality programs that have been demonstrated to positively effect change,” and know “how to provide appropriate organizational oversight for library programs including budgeting; hiring, evaluating and supervising library staff; facility and technology planning; and how to ensure collaborative planning among all educational partners” (Roberson et al. 2003, p. 112).

Taking into consideration the above referenced studies, the following changes would be most effective in increasing the support given to library media specialists by school administrators:

- Pre-service university degree programs in educational leadership should cover the objectives referenced in Roberson et al. (2003).
- For administrators already on the job, mandatory staff development exercises and workshops centered on the value of library media centers should be given.
- All current and future administrators should be conversant in the literature correlating quality library media centers to higher student academic performance.
- Librarians should be trained in how to effectively promote the services offered by their library media center to administrators and teachers.
- Library and information science researchers should be more active in the process of producing works publishable on a multitude of mediums delineating the benefits of library media centers; and accordingly, professional journals in education should be more willing to publish articles on library and information science.

Funding Library Media Centers

Though some school libraries receive a

percentage of total funding from program grants, most are funded solely through the budgetary allocations of schools and school districts. Because many administrators and teachers hold the view that library programs are disposable, libraries are often the first to be scaled down or cut during years of budgetary constriction (Roberson, Schweinle, and Applin, 2003, p. 99).

The first step in the process of increasing funding involves librarians being both proactive advocates for funding increases and diligent promoters of the value that quality library media centers bring to schools. Roberson, Schweinle, and Applin state:

The building-level principal has tremendous influence over the operations of the school and the overall school climate. His or her attitude and support of the school library program is one of the greatest determining factors of whether or not a school’s library will have the attributes necessary to positively influence academic achievement (Charter 1982; Haycock 1999; Hellene 1973; AASL/AECT 1988; Oberg, Hay, and Henri 1999; Wilson and Lyders 2001)...In light of the important role the school library plays in student learning and the influence principals have in creating and sustaining quality library programs, it is imperative that principals have an awareness of the value of library programs and the role they play in student learning (Roberson et al. 2003, p. 99).

With much of school funding contingent upon adequate progress on standardized tests, the positive correlation between quality library media centers and student academic achievement (Roberson et al. 2003, p. 98) is a value proposition sure to resonate with administrators and teachers. Under the current system, libraries help improve student test scores (Roberson et al. 2003, p. 98) and accordingly assist schools and school districts in remaining financially solvent. Librarians and university researchers are the most effective voices in communicating to the administrators responsible for making fiscal decisions that investments in library media centers consistently yield positive returns in the form

of higher student achievement and are thus fiscally prudent. This value proposition, if communicated effectively, would steer administrators away from scaling down or cutting library programs and encourage them to allocate more resources.

In their 2000 paper titled *Dick and Jane Go to the Head of the Class*, Hamilton-Pennell, Lance, Rodney, and Hainer recommend the following strategy for how librarians should utilize the results of thirty-five years of empirical evidence linking quality library media centers to higher student achievement in the process of lobbying decision-makers for increased funding for libraries:

- **Communicate** – Share the results of these studies with [the] community, local news media, parent organization, teachers, principal, superintendent, school board at every available opportunity.
- **Build Partnerships** – Ask your state professional association's leaders to solicit the support of state education agencies to develop new policies, practices, and funding to assist library media programs.
- **Act Locally** – Take the initiative to create opportunity to be more directly and actively involved with students and teachers, technology, and the curriculum.
- **Collaborate** – Teach information literacy, preferably in conjunction with classroom teachers. Teach classroom teachers how to utilize [the library] program more effectively.
- **Volunteer** – Don't wait to be asked to serve on curriculum and standards committees. Insist that the library be included in all curricular decisions.

The second step in the process of increasing funding involves the integration of library and information science courses into the curricula of university degrees in education to ensure that the next generation of teachers and administrators understand the positive impact libraries have on student achievement when used effectively and funded adequately.

Third, school librarians can seek pro-

gram grants for their libraries. Various federal, state, corporate and nonprofit organizations offer grants to school libraries. Examples of grant-making bodies include the U.S. Department of Education, state governments, Barnes and Noble Booksellers, McDonald's, and Verizon among many others. An Internet search using the terms "school library grants" yields a bevy of Web sites offering information on the topic.

Teacher-Librarian Cooperation

Various research studies point to a link between teacher-librarian collaboration and student achievement. In *How Students, Teachers, and Principals Benefit from Strong School Libraries: The Indiana Study* published in Scholastic's Research Foundation Paper titled *School Libraries Work!*, Lance, Rodney, and Russell state, "schools averaged better test results where their library media specialists believed their principals and teachers saw them as school leaders, curriculum designers, fellow administrators (in the case of principals), and fellow teachers (in the case of teachers)" (Scholastic, 2008, p. 18).

Roberson, Schweinle, and Applin support the Lance et al. study in their findings that efforts to increase the amount of time teachers and librarians spend in collaboration are most effective when principals and teachers understand the value of such interaction. "Principals are responsible for the allocation of resources, facilities, schedules, duty assignments, committee appointments, etc. Therefore, the principals' perceptions of library programs can substantially influence the amount of teacher-librarian collaboration, the support available to library programs, and subsequently, the degree of academic achievement experienced by students (Roberson et al. 2005, p. 51).

As the most effective voice in communicating the value and role of libraries, the library media specialist should be responsible for facilitating staff development workshops and engaging teachers in one-on-one dialogue focused on promoting the school library, the value the library brings to the school, and the effective integration of library services into instruction.

Implementation of methods outlined elsewhere in this article could be effective

in improving and expanding teacher-librarian collaboration at schools. Similar to proposed remedies for insufficient library funding, effort must be made to ensure that principals better understand the benefits associated with school libraries and the value school librarians bring to teacher-librarian collaboration (Roberson et al. 2005, p. 51). In other words, the principal must be convinced teacher-librarian collaboration is not a waste of time and resources.

School administrators sometimes mandate that teachers incorporate lessons that call for cooperation and collaboration with the library media specialist into instruction. Mandates, however, are often counter-productive when teachers do not understand the value of the requirement and are not invested in the collaborative process. According to Lance et al., "like elementary schools, high schools tended to have better test results where teachers reported that they initiate collaboration with the library media specialist on the design and delivery of instruction at least weekly or monthly" (Scholastic, 2008, p. 18).

To address the lack of teacher-initiated collaboration with librarians in low performing schools, "instruction on the role and value of school libraries" (Roberson et al. 2005, p. 51) should be provided in staff development workshops and weekly staff meetings and integrated into the curricula of university degree programs in education.

Lastly, Lance's study titled, *Proof of the Power: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Students*, highlights an effective statewide initiative in Oregon that promoted teacher-librarian cooperation through [regular] class visits to library media centers (2001).

Flexible Hours and Access to Collections

According to highlights of a study on library media centers in Illinois by Lance, Rodney, and Hamilton-Pennell published in the third edition of Scholastic's *School Libraries Work!* Research Foundation Paper, "flexible scheduling is one of the hallmarks of a fully realized school library.

For schools to benefit as much as possible from strong libraries, access to them needs to be as flexible as possible, enabling teachers and students to work with the library media specialist and other staff and use the library as a classroom or study space as needed" (Scholastic, 2008, p. 11). As a recurrent theme in research on strategies to increase the effectiveness of library media centers, the support of the principal is essential in establishing a flexible schedule for a library. This can be accomplished by means of the strategies delineated elsewhere in this article.

Librarians and Teaching Training

According to the Ohio research study conducted by Todd, Kulthau, and OELMA in 2004, and published in Scholastic's Research Foundation Paper titled *School Libraries Work!*, the authors found that library media specialists have an active role in teacher training of technology and library-related services and "recommend that all school library programs provide instructional intervention, through a credentialed library media specialist, which centers on the development of information literacy skills for inquiry learning, be staffed with credentialed library media specialists who have educational certification and who engage in collaborative instructional initiatives to help students learn and achieve," and "employ library media specialists who have a clearly defined role as information learning specialists" (Scholastic, 2008, p. 23).

In his *Proof of the Power: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Student*, Lance researched library media centers in Pennsylvania and found that schools where library media staff spend more time "integrating the teaching of information literacy into the school's curriculum and approach to addressing academic standards" had "higher average reading scores, as did schools where library media staff 'provide in-service training to teachers'" (Lance, 2001, pp. 8-9). In Alaska schools, Lance found that the average "students scoring proficient or above on reading tests

was higher for schools with more staff time spent weekly delivering information literacy instruction to students, planning cooperatively with teachers, and provide in-service training to teachers" (Lance, 2001, p. 8).

Conclusion

"School library media centers can contribute to improved student achievement by providing instructional materials aligned to the curriculum; by collaborating with teachers, administrators, and parents; and by extending their hours of operation beyond the school day" (Scholastic, 2008, p. i). In order to run the most effective library media center, a library media specialist must have support from school administrators; collaboration with and cooperation from teachers in lesson planning, teaching, and collection development; and maintain flexible hours in the library to provide students with maximum hours of access to the media center. Although numerous studies support the idea that school library media centers have a significant effect on student achievement, libraries and their staffs seem to be in constant risk of being eliminated, especially in the current economic recession.

Powerful libraries and librarians make a difference in school success. Administrators and teachers must be willing to cooperate and include the school media specialist in curriculum planning and implementation. According to Roberson, Schweinle, and Applin (2003), the University of Southern Mississippi was changing its curriculum to more effectively assist administrators with this problem (pp. 100-101). Faculty from the University of Southern Mississippi's Department of Educational Leadership and Research, School of Library and Information Science, and University Libraries made curricular changes in the school's Principal Preparation Program in order to ensure that pre-service administrators have the necessary skills to supervise and support quality library media programs (Roberson, Schweinle, and Applin, 2003, p. 101). If a librarian has the support of an on-site administrator, teachers are more likely to work collaboratively with that librarian. Including information about the value of

school library media centers and librarians in the pre-service programs of both teachers and administrators will help them realize the connection between student achievement and effective school library programs. A definite relationship exists between the principal's treatment and opinion of a library media specialist with the way the teachers viewed a librarian's worth.

Libraries are not immune to the widespread problem of budget shortages. If the librarian is denied the funds needed to keep the collection diverse and up to date, students cannot take advantage of the positive effect potentially available to them. Many states have been forced to make major cuts in programs including education. These cuts were passed down to the local school level where administrators were faced with the daunting task of eliminating and/or reducing student services. Unfortunately, many of these cuts occurred in library programs (Roberson et al. 2003). ■

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The “M” Word: Migrating Bibliographic Data to a New Integrated Library System

Kathleen L. Wells

After years of grousing about the limitations of your integrated library system, you're going to take the plunge: a shiny new ILS is coming your way, with powerful search capabilities, in-depth reports functionality, and other goodies that you've only dreamed of. But a great deal of planning and hard work is necessary before you can roll out the new online catalog. Fitting your data into the new system's structure may require changes in the way you think about the organization of your catalog, and some preliminary cleanup measures may need to be performed. Once the new catalog comes online, the work isn't necessarily complete: there are usually glitches that need to be ironed out, and the new system's features may enable you to identify and correct problems that were “buried” in your old database.

The Planning Stage: Rethinking Your Data

Integrated library systems organize bibliographic data so as to allow retrieval by certain access points (author/title/subject/call number/keyword). They also categorize library materials by location and by type (books/sound recordings/visual media, etc.). However, all library systems do not provide access to data in exactly the same way. They may draw on different elements in the MARC bibliographic record or in its attached item records in defining certain searches. For example, a search for government publications could be defined by a bibliographic fixed field code for gov-

ernment documents in one system vs. a “govdoc” item type in another. A government publication may readily be defined as an item type, since it is a specific type of material. However, government documents are also books, serials, media, and electronic resources, depending on the physical format of the item. Is an item type related to physical format, or to some other defining characteristic of the material? Which fields should be included in a keyword search? Should series titles be indexed separately or with other kinds of titles? How can library users narrow searches by internal collections within a particular branch location? Questions such as these may have been answered one way in the library's existing system, but the structure of the new ILS could require different answers. Migration planning is an area where “We've always done it this way” thinking can impede organizing data in a way that maximizes its usefulness to library patrons and staff.

In the migration process, previously obscure data can suddenly become significant. In some libraries, earlier generations of catalogers and administrators may have considered the bibliographic record fixed fields unimportant: after all, they didn't show up on the catalog cards being received from OCLC, so why bother with them? Such thinking comes home to roost when, decades later, the data from those old OCLC records is deposited in an ILS that defines OPAC searches based on fixed field elements such as publication date, record type (serial vs. monograph), type of microform, coding for theses and dissertations, etc. Depending on the capabilities of the system the library is migrating from, it may not be possible to identify and correct such errors of omission before the migration, but planners can be aware that they exist and look for ways to correct them in the new catalog. The library's planning

team needs to include at least one person who is thoroughly familiar with the MARC bibliographic format and can assist with defining searches based on MARC data elements as well as with spotting deficiencies in the existing system that are likely to cause problems. If it is financially feasible, pre-migration authorization of the library's database by a vendor is highly desirable, since this process can remove obsolete data elements in bibliographic records and standardize name, subject and title headings. On the public services side, planners should be aware of the types of OPAC search capabilities that are best suited to their users' needs and be prepared to advocate for them.

Data mapping is likely to bring more chickens home to roost. The process of plugging item types and locations into the new system can reveal other cataloging errors, such as impossible combinations of material type and location code (e.g., microforms with a general stacks location). If the new system vendor provides a list of item types and corresponding location codes gleaned from the library's extracted data, this can be used to clean up as many errors as possible before the final data extraction and record load. If it is difficult to make batch changes in the old system, or if the implementation timetable does not allow for extensive pre-migration revisions, the problem records can be mapped to a “cleanup” location in the new catalog and dealt with later. However, even if there are few errors in the data, smooth, field-to-field mapping may not be possible in all cases. “One would assume that since two systems maintain the same type of data and for the most part perform the same functions, the data should easily map from legacy systems to new systems. However, this far too often does not prove to be the case.”¹

Planners should also prepare for the

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possibility that some data will be lost. Information entered in free-text or non-MARC-format areas in one system, such as an item record note that displays in the OPAC, may have no corresponding "home" in the new catalog. While this article deals primarily with bibliographic data, it is worth noting that non-bibliographic data such as order information and serials check-in records can be particularly difficult to migrate, even if the data is imported into conversion software such as MARCEdit™ before sending it to the new ILS vendor. Some types of information may have to be re-created from scratch in the new system, so continued access to the old database will be important for a while after the migration.

Training and Testing

ILS vendors provide training for library staff in various modules of the new system, but this training inevitably packs a large amount of information into a brief time span. The trainer will probably not be able to cover all the details of a particular module or to address effects on the library's workflow, and staff who feel overloaded with new information may not remember how to perform a particular function after the training ends. For this reason, working with a file of test records, or a preliminary version of the entire database that will later be pulled and replaced by the final record load, is critical in familiarizing staff with the new catalog. There is no substitute for hands-on experience when it comes to working with an automated system. To facilitate training, the planning team can designate individuals to work with particular modules; these individuals in turn provide more in-depth training to their co-workers in the use of that module and begin the process of adapting in-house procedures to the new system. This testing process may uncover problems with migrated data that can be corrected by the vendor in the final record load. In other cases, library staff will need to make the corrections (for example, records that were suppressed from public view in the old system may show up in the new OPAC).

While staff are becoming accustomed

to working with the new catalog, it is helpful to have regular departmental or unit meetings to address problems and issues as they arise. In addition to handling staff concerns about the new system, such meetings will allow the designated trainer to point out any newly discovered features, shortcuts, etc. He/she may also find it necessary to work with some staff members on a one-to-one basis, demonstrating procedures on individual workstations.² It is also important to develop written procedures to accompany the training of groups or individuals. Step-by-step instructions for such processes as discarding items, adding volumes or copies, transferring items from one bibliographic record to another, and importing records from a bibliographic utility will not only ease anxieties about working with the new system; they will also speed up the implementation process and serve the library well for years to come as new staff are trained. While a vendor may provide documentation on how to perform basic database operations, local procedures can incorporate in-house practices and provide a valuable record of "how we did it."

Cleanup

As noted above, even if significant data cleanup measures are taken before the migration, there will probably be missing or incorrect data in the new system. The long-standing Library of Congress practice of coding microform or electronic reproductions of print works as printed material, with most of the reproduction details recorded in notes, can mislead patrons if the new system bases searches on certain fixed field elements. Cleanup work should be prioritized according to its impact on the public catalog; missing or incorrect data that can negatively affect user access to library resources needs to be dealt with first. Depending on available personnel, staff may have to be taken off their regular duties in order to complete some cleanup projects in a timely manner. If the new system's reports and global change capabilities were not investigated during the testing period, they should definitely be employed to their fullest extent during the

cleanup process. Batch processing of records for simple changes such as an incorrect location code can save hours of staff work.

Database cleanup can be tedious, particularly in the case of corrections that have to be made on a record-by-record basis. Keeping a spreadsheet of cleanup projects that shows the number of records corrected can help promote a sense of accomplishment as well as provide a record of the department's work for anyone who may have had the impression that the new system would solve all problems.

Winding Down

Eventually, migration-related cleanup work tapers off. Staff go back to everyday routines that have been tailored to fit the new system, though data surprises that require corrections can crop up for a while after migration. Everyone heaves a sigh of relief ... until the next migration, which will probably be years away. However, keeping records of decisions made (and in some cases, decisions regretted) can be very important when that next migration finally rolls around. "[D]ata migration should be viewed as a continuous process rather than a one-time event occurring when the library migrates to a new system."³ While the idea of continuous migration may sound like a nightmare to weary staff, the idea can be presented in terms of ongoing quality control. Keeping the library's bibliographic data as clean and up-to-date as possible will benefit staff and users on a day-to-day basis, not only on that far-off day when the "M" word comes up again. ■

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- ² Puffer-Rothenberg, Maureen. "Training Copy Catalogers in Preparation for System Migration: an Incremental Approach." *Technical Services Quarterly* 21 (1, 2003): p. 33.
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Children and Young Adult Library Services Supported by the Mississippi Library Commission

*Mississippi Library Commission,
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Abstract

The Mississippi Library Commission supports and provides a variety of services for children and young adults. Coordination and support for the annual Summer Library Program conducted in Mississippi public libraries is a major focus of the Development Services Division; specialized direct services provided by the Blind and Physically Handicapped Library Services Division enables children and young adults with visual disabilities to enjoy the same books and movies as their fully sighted friends; and the Learn-A-Test database managed by the Library Services Division allows students to expand and enhance their knowledge to make better grades and prepare for college and careers.

Supporting Services to Youth Statewide

The Development Services Division of the Mississippi Library Commission (MLC) provides consulting, advice, continuing education, and other development services to public libraries in Mississippi in an effort to strengthen and enhance library services to all Mississippians. Services to children are a vital component of public library services, and, therefore, a major focus of the development work done by the Development Services Division. The division supports the provision of library

service to children through a statewide summer library program that provides continuing education for children's librarians and by assisting public libraries to cultivate alternative sources of funding for expanded children's services.

The Development Services Division utilizes federal funding to support the implementation of a statewide summer library program for public libraries in Mississippi. For many years, MLC produced the entire program in a vacuum, but in 2003, we joined with other southern states in a consortium dedicated to the production of a summer library program manual and artwork. In 2006, the agency joined the Collaborative Summer Library Program (CSLP) in a nationwide program. In recent years, the program has been expanded to include a teen program and an adult program to complement the children's program. The artwork and the manuals are of a higher quality than what MLC had been able to provide on its own or as a member of the smaller consortium. The southern states consortium no longer exists, as forty-nine states are currently members of CSLP – the only holdout is Texas. Through this effort, MLC is able to offer a quality product to every public library in the state. The reach of the CSLP program allows for quality on a budget, which in turn allows MLC to continue to provide the annual dues, manuals, posters, bookmarks, reading logs, and certificates free of charge to our public libraries.

The Development Services Division of MLC also provides continuing education opportunities to children's and teen librarians across the state. Every spring a series of workshops featuring the theme of the current year's summer library program are sponsored in various locations throughout the state with one teen workshop held in

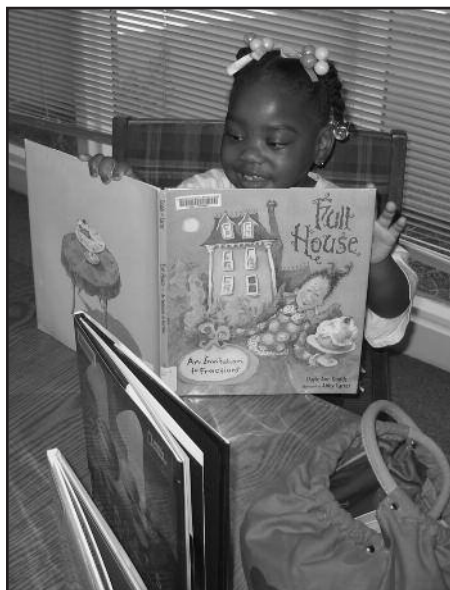
Jackson. These workshops are well attended and provide an opportunity for children's librarians to meet and interact with their peers. The other educational opportunity for this group is what we now call the Youth Services Confab-ulous! This three-day, in-residence workshop is held every two years and strives to offer quality training provided by nationally recognized presenters.

The focus of the Youth Services Confab-ulous! shifts, but the intent of offering a practical training event where public librarians learn new skills or improve their current skills remains constant. In November 2010, the Youth Services Confab-ulous! featured Dr. Joni Richards Bodart, Nancy Stewart, and Beth Gallaway. Youth services librarians from throughout the state learned how to conduct successful book talks, utilize music in programming, develop theatre skills, and use technology in programming. The workshop is offered free of charge to participants and all public libraries are guaranteed at least one seat at the Confab-ulous!

Assisting public libraries locate and apply for alternative funding sources for children's programs has long been an essential part of development services. Grant funds can be used to try new or experimental ideas such as gaming, expand summer reading programs, or expand collection resources.

Nonprofit foundations that fund children's services often like an organization to expand small programs that have already exhibited some success. For example, the "Catfish Club" is a reading program for at-risk third to fifth graders developed by Sherry Anderson at the Humphreys County Library System (Belzoni). Originally, the "Catfish Club" started as a Library Services and Technology Act

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New books in the Humphreys County Library System purchased with a grant from the Libri Foundation.

(LSTA) Focused Collection Development Grant for materials, but now has been enhanced with a \$2,000 grant from Target for additional resources, including promotional activities and reading incentives. The Development Services Division works with public library systems to expand ideas into successful grant proposals and help create local partnerships to maintain the program in future years.

Grant opportunities also supplement traditional library services to children. The Libri Foundation, headquartered in Eugene, Oregon, has been a big supporter of Mississippi's rural public libraries for the past fifteen years. In 2010, seventeen small public libraries in Mississippi received a \$1,000 grant from the Libri Foundation for new picture books.

Providing children's services in public libraries is a vital part of keeping communities healthy. The Development Services Division seeks to empower and support public libraries in this very important duty.

Specialized Services for Children and Young Adults with Disabilities

MLC provides a Summer Reading Program for children and young adults with

visual disabilities. Utilizing the same theme as the annual summer reading program for public libraries, the Blind and Physically Handicapped Library Services (BPHLS) division develops a bibliography of appropriate titles available in specialized formats and a related activity book. These materials are shared with public libraries across the state for incorporation into local programs. This enables children with disabilities to participate in reading programs held at their local public libraries and read many of the same books as the other participants. BPHLS staff also utilize the materials to encourage children and young adults unable to attend the local library programs to participate in the agency's summer library program by mail and receive reading certificates and prizes.

Services are not limited to the summer. Children, young adults, and adults who meet federal eligibility requirements may borrow books and audiovisual material in specialized formats directly from MLC's BPHLS Division. The National Library Service (NLS) was established through the Pratt-Smoot Act of 1931 to provide library services to blinded veterans of World War I through the Library of Congress, but now provides material for all ages. Serving as a regional library for NLS since 1973, MLC administers this service to eligible Mississippi residents. Through a cooperative effort, NLS provides the books, equipment, materials, and free-matter mailing privileges; MLC provides the staff, houses the collections, and provides the service to eligible individuals.

To register for this free service, individuals must meet one of the following four federal eligibility requirements:

- 1) be legally blind,
- 2) be visually impaired and unable to read standard print,
- 3) have physical limitations preventing them from holding a book and/or turning pages, or
- 4) have a reading disability from an organic dysfunction, such as dyslexia, as certified by a medical doctor.

In an e-mail message to Cindy Nugent, one of the authors, on October 27, 2010,

William Sansing of Mississippi State University wrote that the 2008 American Community Survey indicates over 10,000 children and young adults in Mississippi have substantial vision loss. Libraries, schools, and other institutions serving eligible students may also receive services.

Recorded books are available in specialized digital (flash memory) and analog (audio cassette tape) formats. The collection includes the same wide range of fiction and nonfiction found in large public libraries, including such titles as *A Journey: The Autobiography of Apolo Anton Ohno*, and series books such as *Artemis Fowl*, *Twilight*, and the *Hunger Games*. While the collection contains recorded books for all ages, over 9,500 are at the K-6 interest/reading level and nearly 12,000 more are pre-teen and young adult titles. New titles are continually being added to the collection and a bi-monthly annotated bibliography is mailed to patrons. Magazines such as *Cricket*, *Boys' Life*, *Seventeen*, and *Sports Illustrated* are available as well. The specialized digital and analog playback machines necessary to listen to these titles are also loaned free to registered individuals. Eligible individuals may also register for the BARD: Braille and Audio Reading Download service and download titles in digital format to gain immediate access from home to thousands of titles on the NLS service.

Of particular interest is the descriptive video collection which contains full-length feature films, including most popular children's animated films and many G-rated movies. A descriptive video is the same movie as released in theatres or seen on television but with an added touch. A narrator track has been added to describe the action, set, costumes, etc. The narration does not interfere with the movie's dialogue and allows the blind or low-vision individual to more fully experience the story. These films are available in VHS and DVD format and can be played on any standard VHS and DVD player – no special equipment is required.

Print and Braille books are also available. In cooperation with MLC's Library

Services Division, books in large print may also be borrowed through the Large Print Direct Mail Service. Popular fiction children and young adult titles in sixteen-, eighteen-, and twenty-point fonts enable low-vision students to experience the joy of reading. Braille titles are provided in cooperation with another state and BPHLS maintains an excellent collection of print and Braille picture book titles for children.

All of these specialized services are provided free of charge. The specialized playback equipment and materials are loaned at no charge to patrons actively using the service and are mailed directly to their home in reusable mailing containers. The United States Postal Service's free matter for the blind and physically handicapped mailing privileges enable the patron to return items without cost, as well.

Through these services, children and young adults can receive the resources needed to expand their knowledge, enjoy reading, and participate in library activities.

Learn-A-Test

The Mississippi Library Commission provides all Mississippians free access to an online tutorial and practice exam database from LearningExpressLibrary, Inc. through public libraries. Learn-A-Test, as the database is commonly known, offers self-paced study and evaluation opportunities that begin at the fourth grade level. Students can improve their knowledge of mathematical operations, algebra, geometry, multiplication, and measurements using tutorials and practice tests that take as little as fifteen minutes to complete. For those wanting to improve their reading abilities, the database offers practice in informational, narrative, and persuasive text, as well as general comprehension and poetry.

More advanced practice tests are available at the middle school level. In addition, courses are available on topics such as fractions, decimals, percentages, graphs, data analysis, and probability. Reading comprehension courses are available to assist students in understanding to determine the author's meaning and how struc-

ture and style affect the meaning of a work. Courses in writing skills offer students the chance to evaluate their skills, learn to write for newspapers and magazines, and develop speeches. The database even offers practice for taking entrance exams to private high schools.

For students in high school, Learn-A-Test continues to offer support in mathematics and expands the courses in reading to include help in identifying the main idea, understanding the vocabulary, and reaching conclusions. Intensive courses of about two hours each concentrate on building vocabulary and spelling skills, including help with emerging vocabulary in science, technology, business, politics, and society. Practice with word analogies found on many standardized tests and additional courses on writing are also available.

Young adults preparing to enter college need to score as high as possible on entrance exams not only for admittance to the college of their choice, but also to qualify for scholarships. Learn-A-Test provides a wealth of courses and practice exams targeting specific areas of standard entrance exams such as the ACT, PSAT, SAT, and CLEP. Some practice tests are timed, allowing students to better gauge how much time to spend on a particular question in order to improve their ability to complete the entire exam in the allotted time. Advanced placement practice exams in biology, calculus, chemistry, and history are also available to aid students hoping to skip a course or two.

For those unable to complete high school, Learn-A-Test offers practice for the GED with specific courses designed to improve skills in language arts, mathematics, science, social studies, and writing. The practice exams not only offer immediate scoring and explain the correct answer for those missed, but also separate scores into the various topics covered – such as fractions or decimals – and provide a list of courses within the database that address the weak areas identified by the practice test. The database even offers practice for the GED in Spanish!

Young adults preparing to enter the job market have access to courses on selecting a career, job search strategies, developing a resume, preparing for an interview, and succeeding on the job. Many careers require applicants to pass a standardized employment test and Learn-A-Test can help with practice exams for careers in the military, law enforcement, civil service, cosmetology, emergency medical services, nursing, allied medical services, and more. Many other careers require a license and the database offers practice for the electrician's license, plumber's license, and commercial driver's license exams.

Learn-A-Test truly has something for everyone. Even courses to improve computer skills with Microsoft Word, Excel, Outlook, and Access are included, as well as courses on Windows and Mac operating systems. Success in school and on the job is the goal of this free service provided by the Mississippi Library Commission to all Mississippians. Anyone in Mississippi is eligible to register online and have access to all of the courses and practice exams. The database can be accessed from any Internet accessible computer whether in the public library, at home, or in school.

Registration for LearningExpressLibrary, Inc.'s Learn-A-Test database is available from most public library Web sites using a local library patron card number or a special code available from the library. Access is also available from the Mississippi Library Commission's Web site at www.mlc.lib.ms.us – just look for the Learn-A-Test link on the home page. For more information or registration assistance, contact the Mississippi Library Commission.

Contacts

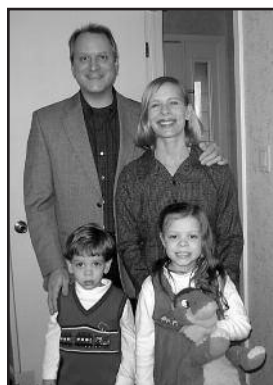
For more information on any of these services, contact the Mississippi Library Commission via telephone at 1-800-MISS-LIB (1-800-647-7542) or 601-432-4111; via e-mail at mlc@mlc.lib.ms.us; or view our Web site at www.mlc.lib.ms.us. ■

Remembering Jay Barton Spencer, 1965-2011

Paul McCarver

Jay Barton Spencer, head of electronic resources for University Libraries at the University of Southern Mississippi, passed away on February 12, 2011, at his home in Hattiesburg, Mississippi. He was forty-five years old and had battled cancer for over two years. Barton was a valued colleague and a dear friend who will be sorely missed by his family and by those with whom he shared an involvement working on behalf of libraries in Mississippi. Dr. Carole Kiehl, dean of University Libraries at Southern Miss commented in a statement released through the university's Office of Communications that "Barton contributed much to the success of University Libraries in a variety of ways during his career here, and we are grateful for his service." Barton was active through the years in the Mississippi Library Association, and he served as editor of *Mississippi Libraries* from 1997 through 1999. He was the recipient of the MLA Past President's Award in 2000.

In a sense, Barton Spencer began his career in libraries when he started working as a student assistant in the microforms department of Cook Library at Southern Miss in the summer of 1990. He had already earned an undergraduate degree in journalism at USM in 1987, and he had worked for the next few years as a photographer and sports news editor at the Yazoo City newspaper and as a photographer at the newspaper in West Point, Mississippi. He had decided by then that he wanted to teach high school history and social studies, and he had returned to Southern Miss to take the additional courses and to receive the training required to obtain his teacher certification. I don't remember the exact day I met Barton during that time,



Jay Barton Spencer and family

but those of us working in public services at Cook Library inevitably became aware of the student assistant in microforms who was eager to help and to learn and who was reliable. He was consistently good-natured and enthusiastic about his work. While still a student assistant, Barton transferred to the reference department in early 1992. I guess those of us working in reference at Cook Library back then must have influenced him more than we imagined, because he apparently decided during that time to pursue librarianship as a career. How flattering that was! He certainly was not the stereotypical image of a librarian, nor would he become a stereotypical librarian. Barton had come to appreciate, however, the type of work that we librarians performed and the services we provided for the students and faculty at the university. In an interview he gave some years later to *Mississippi Business Journal* for an article encouraging support for libraries in our state, Barton remembered that "walking through the library doors was like walking into a home" and that he "felt perfectly comfortable there." My recollection is that Barton's manner with people helped them to feel comfortable to be in the library as well.

Although Barton had decided to become a librarian, he did complete his student teaching in the fall of 1991. Dur-

ing the 1992 spring semester, he took some introductory library science courses at Southern Miss before returning to his home town of Starkville. There he worked again as a photographer and news writer for the local paper to earn money to continue his studies in library science. In 1993, he enrolled in the graduate library school at the University of North Texas in Denton. He received his master's degree in library and information science (MLIS) from that institution in December 1994.

Interestingly, Barton's first job after library school was not working at a library. Instead, he took a library-related job working for Innovative Interfaces, Inc., training librarians around the country how to use that company's library automation software. During the early 1990s, computer applications were rapidly becoming integrated into pretty much every aspect of providing library resources and services. Whether it was taking photographs or working with computers, Barton always embraced learning new skills not only for his own sense of personal growth and enjoyment but also for utilization in his work. He had expanded his computer-related abilities while in school at North Texas, he had trained at USM to become a teacher, and he had worked with library resources and librarians at Cook Library. The job with Innovative called for exactly the combination of skills that Barton by then possessed. Through 1995 and the first half of 1996, he traveled the United States introducing librarians to new approaches to performing their jobs.

While traveling for Innovative in 1996, Barton was caught by an ice storm in Fayetteville, Arkansas. During his enforced hotel stay there he found an internet advertisement for the job of information services librarian at USM in Cook Library. Barton later described this job listing as "an ad inviting me home." He interviewed for the position, was hired, and began serving as a professional librarian in the same depart-

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ment where he had happily worked as a student assistant several years earlier. Perhaps fate had another reason for bringing Barton back to Cook Library, for it was there that he met and began working with Sarah Armstrong, one of his colleagues in Information Services. In May 1998, Barton and Sarah were married on a day that I still recall as being nearly picture perfect. The library must have been lightly staffed or closed that day, because I think most every employee able to make the trip to Sarah's home town of Hazlehurst, Mississippi, was present for the occasion.

Not too many months after taking on the new role of husband, Barton was given the opportunity in the fall of 1998 to take on the challenge of the newly created position of library development officer at Southern Miss. His responsibility in this job was to create a formal fundraising program for the libraries at USM and to pursue outside donations from individuals, businesses, and grant providers. Barton always welcomed the opportunity to spread the good news about libraries in general and his own library in particular. With his knowledge of libraries and his ease communicating with people, he was a good choice for the job. Barton's stated view was "that anything that benefits the libraries at USM has the potential to benefit all of the students on campus." He never lost sight of the basic understanding that libraries were an integral part of any university's mission to educate its students. For nearly two years, he optimistically busied himself with the task of finding those who could provide additional financial support to help the libraries at USM achieve their goals.

In the spring of 2000, Cook Library was in need of a new head of electronic resources. Considering his background with library-oriented computer systems as a librarian and as a former trainer for a company that provided library automation software, it is not surprising that Barton was tapped to fill this post. He proved to be well suited to Electronic Resources (ER), and he would remain in that position for over ten years. As head of electronic resources, he was also a member of the management team in University Libraries at Southern Miss. Barton brought the per-

spective of a librarian who had worked in the frontlines of public service to both roles. I think there were numerous instances when Barton was able to translate the needs of the librarians to his technical staff in ER and to the various system providers with whom the library did business. I can personally recount times that Barton himself came to my office to sort out some problem with my computer that I was often unable to explain in any way that made technical sense. He was always patient and good-natured about these tasks, and he never made me feel as if I taken him away from something more important. I am sure there were times when that was exactly the case. Although a manager, Barton never forgot the realities of working a service desk or going before a classroom of students to teach a unit on basic library skills. His fellow librarians showed their respect for Barton by electing him in 2004 to represent them in the Faculty Senate at USM. He was, subsequently, elected to a second term.

The qualities that made Barton Spencer an invaluable colleague at work also made him a wonderful friend. He was loyal, and I don't believe he ever stepped over anybody to achieve the various positions he held through the years. Having said that, let me hasten to add that he was no plaster saint, and he certainly possessed a mischievous sense of humor. One of his human frailties was his absolute love of chicken – fried, baked, barbequed, whatever. Some of the best times that I recall having with Barton years ago were sharing meals of fried chicken and homemade biscuits at the old USM Commons (now torn down) on Wednesday evenings before our night shift at the reference desk. This weekly offering was known as the "Chicken Roost," and it was much anticipated by Barton, me, and others not only for the wonderful food, but, I like to think, for the camaraderie and conversation as well.

When Barton was diagnosed with colon cancer in 2008, I don't think that situation seemed real to many of us with whom he worked. He certainly did not look sick, and he was determined to carry on in a normal manner. He remained busy and involved, and he would always return from his various treatments as if he had been away at a

routine training workshop or conference. I'm sure it was much more difficult for Barton and his family than it appeared to his co-workers. Still, I think most of us around Barton shared his optimism that he would prevail in his battle with his illness. Kay Wall, a friend and former colleague, remembers Barton commenting during this time "that there are no such things as bad days." She also believes that he set an example for herself and others of "living each day to the fullest" and of how "to make your life a joy in the lives of others" even when the limits of your endurance are being tested.

I was at a meeting in Cook Library with Barton just a few weeks before his death. By then, the latest round of cancer treatments was taking a toll, but despite his physical discomfort, he shared a few humorous observations with me. I remember wondering if that meeting would ever conclude, and then I realized that if Barton could be there after all he had recently been through, then I could certainly persevere as well. I don't remember much about that meeting, but I do remember Barton's strength in being present there. So, in the end, Barton continued to lead by example in little everyday things that were important in larger ways. I am so glad that Barton Spencer returned to the library at USM all those years ago. Because of that, he found a loving companion, his wife Sarah, and he went on to share with her the joy of bringing into the world their children, Sarah and John Barton. Also, whether it was serving on a university committee such as the Council of Chairs or helping freshmen move into their dorms at the beginning of fall term, he helped to make Southern Miss a better school and a more welcoming place for its students. As for the library at USM, it pleases and somehow comforts me to know he considered that to be one of his homes. I'm equally glad that he found satisfaction in helping to build an environment there that would cause students and faculty at the university to view the library in a similar way. Thanks, Barton, for the legacy of your example at work and in life. Fond memories of you will remain in the hearts and minds of your family, friends, and colleagues for many years to come. ■

News Briefs

Tina Harry, Editor

MSU Libraries Joins Center for Research Libraries Partnership

Mississippi State University Libraries has expanded access to critical research materials in the humanities, sciences, and social sciences by more than 4.5 million publications, archives, and collections and one million digital resources by enrolling in the Center for Research Libraries (CRL) consortium.

CRL's collections include the largest collection of circulating newspapers in North America; more than 38,000 international journals that are rarely held in U.S. libraries; more than 800,000 non-U.S./non-Canadian doctoral dissertations; and major collections from Africa, Latin America, Middle East, Europe, Asia, Southeast Asia, and holdings that support in-depth research in areas such as human rights, history of science, cultural studies, international diplomacy, and more.

Benefits for MSU Libraries patrons include: unlimited access to CRL collections, unlimited free interlibrary loan access, project-length loan periods, third-day delivery on the vast majority of loaned materials, and an array of collaborative acquisition programs and user services designed by librarians to facilitate scholarly research and support collection development activities.

For more information on MSU Libraries and to peruse its numerous databases, please visit <http://library.msstate.edu/>.

– Submitted by Angela M. Patton, Library Associate, Mississippi State University Libraries

Libraries Survey Participants Rewarded

As an incentive for taking part in the 2011 LibQUAL+ survey, Mississippi State University Libraries offered MSU students,

staff, and faculty the chance to receive one of four gift cards from local vendors Barnes & Noble and Strange Brew Coffee House.

The LibQUAL+ survey is a rigorously tested Web-based survey that helps MSU Libraries improve library services, gain a better understanding of user perceptions of service quality, and market the Libraries.

For more information on MSU Libraries, please contact Lyle Tate at 662-325-2559.



Pictured here are three of the four recipients along with Stephen Cunetto, Administrator of Systems for MSU Libraries (far right). The recipients included (l to r) Sarah Self, an instructor in the Department of Biological Sciences; freshman electrical engineering major Daniel Crist; and senior chemical engineering major John Carroll. Not pictured is the fourth winner of the drawing, senior kinesiology major Parker Snow. Photo credit: Jim Tomlinson/MSU Libraries

– Submitted by Angela M. Patton, Library Associate, Mississippi State University Libraries

First Regional Library Joins Mississippi Library Partnership

It's no secret that our public libraries are at a critical turning point. Faced with budget cuts from local and state funding agencies, and the increase in demand to supply the public with the latest technological advances, libraries continue to find ways to "stretch a dollar" and yet remain an up-to-date and vital resource for the community. The staff of the First Regional Library has recently taken a huge step

towards reaching that goal.

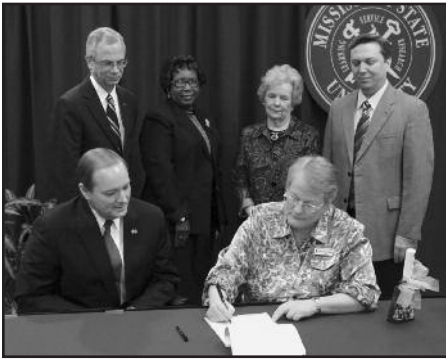
The Board of Trustees recently authorized the First Regional Library to join with the Mississippi Library Partnership, a consortium of 40 libraries of all types (university, community college, public and school) throughout Mississippi. The Mississippi Library Partnership share materials, technological resources, and get together for training on the latest in best practices, while retaining their individuality and autonomy.

FRL Director Catherine Nathan is pleased with the decision to join, remarking that "The staff and trustees of the First Regional Library could not be more pleased about joining the Mississippi Library Partnership! We look forward to many years of resource sharing and collaboration with the membership – and hope that other libraries will consider joining."

Nathan stresses that the First Regional Library would not be changing that much, from the viewpoint of their patrons. "I want to make it very clear to everyone that First Regional Library is not going anywhere. We will still be operated by our staff and trustees, and funded by our local and state officials. This partnership is just a way of providing our patrons with more materials, and to save money on the technology side of things."

Nathan said the biggest savings provided by this move is access to the Partnership's computer server and access to 24/7 IT support. "As our library system has continued to grow, our server is too small, getting too old and needs to be replaced. By having our library's information stored and maintained on the server of the Mississippi Library Partnership, we can concentrate on replacing and maintaining computers for the public to use."

Patrons will start to see a difference to the online card catalog around March 15th. "Our catalog will be down for a couple of days while we make the transition, and there may even be a couple of days where you will see our staff checking out books the old-fashioned way – with pen



Seated Dr. Mark Keenum, President, Mississippi State University and Catherine Nathan, First Regional Library Director. Standing, left to right: Dr. Jerry Gilbert, Provost and Executive Vice President, MSU; Evelyn Hubbard, FRL Trustee from Tunica County; Frances Coleman, Dean of Mississippi State University Libraries and Stephen Cunetto, Administrator of Systems, Mississippi State University Libraries. Photo credit: Jim Tomlinson, Mississippi State University Libraries.

and paper!" added Nathan. "When the merger is complete, patrons will see many, many more titles they can request. The materials that are outside of our five-county system can be placed 'on hold' and will be delivered to your FRL branch of choice."

Nathan says a First Regional Library courier will be driving to Winona, MS once a week to pick up materials FRL patrons have requested from member libraries within the Mississippi Library Partnership.

– Submitted by Catherine A. Nathan, Director, First Regional Library

Headstone Stories: Raising the Dead at the Indianola City Cemetery

On April 14th, 2012, for two hours Indianola Academy 6th Grade students will impersonate different individuals interred at the Indianola City Cemetery. A cemetery stroll is a unique and interesting way to teach history. Last year was the second occurrence of Headstone Stories and this year it's going to be even better. Using the experiences from previous years and aspirations for this year, an outline for the project was created. The knowledge and experience the teachers want for the students

was coordinated with historical research materials that are located in the History Room. The students will make two visits with their class and one visit individually to the History Room, utilizing newspapers, microfilm and books to research these areas for their paper and personal reconstruction. They will complete an eight paragraph paper concerning the lifetime of the interred, specifically the political atmosphere, the economic and agricultural conditions, and the cultural trends. Then on April 14th, 2012 from 10:00 AM to noon at the Indianola City Cemetery, the students will represent the interred to the community, entertaining and educating visitors with personal stories, anecdotes of their time period and Indianola history.

– Submitted by Jennifer Rose, Public History Coordinator, Sunflower County Library System

Mississippi Historical Society Announces 2012 Prize Winners

The Mississippi Historical Society held its annual meeting at the Mississippi University for Women in Columbus, March 1 through March 3, to honor its 2012 award winners and offer presentations on the meeting's theme of "The Bicentennial of the War of 1812." Over 120 participants attended the sessions, where topics included the battle for the southern frontier, Mississippi's American Indians, the Natchez Trace, and local history projects.

Daniel P. Jordan, president emeritus of the Thomas Jefferson Foundation, was awarded the society's honor, the B.L.C. Wailes Award for national distinction in the field of history. For 23 years Jordan headed the Thomas Jefferson Foundation, the nonprofit organization that owns and operates Monticello, the home of Thomas Jefferson, and concurrently he was a "Scholar in Residence" at the University of Virginia. His publications include *Political Leadership in Jefferson's Virginia* (University of Virginia Press), *A Richmond Reader* (University of North Carolina Press), and *Tobacco Merchant: The Story of Universal Leaf Tobacco Company* (University Press of Kentucky). He is now a partner in

Bryan & Jordan Consulting, LLC in Richmond, Virginia.

Ron and Mimi Miller received the Dunbar Rowland Award for their lifelong contributions to the preservation, study, and interpretation of Mississippi history. For more than thirty years the Millers have worked to save and restore hundreds of historic buildings in Natchez. From the storefront rehabilitation program for the historic downtown to the courthouse records project, their tireless leadership at the Historic Natchez Foundation has resulted in programs that continue to stimulate development while preserving the town's history.

Mississippi School for Math and Science history and government teacher Charles M. Yarborough won the John K. Bettersworth Award. The prize includes a \$300 cash award.

Paul T. Murray was awarded the Halsell Prize for the best article published in the *Journal of Mississippi History*. His article "Father Nathaniel and the Greenwood Movement" appears in the Fall 2010 issue of the *Journal of Mississippi History*.

The Covington County Historical Society won the Frank E. Everett Award for its outstanding contributions to the preservation and interpretation of Mississippi history.

The Elbert R. Hilliard Oral History award was presented to Avery Rollins for his exemplary work in coordinating and implementing the FBI Oral History Program in Mississippi.

Bertram Wyatt-Brown, the Richard J. Milbauer Professor Emeritus at the University of Florida and Visiting Scholar, Johns Hopkins University, won the 2012 Mississippi History Now Award for his article "Anne Ellis Dorsey: a Woman of Uncommon Mind."

Patricia Buzard Boyett won the Riley Prize for her doctoral dissertation "Race and Justice in Mississippi's Central Piney Woods, 1940-2010" presented for her Ph.D. in history from the University of Southern Mississippi. The prize is awarded biennially as merited and carries a \$500 cash award.

Awards of merit were presented to Samuel H. Kaye for his exemplary preserving the history of Columbus and Lowndes County and your longtime sup-

port of statewide historical organizations; Oktibbeha County Heritage Museum for its exemplary work in preserving and interpreting the history of Oktibbeha County; Bridget Smith Pieschel for her exemplary work with the Center for Women's Research and Public Policy and the Welty Writer's Symposium and in documenting the history of the Mississippi University for Women; Mona Vance for her exemplary work with the archival and history programs of the Columbus-Lowndes Public Library; and Chrissy Wilson, for her exemplary work with the "History Is Lunch" program for the MDAH and for her longtime service as managing editor of *The Journal of Mississippi History*.



Four of the MHS award recipients were from Columbus. They include (left to right) Mona K. Vance, archivist at the Columbus-Lowndes Public Library; Dr. Bridget Pieschel, English professor at Mississippi University for Women; Samuel H. Kaye, architect; and Chuck Yarborough, history teacher at Mississippi School for Math and Science. Photo credit: Stephanie Morrisey, Mississippi Department of Archives and History

Newly elected officers of the Mississippi Historical Society are Mary Carol Miller, Greenwood, president; Charles Sullivan, Perkinston, vice president; and Elbert R. Hilliard, MDAH, secretary-treasurer.

New members of the society's board of directors for 2012-2015 are Larry Albert, Hattiesburg; Dornal Davis, Jackson State University; Martha Hutson, Mississippi College; Elizabeth Ann Payne, University of Mississippi; Stuart Rockoff, Jackson; and William "Brother" Rogers, Mississippi State University. Thomas P. Watts, Madison, was elected to fill an unexpired term.

New members of the society's Board of Publications for 2012-2015 are John Langston, University Press of Mississippi, and Charles Sallis, Jackson.

The Mississippi Historical Society,

founded in 1858, encourages outstanding work in interpreting, teaching, and preserving Mississippi History. It provides annual grants to support programs of the Junior Historical Society and publishes books, maps, and other materials aimed toward the education of the general public. Membership is open to anyone; benefits include receiving the quarterly *Journal of Mississippi History*, the monthly *Mississippi History Newsletter*, and discounts at the Mississippi History Store. For information on becoming a member, call 601-576-6849 or see the MHS Web site, www.mdah.state.ms.us/admin/mhistsoc.html.

– Submitted by Mona K. Vance, Archivist, Local History Department, Columbus-Lowndes Public Library

SLIS Connecting

The inaugural issue of SLIS Connecting is available at <http://aquila.usm.edu/slisconnecting/>. SLIS Connecting is the journal of The University of Southern Mississippi's School of Library and Information Science. The purpose of the journal is to share news, information and research with future students, current students, alumni, faculty, and the general population through selected faculty publications, invited student publications, and through regular columns. The journal is a bi-annual publication (September and February). Information on how to submit updates and articles of interest can be found online.

– Submitted by Stacy Cree, SLIS, Assistant Professor, University of Southern Mississippi

News from Hinds Community College

Hinds Utica Campus Historic Photos Archived on Digital Site

Hinds Community College has begun participation in the MS Digital Library cooperative with a collection of 22 photographs depicting the history of Hinds Utica Campus, particularly in its early days as Utica Normal & Industrial Institute and Utica Junior College (a designated Historic

Black Institute). The copyrighted materials can be found at http://www.msdl.org/cdm4/browse_inst.php.

Hinds Community College Digitizes Catalogs and Yearbooks

Hinds Community College Libraries has recently digitized and made available most of the school's catalogs (through 1999) and yearbooks (through 2011) from its inception as an Agricultural High School in 1917. The digitized annuals also include yearbooks from the Hinds – Utica campus, formerly Utica Junior College, and from Hinds Agricultural High School located on the Utica Campus. The project was made possible through the LYRASIS Mass Digitization Collaborative – a Sloan Foundation grant-subsidized program. To view the collections, simply visit <http://www.archive.org/details/hindscommunitycollege>

Traveling Exhibit Available

Utica Normal & Industrial Institute was founded by William H. Holtzclaw Jr. in 1903. Renamed Utica Junior College and later merged with Hinds Community College in 1982, it has since been designated an Historically Black College or University. The Utica Normal and Industrial Institute Traveling Exhibit, subtitled *The History, The Legacy, and The Promise*, consists of nine panels that chronicle select periods of the Utica Campus history. The exhibit is tentatively set to tour beginning April 2012. It is currently on display on the Hinds Utica campus. Created by Utica Campus librarian, Jean Greene, the exhibit was financially supported by funding



Utica Traveling Exhibit. Photo credit: Jean Greene

from Title III. For more information or to book the exhibit, contact Jean Greene at JBGreene@hindsgcc.edu or 601.885.7034.

– Submitted by Mary Beth Applin, District Dean of LRCs, Hinds Community College

New Presidential Archives Tools Available at MSU Libraries

Mississippi State University Libraries' University Archives Department announces the addition of new finding aids for the collections of MSU Presidents.

"So far we have seven pdf versions of these inventories available to our patrons," said Ryan Semmes, Assistant Archivist at MSU Libraries, "and they cover MSU's presidents from its beginnings with Stephen D. Lee in 1880 to Buz Walker in 1930."

Semmes went on to share that University Archives anticipates adding at least five more similar finding aids before the end of the spring 2012 semester.

For more information on these new presidential inventories and on MSU Libraries, please visit <http://library.msstate.edu/specialcollections/archive/presidents> or contact Semmes at 325-9355.

– Submitted by Lyle Tate, Special Projects Coordinator, Mississippi State University Libraries

MSU Libraries' Ragtime Festival Returns for a 6th Year

Razzle-dazzle rhythms... Spectacular showmanship... Energizing entertainment...

The Charles H. Templeton Ragtime Jazz Festival, now in its 6th year, delivers all of this and more. Now is the time to register and make plans to attend the 6th annual Charles Templeton Ragtime Jazz Festival at Mississippi State University Libraries. This signature festival features some of the most talented pianists around in a setting that has come to be known for its warmth, hospitality, and uniqueness.

Concerts, "living room" sessions, and lectures center around the unique Charles H. Templeton, Sr. Collection in MSU Libraries, home of more than 22,000 pieces of sheet music, 200 musical instruments, and extensive memorabilia from the 1800s-1930s. All document the distinctly American approach to the "business of music."

The 2012 Festival will feature four artists returning to the Templeton Festival and one making his first Festival appearance.

■ Jeff Barnhart is a highly regarded pianist, vocalist, arranger, bandleader, recording artist, composer, pedagogue, and entertainer who appears as a soloist and band pianist at parties, festivals, clubs, and cruises in all corners of the globe. Due to his versatility, vast repertoire, and vibrant energy, Jeff is in increasing demand as a participant in all-star jazz ensembles around the world and has recorded as both pianist and vocalist on over 75 full-length albums.

■ Brian Holland has performed ragtime, jazz, and stride piano for almost 30 years. Classically trained (and Grammy Award-nominated) but with a keen ear for improvisation, Holland has a dynamic, driving style that has been described as "clear as Waterford crystal." He has been named a World Old-Time Piano Playing Champion three times and, now a retired champion, serves as a judge for the competition. Most recently, Holland has gone international with performances in Rwanda and a subsequent recording project on the Mohawk Productions label.

■ Carl Sonny Leyland discovered boogie woogie at age 15 and was inspired to go to the piano and begin on a path that would become his life's purpose. Whether solo or with his trio, the Carl Sonny Leyland Trio, Leyland's playing displays an infectious spontaneity, providing plenty of surprises. While he possesses the necessary vocabulary to pay tribute to the greats of old, Leyland refuses to limit himself to this and prefers to let each performance be an opportunity to say something new.

■ Martin Spitznagel has been hailed as a remarkable, astonishing, and "face-melting" musical talent. His virtuosic technique, sophisticated touch, and sparkling repertoire have left audiences across the country enthralled. Spitznagel, who has been a featured performer at the Scott Joplin International Ragtime Festival, the Indiana Ragtime Festival, the West Coast Ragtime Festival, and New York's Ragtime-Jasstime Festival, just to name a few, is the 2007 winner of the World Old-Time Piano Playing Contest and the 2010 winner of the Scott Joplin Foundation's "Train Town Rag" composition contest.

■ David Jasen is one of the most highly regarded authorities on ragtime music. He is a collector of books, recordings, piano rolls, periodicals, catalogs, and sheet music that cover the gamut of American popular music. An adviser to the Charles Templeton Ragtime Jazz Festival since its inception, Jasen brings an extraordinary knowledge of ragtime and history, enriching the Festival experience and providing a dimension rarely seen in other Festivals.

Festival participants will join a host of loyal fans in Starkville for an event that is fast becoming known as one of the best of its type. Evening concerts will be featured in Lee Hall's historic Betterworth Auditorium, while the daytime sessions and tours of the Templeton Collection will be held in Mitchell Memorial Library.

The 6th annual Charles Templeton Ragtime Jazz Festival is sponsored by the Mississippi State University Libraries, the Charles Templeton, Sr. Music Museum, the Starkville Area Arts Council, the Rotary Club of Starkville, the Greater Starkville Development Partnership, and, in part, by grants from the Mississippi Arts Council and the National Endowment for the Arts.

Tickets are available for daily events, evening concerts, and for the entire Festival by visiting <https://library.msstate.edu/ragtime/festival/tkts/index.html> or by contacting Festival planning committee member Lyle Tate at ltate@library.msstate.edu or 662-325-2559.

– Submitted by Lyle Tate, Special Projects Coordinator, Mississippi State University Libraries

Ezra Jack Keats Foundation and the de Grummond Children's Literature Collection at The University of Southern Mississippi to Present Awards at Fay B. Kaigler Children's Book Festival on April 12th

The Ezra Jack Keats Foundation in partnership with the de Grummond Children's Literature Collection at The University of Southern Mississippi Libraries announced today the winners of the 26th Annual Ezra Jack Keats New Writer and New Illustrator Book Awards. The 2012 awards ceremony will be held on April 12th in conjunction with The University of Southern Mississippi's Fay B. Kaigler Children's Book Festival. Margery Cuyler, an award-winning children's book author and publisher at Marshall Cavendish Children's Books, will be guest presenter.

"Fifty years ago, Ezra's book *The Snowy Day*, which featured an African American child, broke the color barrier in mainstream children's book publishing when it was embraced by families across racial, economic and ethnic lines," said Deborah Pope, Executive Director of the Ezra Jack Keats Foundation. "Like Ezra, this year's Book Award winners have, in their own way, celebrated the similarities – and differences – of people whose life experiences are dramatically varied."

Since 1985, the Ezra Jack Keats Book Award has been awarded annually to an outstanding new writer and new illustrator of picture books for children (age 9 and under) by the Ezra Jack Keats Foundation, a non-profit organization founded by the late Keats and dedicated to enhancing the love of reading and learning in all children. The Book Awards come to the de Grummond for the first time this year from the New York Public Library.

"We are thrilled to be presenting the Book Awards with The Ezra Jack Keats

Foundation," said Ellen Ruffin, Curator of the de Grummond Children's Literature Collection. "The success of Ezra's first book, which earned the coveted Caldecott medal, gave him the encouragement to create many more children's books. It is our hope that this recognition will have the same impact on this year's winners. Who knows – one day their books might join Ezra's in the de Grummond collection."

The Book Award was created to acknowledge and encourage budding children's book authors and illustrators who impart Ezra Jack Keats' values – the universal qualities of childhood, a strong and supportive family and the multicultural nature of our world.

■ The 2012 Ezra Jack Keats New Writer Award Winner Is:

- Meg Medina for *Tia Isa Wants a Car*
- Publisher: Candlewick Press

In *Tia Isa Wants a Car*, first-time picture book author Meg Medina tells the story of Tia Isa, who dreams of buying a car, and the niece who helps her save. As hard as they work, money is tight – especially since everything goes into two piles: one for here and one for family members far away so that they too can come to the U.S. one day.

Medina's idea for the book began with memories of her family's first car. "My aunt's car was a light-blue Wildcat that stalled everywhere and was awful to park on crowded streets," she said. "But that car could take us anywhere we wanted in this new country; it was freedom."

■ The 2012 Ezra Jack Keats New Illustrator Award Winner (and New Writer Honor) Is:

- Jenny Sue Kostecki-Shaw for *Same, Same but Different*
- Publisher: Christy Ottaviano Books, Henry Holt and Company, LLC

Through vivid illustrations and an inviting point-of-view, Kostecki-Shaw introduces readers to two pen pals – Elliot, who lives in

America, and Kailash, who lives in India. By exchanging letters and pictures, the boys learn that they both love to climb trees, have pets, and ride a school bus. Their worlds might look different, but they are actually similar. Same, same but different!

In addition, for the first time in the history of the Ezra Jack Keats Book Awards, honorable mentions were awarded:

■ 2012 New Writer Honor

- Nicola Winstanley for *Cinnamon Baby*
- Publisher: Kids Can Press, Ltd.

■ 2012 New Writer and New Illustrator Honor

- Anna Witte (writer), Micha Archer (illustrator) for *Lola's Fandango*
- Publisher: Barefoot Books; Rei/Com edition

■ 2012 New Illustrator Honor

- David Ercolini for *Not Inside this House!*
- Publisher: Orchard Books, an imprint of Scholastic

The Ezra Jack Keats Book Award Criteria

To be eligible for the 2012 Ezra Jack Keats Book Award, writers and illustrators must have published no more than three books. Entries must have a 2011 copyright date, and have been submitted to the Ezra Jack Keats Foundation by December 30, 2011. The winners receive a gold medalion as well as an honorarium of \$1,000. The selection committee is comprised of early childhood education specialists, librarians, illustrators and experts in children's literature.

For a complete list of Ezra Jack Keats Book Award winners, visit <http://www.ezra-jack-keats.org/news/ezra-jack-keats-award-winners/>

For information about submissions, visit: http://www.lib.usm.edu/~degrum/html/keats_illus.shtml

About the Ezra Jack Keats Foundation

The Ezra Jack Keats Foundation supports arts and literacy programming in public schools and libraries across the country, with the goal of bringing the joy of reading and learning to all children while highlighting the importance of diversity in children's books. In addition to the Ezra Jack Keats Book Award, the Foundation sponsors the Ezra Jack Keats/New York Department of Education Bookmaking Competition for grades 3-12, and the Ezra

Jack Keats Minigrant Program, among others. For information about the Foundation please visit www.ezra-jack-keats.org.

About the de Grummond Children's Literature Collection

The de Grummond Children's Literature Collection at The University of Southern Mississippi is one of North America's leading research centers in the field of children's literature. The Collection holds the original manuscripts and illustrations of more than 1300 authors and illustrators, as well as

180,000+ mostly American and British published books dating back to 1530. Since 1985, the de Grummond Collection has been the home of the Ezra Jack Keats Archive, which includes manuscripts, typescripts, sketches, dummies, illustrations, and proofs for Ezra Jack Keats' books.

– Submitted by Ellen Hunter Ruffin, Curator and Associate Professor, de Grummond Children's Literature Collection, McCain Library and Archives, USM ■

NEWS BRIEFS – FALL 2010-2011 HIGHLIGHTS

- The Burnsville Public Library, a branch of the Northeast Regional Library System, was awarded the Marshall Cavendish Excellence in Library Programming award by the American Library Association.
- The Local History Department at the Columbus-Lowndes Public Library joined with the Mississippi Digital Library.
- Two Columbus organizations were the inaugural recipients of awards recognizing excellence in the preservation and interpretation of Mississippi history. The Department of Archives and History presented the Capers Award to the Columbus-Lowndes Public Library and the Carr Black Award to the Stephen D. Lee Home and Museum.
- The Golden Triangle Regional Library Consortium welcomed 17 new libraries when the Mid-Mississippi Regional Library System and the Columbus-Lowndes Public Library System joined ranks with 23 other libraries in the consortium.
- Ground was broken in July for the new East Hancock County Library, located in Shepherd Square in Diamondhead on the campus of the Hancock Medical Center Complex.
- Mississippi State University Libraries' welcomed Sid Salter, journalist-in-residence.
- MSU's Mitchell Memorial Library hosted over 100 librarians, administrative staff members, libraries and information sciences students, and other professionals from across the country for its annual MidSouth e-Resource Symposium and Emerging Technologies Summit.
- More news from MSU included exhibits about John Grisham and Eudora Welty, updates from the Ulysses S. Grant Association, the addition of the Grand Opera House Papers, the continuation of the Collins Speaker Series, the start of the Science Café @ Cook Library series, and the joining of the Charles Templeton Sheet Music Collection to UCLA's Sheet Music Consortium.
- The National Endowment for the Humanities (NEH) approved a competitive grant of \$6000 to the Mississippi Delta Collaborative for Heritage Preservation.
- The Ezra Jack Keats Foundation announced that administration of the Ezra Jack Keats Book Awards moved to the de Grummond Children's Literature Collection.
- The University of Southern Mississippi Libraries celebrated 75 years as a participant in the Federal Depository Library Program.
- A Detailed Processing Grant of \$113,198 from NHPRC to process and digitize materials related to the history of the timber industry in southern Mississippi was awarded to the University of Southern Mississippi Libraries.
- The Modern Political Archives at the University of Mississippi announced the creation of a new database entitled "Mississippi Members of Congress."

For full details on these stories visit the MLA news archive at <http://www.misslib.org/index.php/News/> ■

People in the News

Tina Harry, Editor

SFC Timothy J. Koehn's full time job is Librarian at Mississippi Gulf Coast Community College, Jackson County Campus, in Gautier, MS. He is with the Mississippi Army National Guard as a Helicopter

SFC Timothy J. Koehn, 1108th TASMG of Gulfport, MS at the Bazaar at Kandahar Air Field, Afghanistan, Operation Enduring Freedom.



Maintenance Supervisor. In his hand he is holding Flat Stanley sent to him by his niece Jessica from Round Rock, Texas. Her First Grade class is doing a Flat Stanley project and she asked her Uncle Tim if he would show Flat Stanley the sites in Afghanistan while he is there. Even in a war, SFC Koehn still uses his library skills to help the soldiers in his unit with college courses, researching, and helping his niece with a school literature project. For more on Flat Stanley see <http://www.flat-stanley.com/>. A reader, SFC Koehn has

done plenty of reading since his arrival and is never far from a book, magazine, or newspaper.

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Virginia Gex of Waveland, MS, passed away on March 5, 2012. She was a librarian at St. Stanislaus College for 37 years and a longtime member of the Mississippi Library Association. You can find her full obituary online: <http://www.legacy.com/obituaries/sunherald/obituary.aspx?n=virginia-gex&pid=156349476> ■

PEOPLE IN THE NEWS – FALL 2010-2011 HIGHLIGHTS

■ **Paul Cartwright** retired in 2010; his long career of 22.5 years in public library administration took him from Madison County through 1993, to Copiah-Jefferson Regional Library through 2003, and finally to the Yazoo Library Association through 2010.

■ **Laura Harper**, Head of Government Documents at the University of Mississippi Libraries, was given the 2011 Bernadine Abbott Hoduski Founders Award.

■ **Maggie Moran** was promoted to Director of Learning Resources after the retirement of Margaret Rogers at Northwest Mississippi Community College in Senatobia.

■ Watkins Elementary School Librarian **David Schommer** was named a Metro Jackson Teacher of the Year and a JPS Outstanding Educator of the Year.

■ **Ryan P. Semmes**, Assistant Archivist in the Congressional and Political Research Center and the Ulysses S. Grant Collection at Mitchell Memorial Library, was selected to participate in the 2011 Summer Institute for the Editing of Historical Documents.

■ Rotary Club of Ocean Springs Past-President **Joyce M. Shaw** was

selected to become the 2011-12 Assistant District Governor (ADG) for the Rotary International District 6840 Beach Territory.

■ **Mona K. Vance**, archivist at The Billups-Garth Archives with the Columbus-Lowndes Public Library, received the 2011 Award for Excellence for Archival Program Development.

■ **Sarah Welch** received the 2010 Central Mississippi Library Council (CMLC) Scholarship.

■ **Greta Wood**, Assistant Professor/Instructional Services Librarian at Mississippi State University Libraries, was selected to participate in the American Library Association's 2012 Class of Emerging Leaders.

■ New Hires:

- Derek Cash, Director of Library Services, Blue Mountain College
- Tanna Taylor, Head Librarian, Batesville Public Library
- Mary Beth Applin, District Dean of Learning Resources, Hinds Community College
- Miao Jin, Catalog Librarian, Hinds Community College
- Tiffany Gaskin, Technical Assistant, Hinds Community College
- Mya Nickson, Technical Assistant,

Hinds Community College

- Lakesha Smith, Technical Assistant, Hinds Community College
- Jamie Bounds, Acquisitions Librarian, Millsaps College Library
- Brandie Thomas, Archivist, Mississippi Department of Archives and History Library
- Ning Han, Assistant Professor/Serials Librarian, Mississippi State University
- Ula Gabrielle Gaha, Assistant Professor/Social Science Reference Librarian, Mississippi State University
- Greta Wood, Assistant Professor/Instructional Services Librarian, Mississippi State University
- John Baga, Assistant Professor/Monographic Cataloger, Mississippi State University
- Tenise Faulkner, Public Service and Reference Librarian, Northwest Mississippi Community College
- Shenika McAlister, Electronic Resources Librarian, University of Mississippi
- Kathryn Michaelis, Special Collections Digital Initiatives Librarian, University of Mississippi

For full details on these stories visit the MLA news archive at <http://www.misslib.org/index.php/News/> ■

About Books

Jennifer Brannock, Editor

FICTION

Anderson, John Aubrey. *The Cool Woman*. Nashville: Fidelis Books, 2010. 336 pp. \$14.99 (paperback)

In 1970, Lieutenant Bill Mann reports for United States Air Force Pilot Training at Williams Air Force Base clean, sober, and focused to begin living his dream of playing a significant part in the air war over Vietnam. Despite a growing problem with alcoholism, Mann establishes an excellent reputation as a fighter pilot, first in the United States during his training, then in Vietnam. Once he reaches Vietnam, Mann is assigned to the First Special Operations Squadron, in charge of search and rescue operations for the United States Air Force. The descriptions of flight operations are interspersed with the personal stories of the characters.

By 1972, Mann's beautiful new wife in the States is divorcing him and he is on the brink of becoming an alcoholic. The author uses a heavy hand with foreshadowing in a few places, warning the reader about the bumpy ride ahead for Lieutenant Mann, as well as some of the other characters. The writing is crisp, exciting, and descriptive and will resonate with fighter pilots and armchair war buffs alike. The strong Christian elements will appeal to readers who appreciate "clean" literature, and the romance will appeal to a wide audience. This book is highly recommended for public and high school libraries.

Jamie Elston, director of outreach services, Hancock County Library System

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Jennifer Brannock is associate professor and special collections librarian at the University of Southern Mississippi; e-mail: jennifer.brannock@usm.edu.

Evans, Mary Anna. *Floodgates*. Scottsdale, AZ: Poisoned Pen Press, 2009. 387 pp. \$22.95 (audiobook)

Searching for answers between the past and the present, archaeologist Faye Longchamp explores New Orleans, Louisiana, just years after the devastating floods of Hurricane Katrina. Her work follows its routine path until the corpse of Shelly Broussard, an archaeology student, is found in a flooded-out house. As the mystery unravels, Faye and her staff, including her fiancé, Joe Wolf Mantooth, discover danger all around them. Longchamp's assistant, Nina Thibodeaux, knocked out and pushed into the river, nearly drowns, and Detective Jodi Bienvenu and Faye become targets when someone shoots at them as they talk in the courtyard outside Longchamp's apartment. The answers for Shelly's death wind down a road of treachery, fraud, and attempted murder taking Faye and Joe along.

In this fifth book of the series involving archaeologist Faye Longchamp, *Floodgates* expresses much of the frustration and loss caused by the unexpected flooding following Hurricane Katrina. Evans acknowledges that her writing is fiction, as are some of the theories she presents, but she provides historical facts about New Orleans and the development of this city below sea level. Using excerpts from *The Floodgates of Hell* by Louie Godtschalk, Evans shares interesting facts and history of another time. Her personal knowledge of the city itself brings fullness into her work making this, her fifth book, her most comprehensive yet.

Evans offers author notes in each of her books under the title: "Guide for the Incurably Curious: Teachers, Students, and People Who Just Plain Like to Read." Knowing that many of her books with their historical research and intrigue are being read and studied in classrooms and libraries, she provides the answers to her most asked questions. Her books are avail-

able in regular print, as well as large print and audio.

I would recommend this book for any public and high school library where much of the readership leans toward mystery and intrigue. *Floodgates* is a well-written, fully developed novel with likeable characters which continues the reader's enjoyment of learning and reading.

Donna Phelps Fite, Senior Library Manager of Purvis Public Library, Lamar County Library System

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Kimbrell Jr., Bill. *Code 936*. Bloomington, IN: AuthorHouse, 2009. 383 pp. \$19.99 (paperback)

James Cantrill, owner of a surgical equipment franchise, is suddenly thrust into his worst nightmare. A company he has been loyal to for three decades is forcing him out at the peak of his career. When Cantrill refuses Werner, Inc.'s offer to buy him out, Cantrill is kidnapped for the information he has on the company's scandalous business practices. He soon finds out the information he has is much more than just unethical business practices of Werner, Inc.: it is a worldwide scheme revolving around the investment incentives available in Puerto Rico from the IRS Tax Code 936.

Code 936 is a fast-paced and enthralling international thriller. This first novel is surprisingly fluid. Kimbrell, a surgical equipment business owner himself, has much in common with this novel's protagonist. As a result, the author creates believable characters in unbelievable situations, building a first-class suspense novel. This novel would be appropriate for any public library. Anyone with a focus on southern authors might also consider this book.

Judith Hilkert, librarian, Hinds Community College

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NONFICTION

Bowers, Rick. *Spies of Mississippi: The True Story of the Spy Network That Tried to Destroy the Civil Rights Movement.* Washington, D. C.: National Geographic Society, 2010. 128 pp. \$16.95 (hardcover)

One of the least-known aspects of an embarrassing time in Mississippi history is the inception of the Sovereignty Commission, a government agency created to keep the state's "sovereignty." In other words, the agency would serve as a watchdog over the various Civil Rights groups that had infiltrated the state in 1956, following *Brown v. Board of Education*. Signed into being by Governor J. P. Coleman, the group's purpose was to maintain segregation in a "peaceful" manner. Funded by the state, the Commission continued until 1977, four years after Governor Bill Waller vetoed the funding.

The Commission itself funded the infiltration of Civil Rights groups all across the state and other areas of the South. Private citizens were spied upon by friends, neighbors, teachers, ministers, students, etc., and the spies received remuneration for their efforts. The goal: to stop integration at all costs!

Rick Bowers has written an interesting overview of the Sovereignty Commission documents, which were closed to the public until 1998. The documents number 134,000 pages and contain 87,000 names of people who were under the eye of the Sovereignty Commission – far too much for the average interested reader. However, Bowers has managed to give the information depth and texture by integrating oral histories, personal memoirs, newspaper and magazine articles of the time, as well as some compelling photographs. His research took him all over the state of Mississippi, and he found immeasurable help at the Mississippi Department of Archives and History. This book gives a different examination of what happened in Missis-

sippi during the Civil Rights Movement. School and public libraries will find it exceedingly helpful for middle school and high school researchers.

Ellen Ruffin, Curator, de Grummond Children's Literature Collection, University of Southern Mississippi

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Cawthon, Richard J. *Lost Churches of Mississippi.* Jackson, MS: University Press of Mississippi, 2010. 240 pp. \$35.00 (hardcover)

Through images and historical details of bygone houses of worship, *Lost Churches of Mississippi* excels in its illustration of important cultural buildings lost to natural disaster and human intervention. Although primarily church buildings, the book moves beyond more traditional Bible-belt structures to include synagogues as well. *Lost Churches* is primarily illustrative and lacks a rich overarching narrative. Instead, the cultural history of these buildings is generally implied for each community; drafting a cultural narrative is not Cawthon's intention.

A particular strength of the text develops through the links among various buildings and styles, particularly evident in the tracing of architects, such as James E. Green. Beyond the links of buildings directly in this study, Cawthon also places select houses of worship in context with other notable Mississippi buildings, such as the University of Mississippi's Lyceum. Cawthon is forthright concerning the text's lack of architectural history and details; described in the introduction, *Lost Churches* "is not intended to be a *history* of religious architecture in Mississippi" (p. XI). The descriptions provided are sufficient for non-architectural scholars with a glossary provided to elucidate Cawthon's used terminology.

The major criticism is that many of the images are fairly mundane and originate from postcards; thus, the majority of the book's visuals consist of repetitive street-

views. That being said, Cawthon discusses the lack of available visual representations for many of these buildings in his introduction.

Lost Churches of Mississippi makes a fine addition to a Mississippi history collection. Since the work is primarily illustrative and non-technical, non-architectural patrons will appreciate the textual details and the afforded glimpse upon non-extant, culturally important buildings.

Jason Kovari, Metadata Librarian for Humanities and Special Collections, Cornell University

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Ferris, William. *Give My Poor Heart Ease: Voices of the Mississippi Blues.* Chapel Hill: The University of North Carolina Press, 2009. 302 pp. \$35.00 (hardcover)

Folklorist William Ferris, a native of Vicksburg, Mississippi, is eminent professor of history and associate director of the Center for the Study of the American South at the University of North Carolina. He was a graduate student conducting fieldwork during the 1960s and 1970s when he began recording, photographing, and filming in the Mississippi Delta. He actually collected images and recordings for this book as early as age twelve, when he was given a camera for Christmas.

Ferris' book profiles more than twenty gospel and blues performers and includes black and white photographs of the musicians, churches, and communities where they grew up. The blues makers are allowed to tell their stories in their own words, describing the instruments they used, and the circumstances that shaped their stories. The result is a powerful collection of African American voices documenting the origins of this distinct musical expression. Documented voices include both celebrities and those known only in their neighborhoods – James "Son Ford" Thomas, Willie Dixon, B. B. King, Mary Gordon, and Fannie Bell Chapman.

Blues historians and anyone who loves

the blues make up the obvious audience for this material; however, a companion CD and DVD of original music and film should make it appeal to the general reader as well. I highly recommend this multimedia experience that is both educational and entertaining. It is an excellent starting point in understanding the roots of this unique genre of music. *Give My Poor Heart Ease* is essential for any academic or public library's local history collection.

Alisa St. Amant, assistant director, Jackson-George Regional Library System



Hawkins, Larry. *Flags Used by Mississippi during the War Between the States.* Memphis, TN: J. Chalmers Pub., 2008. 135 pp. \$33.00 (paperback)

Larry Hawkins, author of *Flags Used by Mississippi during the War Between the States*, is committed to the study of Mississippi during the Civil War. Hawkins's work attempts to fill a void in Mississippi scholarship, which he identifies as a lack of research on the history of Civil War flags in Mississippi. Although Hawkins does not claim to be an expert on this subject, his text is filled with a wealth of information and as many photographs of these flags as possible.

Hawkins begins his text with a short introduction that explains his intent in writing this book and follows with a short section on Mississippi Civil War history and a discussion of flags during this time. The meat of Hawkins's book consists of five chapters: Mississippi flags in (1) the Army of Northern Virginia, (2) the Army of Tennessee and the Western Theater, (3) cavalry units, (4) artillery units, and (5) other units. Each chapter is further broken down into sections describing the flags of individual infantry units.

These five chapters include many full color photographs of the flags that are discussed in the text. The photographs are essential to the text, as they add a visual dimension to the author's descriptions and

allow the reader to truly visualize what Hawkins is writing. The structure of these sections is somewhat problematic, however. Hawkins includes information about each infantry unit, as well as a history of each particular flag, a description of the flag, information about where the flag is now, details about his sources, and other miscellaneous facts he has gathered. While the information provided is valuable, it is hard to follow. The text reads like a person's private notes seemingly written as the information was uncovered. In addition, Hawkins chooses not to use footnotes in his text, causing all of this information to be lumped together clumsily into paragraphs. This lack of clear organization makes it difficult for the reader to digest the information that is available.

Although this is not an easy read, *Flags Used by Mississippi during the War Between the States* would be useful to anyone interested in Mississippi history and would be a suitable addition to academic libraries. Hawkins offers a unique look at flags that may otherwise have remained overlooked and forgotten.

Alyssa Wilson, senior library assistant, University of Mississippi



Irons, Jenny. *Reconstituting Whiteness: The Mississippi State Sovereignty Commission.* Nashville, TN: Vanderbilt University Press, 2010. 260 pp. \$49.95 (hardcover)

In this work, Irons examines the Mississippi State Sovereignty Commission (MSSC) as an example of the racial process and a construct as it relates to white identity and the persistence of privilege and power. Drawing on the records of the agency, which became available in 1998, she outlines the history of the MSSC and carefully reviews its role in supporting, advocating, and defending a state-sanctioned oppositional position to the Civil Rights Movement from 1956 until the Commission was dismantled in 1977.

The MSSC and its fellow traveler, the White Citizens' Council, were born of a belief that the Civil Rights Movement was not a national effort to guarantee rights to all people regardless of race but was actually a federal government movement to infringe on the sovereignty of states. By painting constitutional amendments as a conflict between federalizing rights held by states, as well as not addressing the issues of economic and political power struggles and real-life fear, poverty, segregation, and inadequate educational institutions, the white power brokers tried to create a smoke and mirrors reality. The MSSC was created by a legislative body dominated by White Citizens' Council members and charged with protecting the "state sovereignty" and the shaky status quo of racial segregation.

The MSSC is a glaring example of state-sponsored racism and the effort to maintain whiteness as an identity endowed with superior power and achievement. Because of the MSSC's institutional status as a state-funded agency, it operated in a context which allowed it to shift its policies and function from a segregation watchdog toward a more moderate stance of accommodation and publicity encouraging compliance with federal laws. Irons says these "discourses of progress were wed to discourses of individualism and democracy, therefore reconstituting white privilege." By discussing this agency and the times that fostered a dangerous but slowly dying attitude of institutionalized white superiority, Irons' work is a significant contribution to the sociology of race and racial identity.

This book is recommended for academic libraries and public libraries with a special interest in Mississippi history and the Civil Rights Movement.

Joyce M. Shaw, head of Gunter Library, University of Southern Mississippi



Koch, Kathleen. *Rising from Katrina: How My Mississippi Hometown Lost It All and Found What Mattered.* Winston-

Salem, NC: John F. Blair, Publisher, 2010. 264 pp. \$22.95 (hardcover)

Former CNN White House correspondent Kathleen Koch documents in her book, *Rising from Katrina: How My Mississippi Hometown Lost It All and Found What Mattered*, the devastation and gradual rebuilding of Bay St. Louis, Mississippi. Koch grew up in Bay St. Louis and traveled back to the coast many times to cover the aftermath of Hurricane Katrina for CNN. Her reporting became much more than a job as she witnessed first-hand the plight of the hurricane victims and their attempt to put their lives and their town back together. Koch created two award-winning documentaries for the network, which provided more in-depth examinations of her fellow Mississippians' stories. Clearly, Ms. Koch believed her work on the subject was not yet complete; the book strikes one as an opportunity for the author to explore her own feelings of helplessness, guilt, and sense of loss after the hurricane. Her personal struggles and inner conflicts operate as the narrative core to *Rising from Katrina* as she uses her journalistic skills to vividly portray various Bay St. Louis residents' experiences during and after Katrina.

Koch tells us in the prologue how her family moved from Alabama to Bay St. Louis when she was a pre-teen. Upon arriving in town, she noticed the familiar "stairs to nowhere" strong hurricanes often leave behind. Hurricane Camille had made landfall in the area in 1969 and there were reminders of the catastrophe all along the coastline. Many residents used Camille as a barometer by which they would determine whether or not to evacuate. "I survived Camille, I'll survive this one," was a typical rationale for not leaving town when Katrina was making her way through the Gulf of Mexico. The prologue establishes the back story and depicts the coastal town as an idyllic, easy-going beach community where everyone knows each other.

When Katrina hits, the reader experiences the storm through the harrowing stories of those who hung on to tree limbs

for hours, were washed out of their living rooms and clung to upturned boats and debris, and who struck out to rescue the elderly and invalid. By sharing early on the impact and immediate aftermath through the eyes of these "characters," the reader becomes invested in their stories and roots for each one to succeed as the years pass and the chapters update us on the progress of Bay St. Louis.

Rising from Katrina takes us through the storm, the immediate aftermath, and four years of tedious reconstruction and fall-out. Homeowners battle insurance companies to settle claims while living in (long-awaited) tents and trailers. The city tries to rebuild infrastructure and get the children back in school. Meanwhile, Koch grows frustrated by the lack of national attention and tie-ups with government aid. She uses her position to the best of her ability to direct attention to the cause, always feeling inadequate. Ultimately, Koch is able to obtain a certain amount of peace and come to terms with the disaster.

The book offers readers an interesting, non-sensationalized view of "The Storm" from the perspective of both a former resident and professional journalist. There is a wide selection of black and white photographs, texts of e-mails, and narration based on recollections from survivors. *Rising from Katrina* is appropriate for high school and public libraries.

Peggy Price, Curator, Special Collections,
University of Southern Mississippi



McKee, Anne B. *Historic Photos of Mississippi*. Nashville, TN: Turner Publishing Company, 2009. 216 pp. \$39.95 (hardcover)

Anne McKee, the author of *Historic Photos of Mississippi*, is also a literary and performing artist who performs as a storyteller, humorist, public speaker, writer, and creator of Mississippi heritage projects. She is a founder of the Mississippi Writers Guild and has written holiday short stories

that are popular in elementary schools.

Historic Photos of Mississippi is a journey told through pictures. The almost two hundred images printed in black and white or sepia tones lend a film noir quality to the book. The photographic journey traces the changing characters and landscapes of Mississippi from the piney woods to the Delta, as well as Mississippi historical events and the lifestyles of a diverse population.

McKee draws upon a number of archival collections of photographs in Mississippi, in addition to the Library of Congress and various private collections. She divides her text into four specific periods: the Civil War and its aftermath; the Golden Age (1900-1919); the Depression years; and World War II, the Civil Rights Movement, the Cold War, and the Space Race.

The book attempts to capture the good and bad periods of Mississippi history. For example, McKee includes photographs of Governor Ross Barnett standing on the steps of the University of Mississippi in an attempt to prevent African American student James Meredith from going to class, as well as photographs from the era of slavery.

McKee assembles the photographs chronologically to tell the Mississippi story. She includes captions and brief introductions in each section of the book to set the stage for the photographs that follow. McKee did not set out to create a scholarly analysis of any of the events, individuals, or eras that are represented by photographs in the book. She recognizes that the photographs quite literally have the capacity to speak for themselves.

Though the text is similar to others that have been written before, such as compendiums of historic photographs of Little Rock, Arkansas, or Pittsburgh, Pennsylvania, *Historic Photos of Mississippi* is, more than anything else, a loving tribute to a place and its people. The book is recommended for public school libraries, public libraries, and academic libraries.

William L. Bahr, director, Marks-Quitman County Public Library

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Neff, Ali Colleen. *Let the World Listen Right: The Mississippi Delta Hip-Hop Story.* Jackson: University Press of Mississippi, 2009. 219 pp. \$50.00 (hardcover)

In many ways, *Let the World Listen Right* is a continuation of the fieldwork William Ferris conducted for *Blues from the Delta* over forty years ago. The book delves into the world of Delta hip-hop and explores the musical and cultural crossroads of this newer music with Mississippi Delta blues. While blues purists may see these musical genres as unrelated, Ali Colleen Neff sees a more interconnected nature. Neff, an instructor at the University of North Carolina at Chapel Hill, spent more than five years immersed in and around Clarksdale, MS, where she conducted extensive ethnographic research for an MA in folklore and work toward a PhD in communications studies at UNC. Most of Neff's fieldwork centers on Jerome "TopNotch the Villain" Williams, considered by many to be one of the Delta's most talented improvisational "free style" rappers. The book is filled with lyric transcriptions and poetic analysis by the author, as well as by the artists themselves. It also contains interview segments with many of TopNotch's hip-hop associates, such as Kimyata "Yata" Dear and DA F.A.M.

Words and music have the power to help people deal with the economic disparities of life in the Delta. The poetry of rap gives a sense of identity, ownership, and power where they are otherwise unavailable. Neff's exploration of hip-hop and the roles it serves in Delta communities may hopefully shatter some of the public's negative stereotypes of hip-hop.

This book is appropriate for public and academic libraries.

Greg Johnson, blues curator and associate professor, University of Mississippi

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Owen, Renelda L. *"When People Were Nice and Things Were Pretty": A Culinary History of Merigold: A Mississippi Delta Town.* Mississippi: self published, 2010. 235 pp. \$20.00 (paperback)

Renelda L. Owen's book, *"When People Were Nice and Things Were Pretty": A Culinary History of Merigold: A Mississippi Delta Town*, offers an excellent example of a thoughtfully written local history. By reviewing old cookbooks and interviewing local residents, Owen shows how food plays an important part in continuing local traditions. Although this book contains many recipes, it should not be classified as a cookbook. Instead, Owen uses recipes to show the cultural evolution of this Delta community.

Owen's book is divided into three different sections. The first section focuses on recipes created during the 1920s. Owen explains how access to new products, such as peanut butter, cheap sugar, and canned items, changed local diets. This first section is Owen's most adventurous in that she steps out of the church and ventures to the local hunt club to obtain recipes. By explaining how people cooked and preserved food without electricity, Owen successfully places Merigold into a larger historic context.

The second section explores the 1940s and 1950s. Owen focuses on the changes Merigold underwent during World War II. She explains how community cooks stretched ingredients by producing more casseroles and other specialty dishes. She adds texture to this section, and to the book in general, by using local terms for recipe measurements. Owen has a keen ear for speech, and she displays this talent throughout the book.

The final section shows how current members of Merigold continue to add to the town's culinary evolution. Owen has written a solid local history that any Mississippi public library could find useful. More attention to citations would be helpful and including more recipes from outside the church (or possibly an African American church) would strengthen this book. Over-

all, though, Owen's book provides a strong example of how to create a local history.

Jesse Kelley, reference librarian, Mississippi Library Commission

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Payne, Elizabeth Anne, Martha H. Swain, and Marjorie Julian Spruill, editors. *Mississippi Women: Their Histories, Their Lives – Volume 2.* Athens: The University of Georgia Press, 2010. 365 pp. \$24.95 (paperback)

Mississippi Women: Their Histories, Their Lives – Volume 2 serves as a companion to Volume 1, published in 2003. The lives of Mississippi women in the eighteenth, nineteenth, and twentieth centuries are portrayed through a collection of seventeen essays in Volume 2. Historians and scholars who contributed essays to these works pay homage to these notable women, many of whom are unknown to the general public. Both volumes are a continuation of the *Southern Women: Their Lives and Times* series, which includes women's history in other states (i.e., Louisiana, South Carolina, Georgia).

Openly discussed in this volume is how Native American, African-American, and white women challenged the societal and cultural restraints of their races, gender, and class. These Mississippi women struggled to achieve an academic education, to obtain custody of their children, to win the right to vote, and to own property. Other struggles included securing the right to serve on a jury and to work in a factory. In Mississippi, African-American women were not hired to work in factories until the late 1960's.

In "Part Two: The Twentieth Century," the essayists focus on how women's lives were impacted by the modernization of the kitchen, rural electrification, social and service clubs, and civil rights activism. In fighting for civil rights, many women and their family members faced dire consequences (i.e., death threats, lynchings, and

attacks from the Ku Klux Klan).

Beneficial to researchers are the explanatory notes and bibliographic sources at the end of each essay. Also included in the book are fifteen reprinted photographs and illustrations, brief biographical information about the twenty contributors, a selected bibliography, and an index. A map in the front of the book highlights the Mississippi counties that are focal points in the text.

The editors, who are university professors, contributed essays to the book. Elizabeth Anne Payne is a professor of history at the University of Mississippi; Martha H. Swain is Cornaro Professor of History Emerita at Texas Woman's University; and Marjorie Julian Spruill is a professor of history at the University of South Carolina.

This book is recommended for academic and public libraries building collections of southern American history. It could also serve as an informative text for a classroom history assignment.

Lila Jefferson, Acquisitions Librarian, University of Louisiana at Monroe

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Span, Christopher M. *From Cotton Field to Schoolhouse: African American Education in Mississippi, 1862-1875*. Chapel Hill: University of North Carolina Press, 2009. 264 pp. \$35.00 (hardcover)

From Cotton Field to Schoolhouse is centered on the debate over the control of and purpose of black schools. The book is also a thorough inspection of the political landscape and the policies of racial education in Mississippi.

The main argument is whether schools for freed slaves should establish those freedmen as citizens, equip them for freedom but as inferior manual workers, or devise another, altogether different, end result. The freed slaves perceived that schools they created for themselves would allow them to become independent, politically legitimate, and have some societal and economic flexibility. However, most

northerners, who were helping the freed slaves, saw the freed people's perception of their educated selves as impractical. The northerners fully expected the freed slaves to continue working, albeit under contract, for the very persons who had enslaved them. At the same time, the vast majority of white Mississippians argued against any educational opportunities for former slaves. Limiting his work to Mississippi from 1862 to the end of Reconstruction in 1875, Span proves that the freed slaves' desire for an all-inclusive public education system plays a critical role in the political landscape and the policies of racial education in Mississippi during that time. It becomes abundantly clear that his purpose for writing *From Cotton Field to Schoolhouse* is for the reader to understand the significance of knowledge and literacy to the slave community, and how those who were once slaves became knowledgeable.

Others have chronicled the trials of education in the South during Reconstruction, but Span's work is seemingly the first compelling book to portray the drama of former Mississippi slaves' quest for a public education. Although predicated upon astounding archival research, Span's book can arguably serve as an ideal for those southern states who wish to chronicle black educational efforts. Therefore, those interested in African American history, Southern history, Reconstruction, and African American educational history will find this title most informative. *From Cotton Field to Schoolhouse* would be a wise purchase for any public or academic library.

Mantra Henderson, interim director, James H. White Library, Mississippi Valley State University

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Trethewey, Natasha. *Beyond Katrina: A Meditation on the Mississippi Gulf Coast*. Athens: The University of Georgia Press, 2010. 127 pp. \$22.95 (hardcover)

"...I ask [audience members] what they

remember when they hear the words Hurricane Katrina. Almost all of them say, 'New Orleans,' recalling the footage beginning the day after landfall, when the levees broke. Almost never does anyone answer 'the Mississippi Gulf Coast.'"

Pulitzer Prize-winning poet Natasha Trethewey has written her own answer to this question in an exploration of her family history, family relationships, and her personal history. Just as residents of the Gulf Coast returned after the storm to find what was left of their homes, their belongings, and their communities, Trethewey metaphorically digs through the debris to see what Hurricane Katrina has left behind and to find what was unearthed by the wind and flood waters.

In a manner reminiscent of Spike Lee's documentary film, *When the Levees Broke: A Requiem in Four Acts*, Trethewey has divided her journey by time and place. Poetry and family photographs are interspersed with the narrative adding a deeply personal dimension that will leave even those who have grown up on the coast feeling like they are walking new paths on familiar shores.

Throughout the book we travel to the current Gulf Coast and then all the way back to Hurricane Camille. Trethewey, like Spike Lee, finds that much of the devastation to the African American community (and to the coast itself) began a long time before the hurricane. The historical, political, and industrial landscape shows a slow erosion of community, residential areas, and even marine life and wetlands starting as far back as the 1920s from casinos and increasing commercial development.

The reader meets members of Trethewey's family, learning the most about her brother Joe, but will find in the end that all along they have been looking at Trethewey herself through different lenses. The motivation, the true drive for writing this book is one of self-discovery; in the individual, we find the story of many. "... [T]he destroyed public library is me as a girl...the empty debris-strewn downtown Gulfport is me..." The landmarks in the place where the author grew up have

become part of her internal geography in a way that means telling the story of the Mississippi Gulf Coast has to mean telling her own story; and it is a story well worth reading.

This book is recommended for public and academic libraries.

Adrienne McPhaul, reference/archives librarian, Hinds Community College

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Waldrep, Christopher. *Jury Discrimination: The Supreme Court, Public Opinion, and a Grassroots Fight for Racial Equality in Mississippi.* Athens: University of Georgia Press, 2010. 328 pp. \$44.95 (hardcover)

Jury Discrimination: The Supreme Court, Public Opinion, and a Grassroots Fight for Racial Equality in Mississippi is one of twenty works in the Studies of the Legal History of the South series. The work is arranged into six chapters, with four appendices that provide detailed information on the southern states in regard to local discrimination and information concerning the members of the House of Representatives and their stance on the Fourteenth Amendment.

This history of jury discrimination sheds much needed light on the inevitable issues that surface when connecting justice and public opinion. This work provides the first detailed evaluation of jury discrimination and provides a detailed synopsis of the ideas of Americans about trial by jury. It is noted that the desire of southerners to retain all-white juries contributed to segregation and gave power to groups such as the Ku Klux Klan. The author details the plan that was set forth by Willis Mollison, an African American civil rights leader and lawyer, and that was carried out by Dabney Marshall, a white lawyer. With an ally in John Cashman, a newspaper editor who supported their efforts, Marshall won the case demanding the racial integration of juries in Mississippi. Waldrep details their unlikely collaboration and seemingly

impossible success in their campaign against the all-white jury system in Mississippi. This success and its rarity are the heart of this work.

This publication is highly recommended for law libraries and is recommended for academic and larger public libraries for readers with a general interest in criminal justice, law, history, and civil rights.

Chameka Simmons Robinson, instructor, Rowland Medical Library, University of Mississippi Medical Center

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White, Neil, ed. *Mississippians.* Taylor, MS: Nautilus Publishing Company, 2010. 240 pp. \$45.00 (hardcover)

Let us be clear, *Mississippians* is not a reference book. The brevity of the biographical entries on famous and not-so-famous residents of the Magnolia State will never become a resource for dates or detailed information. Most of the almost-200 profiles are limited to one page; a photograph typically dominates two-thirds of that space. At times, a sum total of four or five sentences comprise the biographical sketch.

The volume instead is an entertaining coffee-table book guaranteed to stoke the pride of any Mississippian and provide plenty of trivia fodder. Editor Neil White writes, "I love to encounter strangers who know little of our state – especially those who believe the oversimplified, often sensationalized, reports from Mississippi. Nothing is quite as gratifying as rattling off a list of notable, accomplished Mississippians."

The book is divided into ten categories: Mississippi Icons; Movies, Television & Stage; Sports; Music; Writing & Literature; Innovators & Visionaries (entrepreneurs, civil rights activists, educators, politicians, scientists); Journalists; Little-Known Mississippians; People to Watch; and Colorful Characters. The latter chapter in particular demonstrates a decidedly North Mississippi bias that is perhaps natural in book published just outside of Oxford (unless per-

haps one subscribes to the belief that most of the state's colorful characters just happen to live in that area). All the individuals or groups profiled came to prominence in the twentieth or twenty-first centuries, and *Mississippians* contains a relatively good balance in matters of gender and race.

The publisher anticipates producing an expanded and updated edition every year, promising that the second edition will incorporate Mississippians in the fields of religion, politics, business, and the visual arts. Readers of the first edition are provided with an email address to make their own nominations.

Those libraries with a general readership or a collection development policy that includes Mississippiana may wish to add the book to their holdings.

Leigh McWhite, Political Papers Archivist & Assistant Professor, University of Mississippi

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Whitt, Jan. *Burning Crosses and Activist Journalism: Hazel Brannon Smith and the Mississippi Civil Rights Movement.* Lanham, MD: University Press of America, 2010. 152 pp. \$23.00 (paperback)

During the Civil Rights era, Hazel Brannon Smith and a half dozen other journalists risked both life and livelihood to report the news during one of the most divisive times in American history. For Mississippians familiar with the work of the late Dr. Arthur J. Kaul, a longtime journalism professor at the University of Southern Mississippi, you probably need no introduction to names such as Ira B. Harkey and Hodding Carter, Jr. because Kaul wrote and spoke of them frequently. For everyone else, you must read *Burning Crosses and Activist Journalism* to understand why these and other courageous journalists are worth remembering. Kaul wrote about Smith in *Dictionary of Literary Biography: American Newspaper Publishers (1950-1990)* and in a chapter in *The Press and Race: Mississippi Journalists Confront the*

Movement. It was Kaul's work that first drew the author of this book, journalism historian/professor Jan Whitt, to the Hazel Brannon Smith story. Whitt said Smith is "a metaphor for life writ large, for a world in which we believe in ourselves, advocate for others, and support journalism that is fair, balanced, socially responsible, and revolutionary."

Hazel Brannon Smith did not set out to become a crusading journalist. Instead, she dreamed of living a quiet life as a small town newspaper editor with a husband and a family. In 1936, after finishing journalism school at the University of Alabama, Smith borrowed three thousand dollars to buy a small weekly newspaper in Durant, Mississippi. She worked hard, made the paper profitable, and a few years later bought a second newspaper (*The Lexington Advertiser*) in Holmes County which was 70 percent African American. Up until 1954, Smith was a product of her upbringing, believing like most whites at that time that segregation was good for both races. After the Supreme Court ruled in *Brown v. the Board of Education*, Smith faced tremendous pressure to join the Holmes County White Citizens' Council in their support of segregation. When she refused to join them, the White Citizens' Council rallied against Smith and even started a rival newspaper, the *Holmes County Herald*, aimed at driving her out of business. When she said those immortal words, "I'm no lady, I'm a newspaper woman," Smith closed the door on her deeply conservative past and on passivity. For the next decade, Smith kept up her editorial duties in the face of tremendous pressure and threats from segregation supporters. In May 1964, Hazel Brannon Smith was awarded the Pulitzer Prize for her editorials in the *Lexington Advertiser*.

The author draws from scholarly research, journalism, literature, and film to illustrate the times in which Smith and others lived. Whitt writes, "Ultimately, I am drawn to the story of Hazel Brannon Smith because she was privileged and flawed; because she was a Dixiecrat who change her mind about segregation; because she exhibited tenacity in the face of mounting

opposition; because she committed heroic acts, sometimes in spite of herself; and because she deserves to be remembered in the company of Medger Evers, William Faulkner, Martin Luther King, Jr., and others who shattered previous ways of understanding prejudice and its impact on a race of people in Mississippi."

Burning Crosses and Activist Journalism is not a biography of Hazel Brannon Smith, but instead it is a tribute to her, as well as to her fellow editors, including Ira B. Harkey, Jr. of Pascagoula's *Chronicle* and Hodding Carter, Jr. of the *Delta Democrat-Times*. These individuals are worth remembering for their courage and conviction during some of Mississippi's

most tumultuous years. This book is both an introduction to Hazel Brannon Smith and the Civil Rights era in Mississippi. It is also an ancillary collection for teachers of media history and women's studies. The author has compiled some of the best research about white editors during the Civil Rights era.

This book is recommended for public and academic libraries, as well as high schools with journalism instruction. This book is also of interest to libraries with Mississippiana collections or with a focus on the Civil Rights era.

Angie H. Balias, proctoring specialist,
University of Southern Mississippi ■

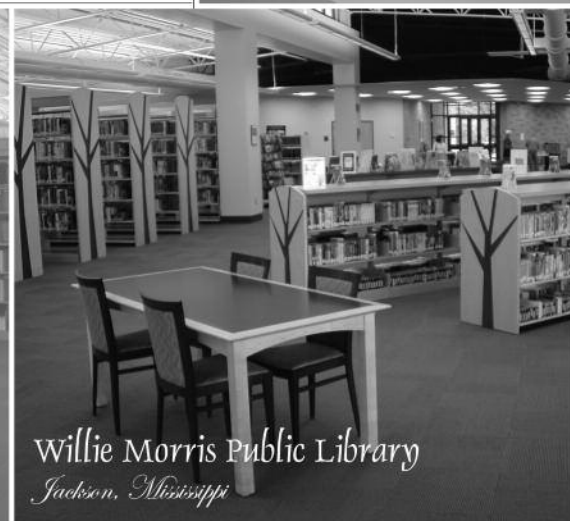
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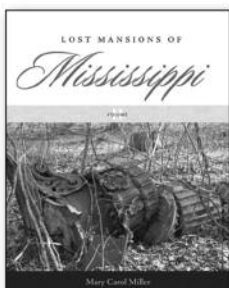
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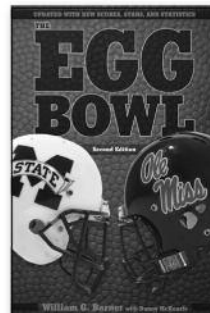
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