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tharry@olemiss.edu

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kerogers@olemiss.edu

Contents

SLIS Notes	66
<i>Teresa S. Welsh</i>	
Teen Programming On Mississippi Public Library Websites	68
<i>Ann Beckett-Willis</i>	
Librarians as Facilitators of Collaboration	73
<i>Emma Fontenot, Candace Forbes Bright</i>	
Report from the Long Range Planning Committee.....	78
<i>Jesse Pool</i>	
2017 MLA Annual Conference Wrap Up	81
<i>Sarah Mangrum</i>	
News Briefs.....	83
People in the News	83
Book Reviews.....	84
<i>Defining the Delta: Multidisciplinary Perspectives On the Lower Mississippi River Delta</i>	
<i>Plane Walker</i>	
<i>A Chance for Change: Head Start and Mississippi's Black Freedom Struggle</i>	
<i>Mississippi's Civil War: A Narrative History</i>	
Volume 80 Index.....	87

On the cover: *Wreath* by Mary Dee Benton, Library Media Specialist, Biloxi High School. The wreath was made using pages from books weeded from the Biloxi High School library collection. The artist, Caitlin Beckendorff, was a student library assistant who graduated from Biloxi High School in 2017.

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

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SLIS Notes

Teresa S. Welsh, Ph.D.

*Professor and Director
School of Library and
Information Science (SLIS)
The University of Southern Mississippi*

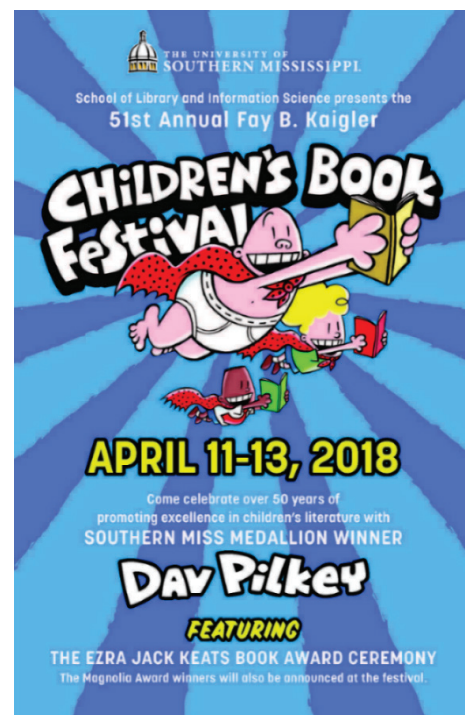
Greetings, dear scholars. As you may have heard, the University of Southern Mississippi is in the process of reorganizing from six colleges into four: Arts and Sciences; Business and Economic Development; Education and Human Sciences; Nursing and Health Professions. The reorganization into one large academic college and three smaller professional colleges was approved by Mississippi Institutions of Higher Learning (IHL) and will be finalized July 1, 2018. Within each college, departments will be grouped into schools. While this will be a great change for some departments and programs, it will have little impact on SLIS - we will remain a school within the college of Education and Human Sciences. A great positive is that we gain some new college colleagues such as faculty in the School of Social Work, who want to collaborate with us to seek funding and develop projects related to social work and public libraries.

FAY B. KAIGLER CHILDRENS BOOK FESTIVAL

The highlight of the 51st Annual Fay B. Kaigler Children's Book Festival, to be held April 11-13, in the USM Thad Cochran Center, is the presentation of the Southern Miss Medallion award to an author or illustrator for their body of work, and the 2018 Southern Miss Medallion winner is Dav Pilkey. For more information on the roster of other

distinguished keynote speakers as well as workshops with CEU credits for Mississippi educators, see www.usm.edu/childrens-book-festival.

In honor of the 50th Anniversary of the Children's Book Festival in 2017, all of the festival programs, from 1968 to the present, have been digitized and are freely available in the USM Aquila digital repository at <http://aquila.usm.edu/kaigler-gallery/>. Other exciting news - the construction of the Joe Paul Student Theater, a 300-seat theater in the heart of the Thad Cochran Center, which will be an exciting new venue for future Children's Book Festival events such as film screenings.



INFORMATION LITERACY AND READ ACROSS AMERICA

Information literacy is an important initiative of SLIS - we offer an undergraduate course in information literacy, LIS 201, both online and in a campus computer lab,

and a graduate course, LIS 491/590: Library Instruction, that focuses on teaching information literacy. SLIS faculty Dr. Catharine Bomhold is Director of the Council on Community Literacy and Reading (CCLR), which sponsors several emergent literacy activities each semester and raises money to purchase new books to distribute to area children.

Read Across America Day is an annual nationwide event that celebrates Dr. Seuss's birthday and the joys of reading. On Saturday, March 3, CCLR will present *Read Across America Day*, a free event, open to the public at Chain Park in Hattiesburg for children ages 0-7 and their families that will feature fun reading games and activities for everyone and each child will receive free books. CCLR will also have a bouncy house, literacy information for parents of young children, and of course birthday cake! CCLR seeks sponsors for the booths and volunteers to help with the event. Sponsorship levels are: 1) Honor Book Level of \$150 with the sponsoring organization providing its own volunteers or 2) Award Book Level of \$200 with CCLR providing volunteers to run the booth. Sponsorship includes a booth with sponsor's name; supplies and instructions for the activities; up to 100 children's books to give away; a tent, tables, chairs, and Read Across America Day decorations. If you would like to be a sponsor or contribute a donation to purchase new books, send an email to: c.bomhold@usm.edu.

LIBRARY CONFERENCES

You are invited to submit a proposal for a poster or presentation at the Qualitative and Quantitative

Methods in Libraries (QQML), May 22-25, Chania, Crete, Greece. <http://qqml.org/event/qqml2018/>. This conference promotes research related to libraries and encourages submissions from LIS students and new professionals as well as experienced researchers. I am on the conference committee and working to put together sessions on information literacy, bibliometrics, and special libraries/museums/collections. If you are interested in attending and presenting at this conference, send your proposal for a poster or presentation to me at teresa.welsh@usm.edu.

American Library Association (ALA) Annual Conference & Exhibition, New Orleans, LA, June 21-26. Look for the SLIS table in the Exhibit Hall and pick up some USM and SLIS handouts and giveaways. <http://2018.alaannual.org>

OTHER LIS CONFERENCES IN THE SOUTH:

- LOEX (Library Orientation Exchange) focuses on information literacy, May 3-5, Royal Sonesta Houston Galleria, Houston, TX www.loexconference.org
- NASIG (formerly the North American Serials Interest Group, Inc.) promotes communication, information, and continuing education related to scholarly communication, June 8-11, Atlanta www.nasig.org
- Association of Christian Librarians, Asbury University Wilmore, KY, June 11-14. www.acl.org

SCHOLARLY RESOURCES

Dr. Matthew Griffis' research on the history of segregated Carnegie public libraries in the South, a project funded with a grant from

the Institute of Museum and Library Services (IMLS), is available online in the USM Aquila repository at <http://aquila.usm.edu/rocoverview/>.

Open-access scholarly e-journal *SLIS Connecting* publishes program news and updates, scholarly papers, and selected MLIS student research papers. <http://aquila.usm.edu/slisconnecting/>

PROGRAM INFORMATION

If interested in:

- Bachelor of Science in LIS degree online, contact johnnie.pace@usm.edu
- MLIS online degree program online, contact teresa.welsh@usm.edu
- MLIS degree with school licensure emphasis, contact c.bomhold@usm.edu
- Graduate Certificate in Archives and Special Collections, which may be earned with or post-MLIS, contact matthew.griffis@usm.edu
- Graduate Certificate in Youth Services and Literature, which may be earned with or post-MLIS, contact stacy.creel@usm.edu

If interested in British Studies study abroad LIS class each June in London, contact christopher.a.cunningham@usm.edu

Visit www.usm.edu/slis for additional information or call 601.266.4228.

Teen Programming On Mississippi Public Library Websites

Ann Beckett-Willis

*English Teacher
Topper Memories Advisor
Houston High School*

I. INTRODUCTION

Programs for teens can provide teens with the opportunity to build relationships with people outside their family groups, to build empathy, and to build community awareness. Building these relationships and social awareness for teens is important especially because this is a demographic that tends to be denigrated as selfish (Honnold, 2004; Benway, 2010). Additionally, teen programs at public libraries can support and extend what teens learn at school (Collen, 2013; Sanderman, 2014).

The catch to all programming is to market it so the targeted groups are aware and desirous of attending. Young Adult Library Services Association (YALSA) has as one of its competencies, “Design, implement, and evaluate a strategic marketing plan for promoting young adult services in the library, schools, youth-serving agencies and the community at large” (2010, p. 4). YALSA’s core professional values also include “advocat[ing] for the educational, developmental, and recreational needs of teens” and “creat[ing] meaningful, skill-building volunteer and leadership opportunities for and with teens” (2015, p. 5-6). These statements from YALSA indicate the importance that ALA and the LIS field place on providing

services and opportunities for teens.

PURPOSE STATEMENT

The purpose of this study was to conduct a webometric study of Mississippi public library websites to determine the extent to which teen programming is advertised or promoted.

RESEARCH QUESTIONS

R1. How many public libraries or library systems in Mississippi use their websites to promote teen programming?

R2. What is the average number of clicks users must go to find information about teen programming?

R3. What kinds of programs are most frequently promoted?

R4. How are teen programs promoted online?

DEFINITIONS

Teens: For the purpose of this study, teens will be defined as those patrons aged 13 to 18 (YALSA, 2016).

Webometrics: “The study of quantitative aspects of the construction and use of information resources, structures, and technologies on the Web drawing on bibliometric and infometric approaches” (Bjorneborn and Ingwersen, 2004, p. 1217).

YALSA: Young Adult Library Services Association is a part of American Library Association. “YALSA brings together key stakeholders from the areas of libraries, education, research, out of school time, youth development and more to develop and deliver resources to

libraries that expand their capacity to support teen learning and enrichment and to foster healthy communities” (YALSA, 2016, para. 3).

LIMITATIONS AND DELIMITATIONS OF STUDY

The methods utilized in this study focus on how teen programs are promoted and does not consider actual program attendance or any other measures of program success. This study is limited to public libraries in Mississippi and does not attempt to include programming promoted via social networking sites like Facebook, Twitter, Instagram, or Snapchat.

ASSUMPTIONS

It is assumed that all websites examined are up to date and fully functional at the time of data collection. Additionally, it is assumed the websites are complete and accurate reflections of the kinds of teen programming Mississippi public libraries offer and the patterns observed on the library websites during the period of data collection are a reasonable representation of trends over a longer period of time.

SCHOLARLY SIGNIFICANCE

Since no comparable study could be located in the research literature, this study and its findings may help fill a gap in the existing research about how public libraries use their web sites to promote programs designed for teens. The findings of this study may not be applicable in other states; however, the findings should

prove useful to Mississippi public librarians as they work to keep their websites updated. Findings and recommendations may be of interest to young adult librarians, public librarians, library managers, or school librarians and could potentially inform decisions made about the use of websites in library outreach.

II. LITERATURE REVIEW

TEEN PROGRAMMING

Teen programs are those parts of a public library's services that are designed for and geared towards young people aged 13-18. These are the patrons that in just a few short years will be voting and making decisions about the value of public institutions. The current body of literature published about teen programming tends to center more on professionals who write about successful teen programs for professional publications.

Understanding how libraries market and advertise teen programming can help library professionals identify best practices they already use or find areas that can be further explored to increase participation in teen programs. While the number of scholarly, research articles about teen programming in public libraries tends to be thin, professional publications publish frequently about teen services, especially in *Young Adult Library Services*, the professional publication run by YALSA. Honnold's 2004 article focused on how to include multiple generations into the same programs to build bridges between teens and members of both older and younger generations to build support for the community across the generations. Chrissie Morrison (2010) reported

that teen developed and led programs tend to be more successful than the passive programs of the past, a finding supported by Walter (2009). Literature in professional publications discusses a range of programming options from teen advisory groups (Morrison, 2010) to fine arts programs (Benway, 2010) to school collaborations (Collen, 2013; Sanderman, 2014) to ways to build programs cheaply and successfully (Osborne, 2009).

Susan Asis (2006) conducted a study on the types of youth participation programs and found that teen advisory groups, teen volunteer programs, and teen friends groups are the most common teen programs with teen advisory groups being the most prevalent (p. 26). Virginia A. Walter (2009) examined how utilizing teens as summer interns can nurture both the teens themselves and a "web of community support" (p. 66). Walter's (2009) findings are supported in a variety of professional articles that focus on teen programs and how these programs can build community support (Honnold, 2004; Benway, 2010; Morrison, 2010; Collen, 2013; Sanderman, 2014).

WEB ANALYSES OF LIBRARY WEBSITES

Tess Prendergast (2013) conducted a webometric study of Canadian public library websites. She notes: "As digital content becomes more widely used across all sectors of society, websites have been scrutinized in a variety of ways in a number of academic fields of inquiry" (Prendergast, 2013, p. 237). The focus of this study was the level of diversity presented on the sites. Prendergast (2013) discussed how websites have

the potential to create a welcoming presence for potential patrons by ensuring that patrons see themselves reflected in the library's web content (p. 237). In the same fashion, published information about programs for teens welcomes them into the library, a quiet place that is often perceived to be at odds with the social cacophony that teens tend to generate.

Bonnie Powers (2011) evaluated public library websites in Pennsylvania and discovered that the majority of websites met only a basic level of web presence. To conduct this study, Powers developed a coding sheet for basic and beyond basic web presence elements. To avoid possible bias and assessment of visual elements on the page, Powers decided to use a simple present or not present method. Using a total of eighteen criteria, Powers (2011) assigned yes or no answers to the criteria, which included library name, library address, library phone number, online contact, hours of operation, library board member names, link to online catalog, link to state-wide collaborative services, current site content indicated by a date, mixture of text and images, promotion of library events, search box, place to provide feedback, free from grammar and/or spelling errors, place to ask for help, image or icon used to represent the library, use of Web 2.0 technologies.

Power's (2011) coding sheet has since been used by other researchers including Thorpe and Lukes (2015) who conducted a comprehensive study of Indiana public library homepages. Their study looked for elements common across public library sites. One find pertinent to

the current study is that only 39.9 percent of homepages had portals for different audiences like children, teen, or seniors. Charbonneau (2014) examined the extent to which public library websites utilized fonts, colors, and text size to make the websites easier for senior patrons to read. Like Powers (2011), Charbonneau (2014) used a coding sheet to assess how well public libraries adhered to senior-friendly practices on their websites.

Kanazawa and Maruyama (2008) researched Japanese prefectural and municipal library websites and discovered that less than half of the websites accurately described children's programs as compared to a 2004 study of library programs conducted by the Japan Library Association. This study shows that library websites often are not a complete and accurate reflection of library programs. To focus their study, Kanazawa and Maruyama focused on information tool contents, reference tools content, instructional tools content, and research tool contents.

Kanazawa (2014) conducted a study of young adult web pages on public library websites in Japan and discovered that services for teens are not as developed as services for children when compared to Kanazawa and Maruyama (2008). The study of young adult web pages focused on five types of tool contents: information, reference, instructional, research, and sharing (Kanazawa, 2014). Kanazawa did look specifically at how many web pages mentioned teen programs as part of the young adult pages. Only 32 percent of public libraries in Japan use their websites to promote teen

programming (Kanazawa, 2014, p. 289).

This study seeks to fill a gap in the existing body of scholarly research in that it seeks to see how public libraries are utilizing their websites to market teen programs. The methodology of this research is similar to that of Charbonneau (2014) in that it seeks to discover how public libraries are reaching out to a specific audience and similar to Kanazawa (2014) in that it examines the extent to which public library websites are promoting teen programming.

III. METHODOLOGY

SOURCES OF DATA

To collect the data for this study, the Mississippi Library Commission Directory of Mississippi Public Libraries was used (<http://mlc.lib.ms.us/mississippi-libraries-directory/mississippi-public-library-directory>). The MLC website lists 52 library systems and their websites and each of these was examined and data collected to address the research questions.

DATA COLLECTION

Data collected from each library's website included the number of clicks a user must take before finding teen programming, the types of programs most frequently promoted, and the manner in which they are promoted. Data were aggregated in an Excel spreadsheet. The findings were analyzed and presented as graphs. Library names were listed down the left side of the Excel document with "Clicks," "No. of Programs," "Program Types," and "Promotion Style" listed across the top of the Excel document.

LIMITATIONS

Since this study focuses on Mississippi public libraries, the findings are not generalizable to public libraries in other states.

IV. RESULTS

R1. How many public libraries in Mississippi use their websites to promote teen programming?

As seen in Figure 1, it was found that 16 out of 52 (30.7%) library websites promoted teen programming. Because the majority of the websites in Mississippi are for library systems and not individual libraries, these 16 websites represent a total of 106 library branches of the 227 library branches in the state.

R2. What is the average number of clicks users must go to find information about teen programming?

Figure 2 indicates the location and the number of clicks that patrons must take before finding information about teen programming. Of the 16 websites that promote teen programming online, 3 websites (18.75%) placed the information on their homepage, 7 websites (43.75%) needed one click to find teen programming, and 6 websites (37.5%) took two clicks to find teen programming. This information reveals that libraries that do promote teen programming online tend to do so in a fairly obvious place either with a page specifically devoted to teens or on the library calendar.

R3. What kinds of programs are most frequently promoted?

Figure 3 provides a breakdown of the types of teen programming promoted on library websites. Because this study was conducted during the summer, summer reading programs were promoted on eleven

Promote Teen Programs

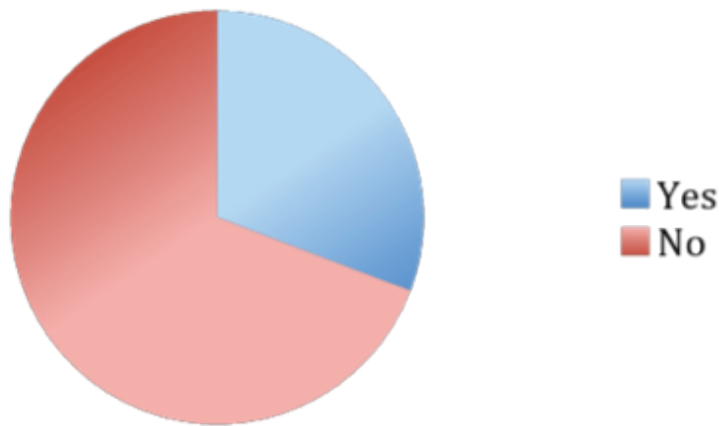


Figure 1. Websites that Promote Teen Programs

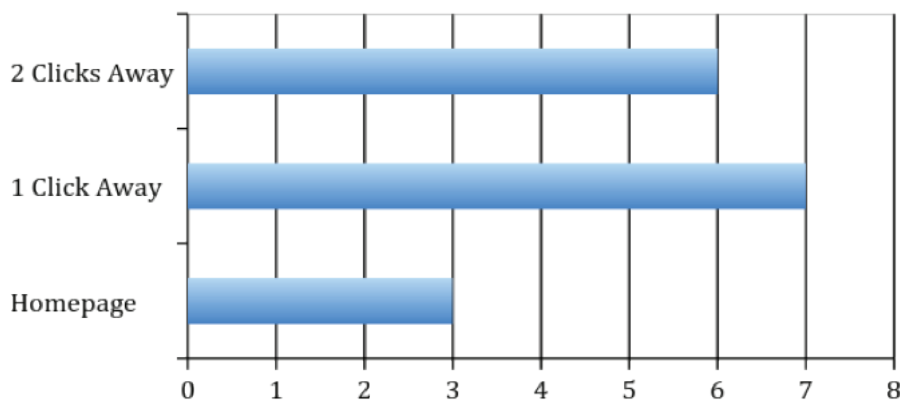


Figure 2. Location of Information on Teen Services

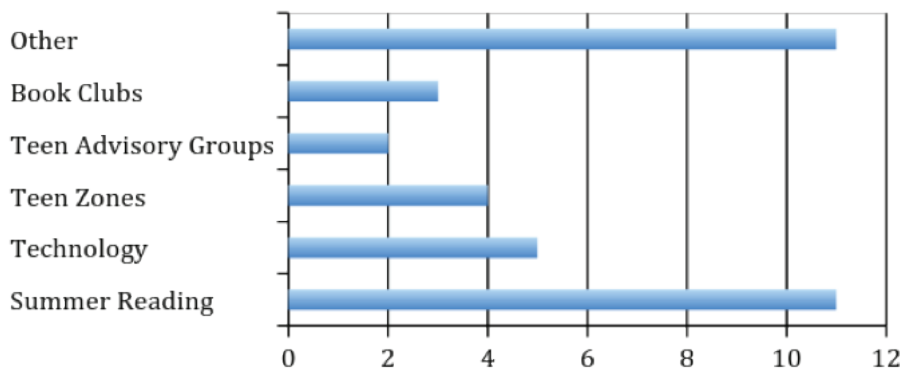


Figure 3. Types of Programs Promoted on Library Websites

of the sixteen websites (69%). Five technology programs ranging from coding to gaming were promoted, four Teen Zones spaces were promoted, three books club programs were promoted, and two teen advisory groups. Eleven other programs ranging DIY to self-defense were also promoted via the websites. There will be some seasonal changes in programs as summer ends, but of the sixteen libraries that promote teen programs, four of the websites (25%) only promoted summer reading and made no mention of additional programming that runs throughout the year.

R4. How are teen programs promoted online?

To promote teen programming, the websites examined in this study used text, images, and graphics (Figure 4). Of the 16 sites, 7 (44%) used text only, with 6 sites using text on the site calendar; 4 sites (25%) used text and graphics; 2 sites (12.5%) used text and images; and 3 sites (19%) used text, images, and graphics.

V. DISCUSSION AND CONCLUSION

The data analysis indicates that a majority (69%) of libraries are not using their websites to promote teen programs with one library system not having a working URL. As Kanazawa (2014) noted in her research, programming directed towards teens tends to be under-represented on public library websites. Kanazawa found only 32 percent of public library websites in Japan promote teen programs, a number that is close to the 30.7 percent of Mississippi public library websites that promote teen programs. However,

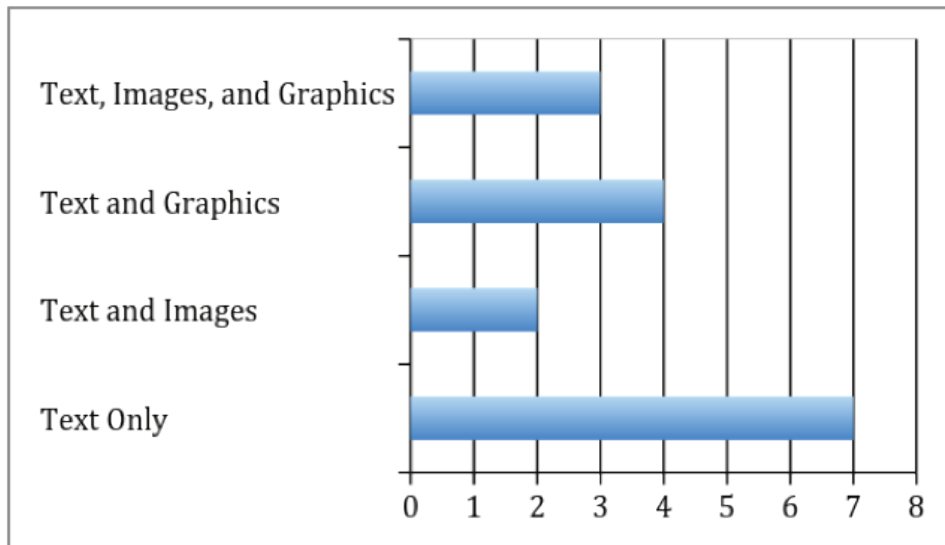


Figure 4. Format of Teen Program Promotion

the Mississippi public library websites that do promote teen programming tend to do so clearly and prominently. Also, the presence of teen zones and teen advisory groups on six of the websites (12%) shows an interest in engaging the teen demographic.

Madison County Library System has the most robust teen programming represented on their website when compared to the other library systems in Mississippi. With eleven teen programs, Madison County Library System, which is comprised of five branch libraries, promotes nearly twice the number of teen programs as Central Mississippi Regional Library System, the largest library system in the state with twenty branch libraries. Madison County Library Systems' teen programs include Coding Club, Etiquette Training, Construction Zone, Teen Zone, The Club, Teen Takeover, Robotics Club, Teen Thursday, Teen Anime Club, and Teen Service Time in addition to the summer reading program. However, all programs are noted only on the calendar with little

detail about the program outside of date and time. Because of teens' desires to participate with their friends or other like-minded individuals, the lack of additional detail could possibly dissuade more timid teens from participating in the programs if they are not regular patrons of the individual libraries.

These results indicate that only 30.7 percent of Mississippi public libraries use their websites to take advantage of marketing plans or provide a rich offering for the educational, developmental, and recreational needs of teen patrons. If the libraries that only promote one program are removed from the study, then only eight of the fifty-two websites (15%) in this study market two or more programs. The findings of this study could reflect that teen programming in Mississippi is not well developed, which is in line with Kanazawa's 2014 study of Japanese municipal libraries.

While marketing summer reading programs is important, so to is marketing additional programs that develop the interests of teens. Only

four library websites (8%) promoted programs geared toward recreational interests. These programs did span the spectrum from DIY to specialized book clubs (manga and anime) to self-defense, to contests.

The fact that none of the sixteen websites that promote teen programs online took more than two clicks to locate the programs suggests those who maintain the sites are aware that information should be easy to locate on a website. However, the lack of developed promotion and the reliance on just the site calendar in six instances suggests full marketing and promotion strategies are not in place. This could stem from the majority of individual libraries belonging to library systems so the individual branches do not maintain unique websites. More detailed marketing for individual libraries could perhaps be found on social media platforms like Facebook.

Further research into marketing teen programs could include a comparative study between library programs and online marketing or studying individual libraries' social media presence. Additionally, studies could be conducted into the development of teen pages on library websites over a longer span of time.

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Librarians as Facilitators of Collaboration

Implications from a Social Network Study of Academic Co-Authorship

Emma Fontenot

MA, MLIS Student

The University of Southern Mississippi

Candace Forbes Bright

Assistant Professor, Dept. of Sociology
& Anthropology, East Tennessee State
University

ABSTRACT

In this article, we discuss how in addressing a research question on gender in co-authorship in the liberal arts at The University of Southern Mississippi, we found important implications for academic librarians. Although gender differences in co-authorship was our original emphasis, our research revealed a general lack of collaboration within the liberal arts and even less interdisciplinary collaboration. We argue then that academic librarians can serve as facilitators of collaborative research within the liberal arts through the use of digital

scholarship opportunities. Because librarians are uniquely positioned within the university, they possess the means, skill set, and interdisciplinary background(s) necessary to facilitate cross-disciplinary communication. Therefore, by pulling their resources, academic librarians can serve as a central link between different disciplines to help bolster academic relationships across the university and establish research networks between departments—something that would be particularly beneficial to the humanities and social sciences.

INTRODUCTION

That the humanities and social sciences struggle to assert their relevance is no secret. Increasingly, these disciplines are forced to justify their importance to administrations, policy makers, students, and parents; because unlike their peers

in the STEM fields, these disciplines rarely train their students to fit a specific vocational mold. Quite the contrary, those in the humanities and social sciences teach the art of critical thinking, questioning, and assessing what it means *to be*. But in the midst of ever-shrinking budgets and an increasingly tech driven world, contemplating the likes of Plato are seen as ill afforded and unnecessary leaving those in the liberal arts to defend their scholarly worth.

While STEM fields are seen as money makers, in times of economic hardship, the liberal arts are often viewed as a drain. The former tends to bring large amounts of money into the university in the way of tuition and grant dollars and often produces tangible research. The latter, however, brings in little money, comparatively speaking, and the 'usefulness' of scholarship is more obfuscated. More than that, STEM

fields often have close research ties to one another. Much of their scholarship is interdisciplinary and collaborative whereas the liberal arts tend to be individualistic (Lewis, Ross, & Holden, 2012). These fields, then, are interdependent on one another to conduct and produce research and eliminating one may negatively impact the others directly. Such networks, however, are less common in the liberal arts.

This disciplinary division is particularly evident in a case study of The University of Southern Mississippi's College of Arts and Letters, which shows a general lack of collaborative research among tenured and tenure track faculty. Indeed, social networking analysis reveals that only 56 percent of the faculty have no co-authored publications. Data also show that when co-authorship does take place, it is often intradisciplinary rather than interdisciplinary. This is due in large part to the solitary nature of the humanities and, to a lesser degree, the social sciences (Lewis, Ross, & Holden, 2012). A characteristic that stands in stark contrast to the STEM fields (Lewis, Ross, & Holden, 2012).

In this article, we present a study of gender and co-authorship that yields important implications for academic librarians as facilitators of cross-disciplinary collaboration. Their unique position on campus and access to specific resources gives them the competitive advantages to do so over that of other university faculty. For example, librarians often work in close proximity to those with varying specialized backgrounds which gives them easy access to cross-disciplinary knowledge. They also have the advantage

of working in traditionally interdisciplinary hubs. Because library resources are open to anyone within the university community, they are frequented by academics from across campus. Libraries also tend to have larger budgets than individual departments giving librarians the ability to acquire the latest technologies more frequently. Considering this, we propose that academic librarians can serve as facilitators of collaborative research within the liberal arts through the use of digital scholarship opportunities.

BACKGROUND

DIGITAL SCHOLARSHIP

Digital scholarship is increasingly helping to narrow the collaborative research gap between the liberal arts and the sciences (Delany and Bates, 2014). This is particularly the case with respect to the digital humanities where new methods of enquiry are altering the traditional approach to humanities and social science research (Berry, 2011; Cox, 2016). While a concise definition is elusive, at its core, "the defining feature of digital humanities is the application of digital resources and methods to humanistic enquiry..." (Cox, 2016, p. 2). For instance, Cox (2016, p. 1) notes that scholars have begun incorporating "high-performance computing, visualization, and the manipulation of large datasets" to answer traditional liberal arts questions. That is, rather than conducting research by using long-standing conventional methods, scholars are utilizing technology to breathe new life into their work. Moreover, by employing digital tools, they are able to gain new insights into some core questions that have shaped the

humanities from the very beginning (Cox, 2016; Berry, 2011).

According to Cox (2016, p. 2), the digital humanities can be put into "three broad categories of investigation and tool sets: textual analysis, image analysis, and media studies." Generally speaking, these three groups allow researchers to create projects that one would consider traditional to specific liberal arts fields, but in digital format. For instance, a review of DH Commons' projects with respect to textual analysis reveals that historians: are digitizing diaries to make them more readily available to a larger number of people; image analysis is making it possible for anthropologists to analyze cultural glyphs more closely; and humanities and social sciences researchers can use media analysis to examine things like sociocultural implications of racialized stereotype portrayals in movies.

But digital humanities go beyond simply looking at and analyzing traditional disciplinary questions. Innovations in technology have allowed researchers to do a variety of things such as thematic mapping, geospatial analysis, social network analysis, and data mining, to name a few (Cox, 2016; cf. DH Commons). While each of these can and are used to gain greater insight and illuminate new information into traditional aspects of the humanities and social sciences, they are putting a new spin on their approach to scholarship altogether. These methods, more often than not, require collaborative research efforts, something not typically associated with liberal arts scholarship (Lewis, Ross, Holden, 2012). Because of digital humanities' technologically

complex nature, projects typically entail techniques like coding languages, mapping skills, and more (Deegan & McCarty, 2012). As such, humanities and social science scholars often have to look beyond the confines of their disciplines for individuals who possess these skill-sets and engage in collaborative interdisciplinary research.

For example, a project to construct a digitally accessible geospatial map of oral histories may require researchers from several different disciplines to work together (Deegan & McCarty, 2012). Here, at least three different specialization areas would be needed. First, collecting the oral histories will require an historian(s) to conduct the oral history interviews. Their knowledge about the historical subject allows them to gather the necessary information. And they will likely have the proper training to frame questions appropriately. Next, a geographer(s) will be needed to create the maps. They may be more familiar with the specific process and thus better acquainted with the geographic information system (GIS) technology needed to do so. Finally, because extensive knowledge and experience in computer coding is necessary for these specific tasks, a computer scientist(s) may be necessary to link each oral history with a particular point on the map and make it digitally accessible. The project could even extend beyond these three academic disciplines. For example, graphic designers could be used to make the website visually appealing.

While collaborative efforts such as these are taking place, they appear to be happening at low rates in the liberal arts. As mentioned

above, our case study reveals very little interdisciplinary collaboration among liberal arts scholars. Ultimately, this illustrates a general lack of interdisciplinary scholarly communication within the humanities and social sciences researchers. As our data show, these scholars rarely go beyond their fields of study. Perhaps they simply are not aware of what others are doing because they do not have to be. Their research has not traditionally required it, after all. Yet, if the liberal arts are to assert their scholarly relevance in the 21st century, they may have to embrace the interdisciplinary opportunities (as well as collective bargaining power) offered by digital scholarship opportunities.

ANALYSIS

There is a wide body of literature that assesses gender differences in research collaboration (c.f., van Arensbergen, Weijden, & van den Besselaar, 2012), some of which finds that women are more likely to collaborate than men (Bozeman & Gaughan, 2011) and some finds that men are significantly more likely to collaborate than women (Ledin et al., 2007; Abramo, D'Angelo, & Murgia, 2013). Here, we outline how in addressing a research question on gender in co-authorship in the liberal arts at The University of Southern Mississippi, we found important implications for academic librarians. In this section, we introduce the research project and process that led us to that conclude these implications, which are elaborated on in the next section.

Are there gender differences in co-authorship in the liberal arts at The University of Southern

Mississippi (USM)? To address this question, we compiled a list of faculty in eight USM Arts and Letters departments: Anthropology and Sociology, Communications, English, Foreign Language and Literature, History, Mass Communication and Journalism, Philosophy and Religion, and Political Science, International Development and International Affairs. Next, we conducted a search for all publications of these faculty to create a data sheet that indicates: the faculty's name, gender, number of publications, number of co-authored publications,

the date of the individual's first publication, tenure status, his/her department, and at which USM campus he/she works (Hattiesburg or Gulf Coast). From these data we developed sociograms (social network maps) to visually demonstrate co-publication. We then used these sociograms and their metrics produced through Ucinet social network analysis software to assess the research question regarding gender differences in co-authorship in the liberal arts at The University of Southern Mississippi.

While we set out to assess gender differences, the data collection process itself proved to be particularly challenging. To collect the needed data, we compiled faculty lists from each department's webpage including all tenured and tenure-track faculty. We then collected information on the publications of each of these faculty members, including information listed on the USM website/department page, CVs available on the Internet, Academia.edu, Aquila Digital Archives, and Google Scholar. The compiled publication data included article title,

date of publication, co-authors, and the name and gender of all co-authors. This search process produced a list of 116 faculty members across the departments and average of 12.9 publications per member with a range from one to 73 publications. Among these, faculty members had an average of 2.4 co-authored publications with a range from zero to 39 co-authored publications. A total of 1,464 publications from 1976 to 2016 were recorded and analyzed. The process also produced 551 total authors, of which we identified 370 unique authors.

Also presenting the gender findings is beyond the scope of this article, we found that the social network analysis of gender co-authorship points us to opportunities for librarians to improve collaboration both within and across disciplines. Social network methods provide a unique opportunity to capture relationships, herein collaboration in co-authorship, between academic researchers (Bright, 2016). For instance, we found that 44% of USM faculty in the study have at least one co-author, 24% have 5+ co-authors, 10% have 15+ co-authors, and 6% have 20+ authors. In Figure 1¹, you will notice, however, that despite a considerable amount of co-authorship, there is, in fact, limited collaboration and ample opportunity to improve collaboration. Moreover, in Figure 2, we have removed non-USM co-authors and added a color code for department. In comparing Figure 2 to Figure 1, you will notice that there is quite limited co-authorship in the Arts & Letters at The University of Southern Mississippi whether we are considering within

or across disciplines. In this next section, we discuss the implications of these findings, as well as the implications of the challenges we encountered in the collecting the data for this research, as they relate to academic librarians.

IMPLICATIONS: NEW ROLE FOR ACADEMIC LIBRARIANS

This highlights a new role for academic libraries and librarians—who, coincidentally, have also had to defend their relevance in recent years. Similar to the liberal arts, in the wake of advancing technologies and increasing technological independence among students and researchers, academic libraries' worth have also been questioned. This has resulted in a wave of professional restructuring. Traditionally, academic librarians held a campus wide monopoly on information and information access, which solidified their necessity to students and researchers.

However, the rise of the Internet and growing digital independence have rendered them less of an asset to many. Despite these sentiments, academic librarians have responded by fundamentally altering their approach to providing information services. Rather than spending the majority of their time behind the reference desk, many have become more actively engaged by working closely with students, faculty, and staff.

Increasingly, academic librarians are transitioning away from the role of traditional information service providers to one of partners and collaborative data managers who are actively involved in the research process (Jaguszewski & Williams,

2013). It is becoming more and more common to see librarians, especially subject specialists and liaisons, engage directly with faculty researchers on projects—and it is no surprise as many have subject specialties with advanced degrees in other disciplines. Upon stepping out from behind the reference desk, many academic librarians have begun integrating themselves more heavily into departments, working closely with professors to tailor assignments to developing student's information literacy skills, collaborating on research projects, co-authoring publications, and making their presence more visible on campus in general (Jaguszewski & Williams, 2013; Delaney & Bates, 2014).

This new era of innovative outreach is reestablishing the academic librarian as a university asset. Participating in research projects allows academic librarians to be fully involved in the research process as opposed to being seen as disconnected from it (Federer, 2014). They are able to see the challenges firsthand, which gives them a better idea of what resources may be needed. Ultimately, by working closely with faculty, staff, and students, librarians are able to get a better idea of how to meet their departments' informational needs. Librarians are also going the extra mile by attending conferences in their liaison subject areas. This allows them to network with individuals from other universities and keep abreast of the trends and developments within these various disciplines. Above all, it allows them to create and sustain relationships between themselves and university departments.

Academic librarians are also

¹ Faculty members are represented by blue squares and the lines between them represent co-authorship.

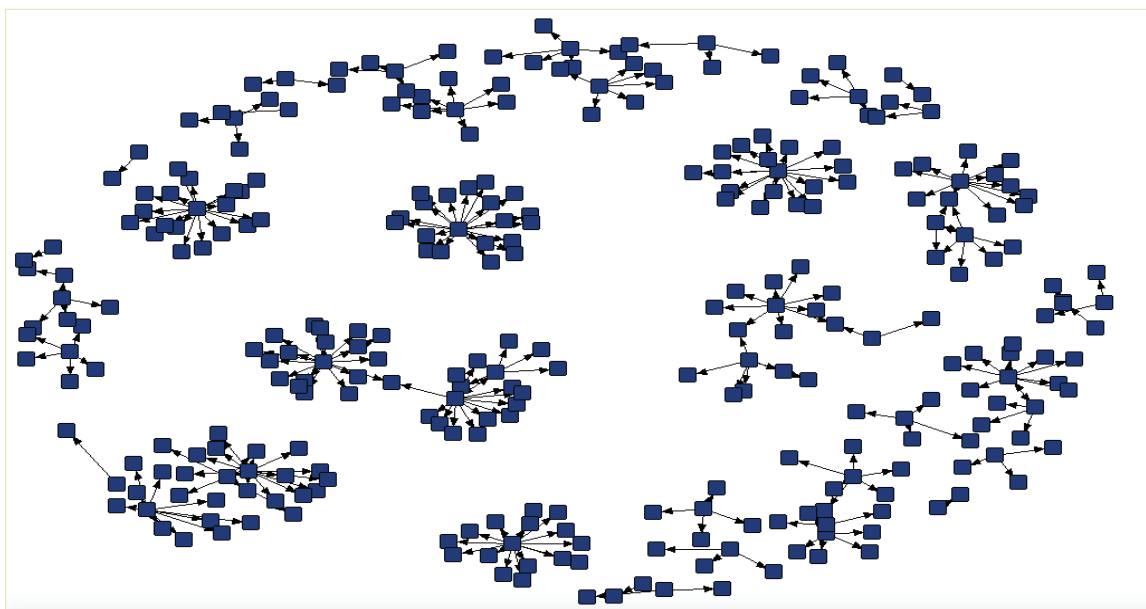


Figure 1: Arts & Letters Co-Authorship Sociogram

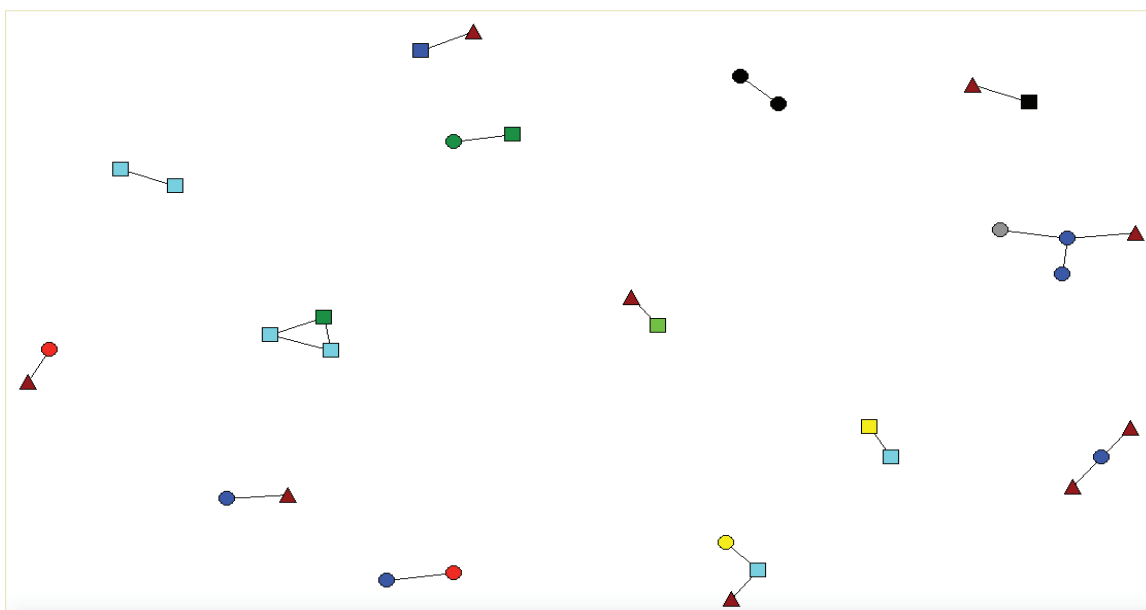


Figure 2: Arts & Letters Co-Authorship Sociogram without External Collaborators

beginning to take part in digital scholarship opportunities (Sula, 2013). This is for several reasons. One in particular has to do with budgets (Cox, 2016). Libraries often have larger budgets than individual departments, which gives them more resources to work with (Cox, 2016). They are also the interdisciplinary hubs of university campuses. Everyone has access to the library and its resources which is not

necessarily the case with individual departments. As such, libraries are beginning to create and utilize space to acquire technology that may be out of reach for other university departments either fiscally or physically. Moreover, they are doing it in such a way that ensures they are accommodating the research needs of everyone on campus.

But academic librarians can go beyond this (Sula, 2013). They can

utilize digital scholarship as a tool to facilitate scholarly communication across campus and create collaborative research networks between departments. By pulling their interdisciplinary knowledge, skillsets, and connections together, academic librarians can serve as a central link between different disciplines to help bolster academic relationships across the university—something that will be particularly beneficial to

the humanities and social sciences. Ultimately, in doing so, they can use digital scholarship as a way to assert their relevance on contemporary academic campuses.

Additionally, it may also be productive for librarians to gather co-authorship data from tenure and tenure-track faculty members. It would allow them to identify where scholarly collaboration is lacking within the university. The data could then be used to bridge research divides by forging transdisciplinary relationships among researchers. Doing so not only across disciplines, but across colleges as well, would provide a breeding ground for innovation by establishing interdependent collaborative networks across campuses. Not only that, but it would simultaneously highlight librarians' and the liberal arts' fundamental importance within academia.

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Report from the Long Range Planning Committee

Jesse Pool
Committee Chair

Three members were in attendance at the annual meeting at the MLA conference on Wednesday, October 18th, 2017. Those present were Barbara Evans, Tina Harry, and Jesse Pool.

Discussion centered on lack of attendance and possible solutions. It was suggested Long Range Planning Committee may no longer be necessary and could return to inactive status, annual meeting could move from conference to a time

immediately following a MLA board meeting where more section, round table and committee chairs may be present. LRPC may also benefit from leadership with more experience in MLA, and perhaps should be led by one or more past presidents.

Discussion also covered suggestions made by conference attendees on white boards placed in the common areas. Suggestions from conference attendees listed below.

When, where and how often would you like MLA Meetups for Networking?

- Mississippi Book Festival After Party
- A Mid-Summer Social (coffee, barbeque) (additional comment said “good idea!”)

What do you want us to know?

- #mslib2017
- Please offer tea (4 positive comments reinforcing)
- Donuts
- Fresh fruit options
- Time between sessions / time to change rooms
- Mens' bathroom

What do you want out of MLA?

- professional development courses
- mentoring program for new librarians
- involve school librarians in presentations that have overlap – ex. Retirement session
- programs with practical information that applies to wide range of libraries / librarians
- Webinars – we can't always get funds to travel (additional checkmark)

What kind of programs / activities do you want more of at conference?

- MS Libraries social media get together
- More academic and special libraries topics (Joyce Shaw volunteered to help with Archives & Specials Libraries)
- Professional job fairs like ALA
- Tabletop gaming area / get together
- Makerspace (I volunteer to do it – Sheila Cork)

Post conference, MLA Committee Report Forms were sent electronically to most committee, round table, and section chairs. Responses are provided below.

COMMITTEES**LONG RANGE PLANNING**

Jesse Pool, Chair.

Membership includes all section, committee and roundtable chairs plus a few others.

We solicited opinions of membership at conference about what MLA can do / add to the next conference and throughout the year to improve member's experience with MLA.

Would recommend moving annual meeting to coincide with a regular scheduled MLA board meeting to get more input from chairs of other committees, sections, and roundtables as it is difficult to find a good time to get everyone together during conference.

Met some goals / charges.

Submitted by Jesse Pool

NATIONAL LIBRARY WEEK

Stacy Creel. No Committee members.

Got Governor's Proclamation; Shared Animoto about National Library Week.

Met some goals / charges. Need more committee members.

Submitted by Stacy Creel.

PUBLICITY

Adrienne McPhaul, Chair. Other members include Melissa Dennis and Sarah Ruskey.

Goals included maintaining MLA Twitter, Facebook, Instagram, and Pinterest accounts; promoting EveryLibrary Mississippi campaign on social media; creating pre-conference social media advertisements and registration reminders; created conference hashtag; sending registration reminders to listservs; covering conference activities and participants during conference on Twitter and Facebook; uploading select conference photos to Instagram; sent conference program and speaker information to Tina Harry, Mississippi Libraries editor, to be published in Fall issue.

Future plans and suggestions include:

future conferences use the #mslibxxxx hashtag with conference year to keep this consistent and to make it easier to look up posts for

past conferences

future publicity chairs work with other entities, such as the MLC and USMSLIS, to make sure they will be using the conference hashtag

future publicity chairs recruit more members/volunteers for the conference to increase event coverage

future publicity chairs have a hashtag contest to promote use by attendees. For example, attendees with most posts using hashtags wins a prize and or is publically recognized

future publicity chairs work with the VP to come up with a photo plan (similar to weddings) so that they know what photos are a "must", such as awards, exhibit hall ribbon cutting, etc.

Submitted by Adrienne McPhaul

SCHOLARSHIP

Co-chairs: Allisa Beck and Jennifer Culley

Members: Carol Green, Amanda Knecht, Edward McCormack and Tisha Zelner

MLA Silent Auction at the 2017 Conference brought in \$1,592.00 to go towards the Peggy May Scholarship. Peggy May Scholarship Recipient for 2017 was Alex Brower

Submitted by Jen Culley.

WEB PAGE

Jennifer Todd & Phillip Carter, Co-Chairs. Members include Phillip Carter, Jennifer Todd, and Holly Gray.

- Updated & maintained website
- Provide member information to sections
- Sent out correspondences /voting ballots on behalf of chairs
- Remove / Add email addresses

from listserv

- Dropbox Account
- Phone System
- Evaluate other membership databases

Met most goals / charges.

The new phone system did not work since cell phone did not have coverage in the office.

Plans include continuing to update website and evaluating affordable membership databases.

Submitted by Jennifer Todd.

ROUND TABLES

BLACK CAUCUS

The 2017-MLA-Black Caucus Roundtable presented a luncheon event at the MLA conference. Presented the Virgia Brocks-Shedd Scholarship and donated to the Silent Auction and elected a new chairperson - Mrs. MaryAnn Peoples.

We set out to have a luncheon event with a panel forum. Had two speakers who both spoke on the value of libraries and librarians. There were two people applied for the Virgia Brocks-Shedd scholarship which was given to Mrs. Brenette Nichols, current MLIS Student at USM.

My vision for the Black Caucus Roundtable is that it continues to grow and be self-supporting.

Completely met all goals / charges.

*Submitted by Danielle A. Terrell,
Past Chair*

NEW MEMBER ROUND TABLE

Chair Jesse Pool.

Former Chair Jorge Brown has taken a job out of state.

We had a meeting at MLA that was well attended (probably about 15-20 people – I forgot to have a sign-in sheet). We did an ice breaker to get everyone acquainted and I talked about what MLA is, how it operates, and how new members can get involved and get more out of their conference experience. Ashley Dees spoke about SELA, Joyce Shaw spoke about special libraries, and Mara Polk talked about her experiences in the Legislative committees and more about MLA in general.

I plan to reach out to people who have expressed an interest in NMRT and see how they are doing throughout the year and see if I can recommend peers that they can connect with through MLA.

Submitted by Jesse Pool

TECHNICAL SERVICES

Jennifer Todd (Chair), Xiaojie Duan (Secretary), (Vice-Chair moved out of state). 31 total members.

Election for 2018 Secretary/VP-Elect, President-Elect (Joy Dubose from MSU)

MLA Conference Program - Tell Your Story Panel Discussion

Spring Workshop - Did not occur due to timing.

Update members and libraries across the state of different item/material types that are being circulated

Met most goals / charges.

Planning future spring workshop and MLA program

Submitted by Jennifer Todd

SECTIONS

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES (ACRL)

Mary Beth Applin, Chair. Stephen Cunetta, Vice-Chair. Lorraine Stuart, Secretary. 104 members.

This year, ACRL / MLA sponsored a lunch spring program at Mississippi State on May 25th. The program focused on "Trends in Library Spaces" and included a guest speaker and a panel of local librarians. ACRL / MLA also hosted a guest speaker at MLA conference. The speaker was from LSU and spoke on digital scholarship.

We plan to continue providing a relevant spring and conference speaker who addresses topics and issues related to academic libraries.

Completely met all goals / charges.

SCHOOL LIBRARY

Chairperson Elizabeth Simmons. Total membership of 85.

Met at the annual Mississippi Library Association conference to select new section chair and vote on new bylaws. Bylaws needed to be updated to reflect changes in section. More will be done to improve membership and participation by collaborating with the Mississippi Department of Education.

Completely met all goals / charges.

Submitted by Elizabeth Simmons

2017 MLA Annual Conference Wrap Up

Sarah Mangrum
MLA Vice President

The 2017 Mississippi Library Association Annual Conference was held October 17-20, 2017 at the Lake Terrace Convention Center in Hattiesburg, Miss. The conference theme, "Tell Your Story", focused on all the many ways that libraries and library supporters can tell their stories whether through programming, social media, or traditional advocacy campaigns. The conference also served as a place for libraries across the state to share their stories with each other through networking opportunities and social events.

This year there were 323 individuals registered and 39 vendors for a total of 362 participants! The conference included over 60 programs, workshops, and social events along with 10 peer reviewed poster sessions presented during two lighting rounds. Everyone was sure to find something that they were interested in with programs ranging from outreach strategies for your library, storytelling, tips on engaging young readers, and how to utilize technology to gain more access to collections. The exhibit hall also had much to offer with 23 individual vendors who came to share their services and products.

The conference would not have been as successful as it was without the generous support of our sponsors: The Fay B. Kaigler Children's Book Festival (Diamond), SirsiDynix (Diamond), Friends of University Libraries at Southern Miss (Diamond), Southern Miss SLIS (Diamond), Mississippi Digital

Library (Gold), and The Quality Group (Bronze). These sponsors helped to ensure that we are able to bring in nationally recognized speakers and provide a quality conference experience for everyone. We are also thrilled to report that the MLA Silent Auction donations totaled \$1,592.00 in support of the Virgia Brocks-Shedd and Peggy May Scholarships. The silent auction donations along with proceeds from the Presidential Bash will be split between the two scholarships.

TUESDAY, OCTOBER 17

Our Pre-Conference workshop kicked off with Dr. Becky Smith and associates representing the Consumer Financial Protection Bureau (CFPB). This workshop focused on sharing resources and financial literacy tips for libraries to share with patrons in their home libraries. The goal of the CFPB is to help make libraries the go-to source for unbiased financial education and resources in every community.

Our Tuesday night social event, *An Evening in the Archives*, gave participants an opportunity to get up close at personal with some of the rare holdings in Special Collections at Southern Miss. The evening kicked off with hors d'oeuvres and live entertainment provided by Phillip Carter, Director of the Lamar County Library System. Participants were then taken on small group tours where they were able to go behind the scenes in the stacks.

WEDNESDAY, OCTOBER 18

The conference officially kicked off Wednesday morning with a

schedule packed full of fantastic programs and events. Southern Miss SLIS hosted its annual alumni breakfast with 48 alums in attendance! Highlighted programs of the day included featured section and roundtable speakers along with the opening keynote session and advocacy workshop. The ACRL featured speaker, Dr. Lauren Coats presented a program discussing the library as an engine for research and teaching in the digital age. The Technical Services Round Table featured a panel discussion on the different types of materials that libraries are cataloging ranging from iPads to cake pans. The Special Libraries Section hosted representatives from the Mississippi Deferred Compensation Plan and the Mississippi Retired Public Employees' Association (MRPEA) who gave tips on planning for a secure retirement. The Friends of Mississippi Libraries, Inc. were joined by Big House Books to discuss their mission of getting books into the hands of incarcerated Mississippians. Our opening keynote session began with an MLA business meeting and featured a well-attended program by John Chrastka, Executive Director of EveryLibrary. Mr. Chrastka also conducted an advocacy workshop that afternoon sponsored by the Public Libraries Section.

The President's Reception and Scholarship Bash was held at the Powell Ogletree Alumni House at Southern Miss. The event featured live entertainment by two local Hattiesburg musicians and stand-up provided by Hub City Comedy. Participants had the opportunity to mingle and dine on heavy hors

d'oeuvres and drinks.

THURSDAY, OCTOBER 19

Thursday serves as the unofficial School Library day at the conference by providing as many opportunities for school library attendees as possible. The day kicked off with Rise and Shine Yoga sponsored by Southern Miss SLIS along with coffee and networking in the main hall. The School Library Section featured speaker, Julie Stivers, presented tips for promoting school libraries in the community and was followed by a brief School Library Section meeting. There were two ticketed luncheons; the Young People's Services Round Table with author Corabel Shofner and the Black Caucus Round Table which featured a panel of retired librarians discussing the value of libraries and librarians. The closing keynote session, *From Advocacy to Activism*, by Mr. Chrastka brought together all of the information that participants gained over the course of the conference and encouraged continued advocacy efforts throughout the state.

The Mississippi Author Awards on Thursday evening honored three Mississippi authors for their work. Greg Isles was the fiction winner

for his book *Natchez Burning*. The non-fiction winner was Richard Grant for *Dispatches from Pluto: Lost and Found in the Mississippi Delta*. Matthew Clark Smith was the juvenile winner for his book *Small Wonders: Jean-Henri Fabre and His World of Insects*. Participants enjoyed dinner while hearing from each of the award winners followed by a book signing.

FRIDAY, OCTOBER 20

The MLA Awards Breakfast once again served as the end of the conference. As always it was a wonderful way to end conference by showcasing all of the talented individuals and libraries across the state!

AWARD WINNERS

Past President Award: Ashley M. Biggs

Friends of the Library Awards:

Chapter One Award: Friends of the Harriette Person Memorial Library

Ruby Assaf Presidential

Award: Diana Tatum with the Friends of the Hattiesburg Public Library System

Carroon Apple Award: Debbie Martin, Florence Middle School

Mary Julia Anderson Award:

Stephanie Brown, First Regional Library System

Library Champion Award: GF-WC-MFFWC Fine Arts Club of Bruce and Mayor Richard Johnson

Peggy May Award: Meredith Wickham, Director of the Kemper-Newton Regional Library System

Outstanding Achievement

Award: Vivian Sanderford, Mississippi Library Commission

Best Newsletter Submitted by a

Library Group: Bolivar County Library System and The University of Southern Mississippi Libraries

Best Effort by an Individual Library to Publicize Library Services Around a Single Theme or Event: R. C. Pugh Library of Northwest Mississippi Community College

Best Year Round Coordinated Effort by a Group of Libraries to Publicize Library Services in General: Jackson-George Regional Library System



To join MLA, or to renew your membership:

<http://misslib.org/membership>

2017 MLA Executive Board Minutes:

<http://misslib.org/Meeting-Minutes-2017>

News Briefs

Anne Hudson

*Arts and Letters Librarian
University of Southern Mississippi*

ULYSSES S. GRANT PRESIDENTIAL LIBRARY, GRAND OPENING NOVEMBER 30

A \$10 million addition to Mississippi State's Mitchell Memorial Library, home of the Ulysses S. Grant Presidential Library and the prestigious Frank and Virginia Williams Collection of Lincolniana, will be unveiled with a Nov. 30 celebration at the land-grant university. The 21,000-sq.-ft. library addition contains a state-of-the-art museum chronicling Grant's life and his significance in American history and a gallery dedicated to the Frank and Virginia Williams Collection of Lincolniana, a recent donation considered the largest privately owned Abraham Lincoln collection in America. A 2 p.m. ceremony at the Grant Library on Thursday, Nov. 30, will officially open the new space. Invited guests include Archivist of the United

States David Ferriero, Librarian of Congress Carla Hayden, Mississippi Gov. Phil Bryant, Speaker of the House Philip Gunn and U.S. Rep. Gregg Harper. The celebration program is open to the public. Prior to the Grant Library's grand opening, leading Abraham Lincoln authority Harold Holzer will deliver the inaugural Frank and Virginia Williams Lecture on Abraham Lincoln and Civil War Studies. Holzer's lecture, open to the public, will take place at 10 a.m. in the Old Main Academic Center's Turner Wingo Auditorium. Free parking will be available at the Old Main Parking Garage and behind the Longest Student Health Center. For more information, see the Ulysses S. Grant Presidential Library website at www.usgrantlibrary.org, the Frank and Virginia Williams Collection website at library.msstate.edu/williamscollection and the Grand Opening events website at library.msstate.edu/grantopening.

*Submitted by
Stephen Cunetto
Associate Dean
Mississippi State University*



MISSISSIPPI STATE UNIVERSITY, LINCOLN AND CIVIL WAR COLLECTION GIFT

An unparalleled private Lincoln and Civil War collection amassed over the past 50 years by former Rhode Island Chief Justice - and nationally known Abraham Lincoln authority - Frank J. Williams and Virginia Williams, has been donated to Mississippi State University. MSU President Mark E. Keenum and Judge Williams on June 20 announced the extraordinary gift that Keenum said will transform MSU into one the nation's leading destinations for scholars and students of the American Civil War. For more information visit <http://library.msstate.edu/williamscollection>

*Submitted by
Stephen Cunetto
Associate Dean
Mississippi State University*

People in the News

Anne Hudson

*Arts and Letters Librarian
University of Southern Mississippi*

Ilda Cardenas joined the Mississippi State University Library as an Assistant Professor/Monographic Cataloger during the summer of 2017. She received her MLIS from San Jose State University.



Claudia Holland joined the Mississippi State University Library as an Associate Professor/Scholarly Communication Coordinator during the summer of 2017. She received her MLIS from Louisiana State University, and served as the Head of George Mason University's Scholarly Communication and Copyright Office since 2012.



The end of November marked the last day of work for **Susan Agnelly** and included a retirement celebration in her honor after 41 years of service to the Jackson-George Regional Library System in Pascagoula, Mississippi. Ms. Agnelly began her library career in March of 1973 as a substitute page at the Ocean Springs Municipal Library. She soon became a full-time clerk. After



a move to New Orleans, she returned to the Ocean Springs branch in 1982. She was then transferred to the new Pascagoula Public Library in 1986 working the circulation desk as a clerk. Susan quickly advanced to reference and then to administration in Technical Services. In 1990, she took over ordering the materials and helped to create a new acquisitions position. It was November 2013, when Ms. Agnelly was promoted to administrative assistant to the Director. In 2016, the Mississippi Library Association recognized Ms.

Agnelly for her work in library service receiving the prestigious Mary Julia Anderson Award for para-professional work, providing consistent customer service and long-standing dedication to JGRLS libraries. For more information on the library or other public programs, visit the library website at www.jgrls.org.



Updates from M.R. David Library in Southaven:

Brittani Vassel-Maggitt, library assistant, completed Librarianship 101 and will introduce students at Southaven High School to library databases and Hoopla.

Nettie Moore, youth specialist III, visited 4 elementary schools in DeSoto County with Mississippi Public Broadcasting to bring stories and books.

Zachary Clemmer, library assistant, has been working with local authors to present workshops for aspiring writers.



Joy DuBose joined the Mississippi State University Library as an Assistant Professor/Cataloger of Special Collections during the spring of 2017. She received her MLIS from the University of Southern Mississippi.

Book Reviews

Michele Frasier-Robinson

*Librarian for
Education & Psychology
University of Southern Mississippi*

Collins, Janelle (ed.)

Defining the Delta: Multidisciplinary Perspectives On the Lower Mississippi River Delta

Fayetteville, Arkansas: University of Arkansas Press, 2015. 310 pp.
\$29.95 (paperback)

When I first moved to Mississippi five years ago, many people explained that the Mississippi Delta is not where the Mississippi River empties into the Gulf of Mexico, but is instead the flood plain between the Mississippi and Yazoo rivers. Mississippians think of the Delta as a distinctive region with its own history, culture, and flat alluvial geography. It has inspired many acclaimed

books, including Eudora Welty's *Delta Wedding*, William Faulkner's *Delta Autumn*, and James Cobb's history *The Most Southern Place on Earth*, all of which treat the Delta as the alluvial plain between the two rivers.

This traditional understanding of what the Mississippi Delta is, and where its boundaries lie, is called into question in *Defining the Delta*. At stake in these arguments are important implications for policy-makers, non-profit groups, and academics in a wide range of disciplines. Edited by Janelle Collins, the book is a collection of seventeen essays, many of which were originally published in the *Arkansas Review*. The essays examine weather patterns, geology, archaeology, literature, music, sociology, blues tourism and many other topics. Collins

begins by reviewing previous definitions of the Delta, including Cobb's, and the well-known statement by David Cohn that "the Mississippi Delta begins in the lobby of the Peabody Hotel in Memphis and ends on Catfish Row in Vicksburg."

Collins argues for a radically expanded definition: "the Lower Mississippi Delta is not limited to the Mississippi side of the river. There is also a distinct Arkansas Delta with the river functioning as the state line between Mississippi and Arkansas...The Mississippi alluvial plain, however, stretches north past these two states into western Tennessee and Kentucky as well as into southeastern Missouri and southern Illinois." (2) The reasoning behind such a broad definition was established early on in the *Arkansas Review*, "Because the cultural and political

influence of the Delta extends beyond the Mississippi alluvial plain, the topics covered by the journal represent tremendous diversity in Delta environments, people and cultural products.” (5)

For the purpose of the book, this highly inclusive definition is effective. When examined in the context of geological changes, sociodemographic patterns, and historical trends, it is accurate and necessary. It is noteworthy, however, that throughout the book the definition of the Delta is fluid depending on the author.

The essays are detailed and intellectually rigorous, yet suitable for readers with no prior knowledge of the topics under discussion. Indeed, they provide a valuable introduction. Perhaps inevitably, with so many different authors, the collection lacks a sense of continuity and cohesiveness, but this is a small complaint, and does not undermine its relevance or importance.

This book is recommended for academic libraries, libraries with Mississippi or southern studies collections, and particularly for readers with an interest in the Mississippi Delta and surrounding areas.

Mariah Grant
Assistant Professor / Public Services &
Instruction Librarian
Millsaps College



Dunphey, C.P.

Plane Walker

Hattiesburg, MS: Gehenna Publishing House, 2016. 450 pp. \$20 (paperback)

Plane Walker is science fiction horror novel written by C. P.

Dunphey. Dunphey creates a phenomenal world and supplies it with fully realized, three dimensional inhabitants in this remarkable work. Plane Walker is the first in a series of three books titled the Manus Dei Trilogy. The novel introduces us to a father (Lazarus) who is disheartened after the death of his wife, his missing daughter (Elisha), technology that is considered taboo (Manus Dei System), and an indifferent creator (Deity) who has abandoned its believers. Emanating from very far into the future, Plane Walker occurs in a dimension where technology and religion are intertwined in various ways. After his wife dies from giving birth, Lazarus' life goes haywire. Obsessions and addictions escalate throughout the years as Lazarus fixates on the Deity as the pinnacle of his problems.

A crucial aspect to several events in the narrative is the Manus Dei System which transports a traveler to the afterlife and back. Hoping to use this machine to find the memories he has forgotten in life, Lazarus sets out on a mission to find his daughter who disappeared during a weird accident that caused most of Lazarus' memory to be eliminated. Lazarus' journey is fraught with harsh repercussions. Will Lazarus find his daughter? Or will he give in to the dire ramifications associated with using the Manus Dei? Will Lazarus' hidden agenda turn his quest into a battle against the Deity?

Recreating the appearance of literary fantasies about the future and making vague the boundary amid genres and styles, Plane Walker captivates the imagination and leaves the reader craving for more and fiercely anticipating that Lazarus

will locate his daughter Elisha. This is an excellent work for a public library collection or a popular fiction section of an academic library.

Mantra Henderson, MLIS
Director of Library Services
Mississippi Valley State University



Sanders, Crystal R.

A Chance for Change: Head Start and Mississippi's Black Freedom Struggle
Chapel Hill: University of North Carolina Press, 2016. 250 pp. \$27.95 (paperback)

Educational opportunity is widely understood to be one of the essentials for a person or community's success. Joined with rights of self-determination, choice of work life, fair wages, and the opportunity to participate at all levels of government, educational opportunity rounds out the basic foundations of life in community that each of us expects. But for many of Mississippi's citizens, these foundations have been anything but firm. Black Mississippians have dealt every day with lack of choice, fear for safety, fewer resources, the least of jobs and wages, less (or lack of) representation in government, reduced basic health care services, "food deserts" where access to and availability of healthy food is scarce ... and distinctly unequal educational opportunity.

When the Mississippi Freedom Democratic Party delegates to the 1964 Democratic National Convention were not successful in being recognized as rightful representatives of a state population composed of whites and blacks, delegates understood that waiting for white people to share power with them was an

unviable strategy.

A Chance for Change: Head Start and Mississippi's Black Freedom Struggle addresses the situation of poverty in Mississippi in the 1960s and the impact a federal program, Head Start, had in the lives of black Mississippians. President Lyndon Johnson's War on Poverty included federal programs like the Community Action Program, which was able to bypass local governments to work directly with the poorest people across the country. Funded programs included Job Corps, Volunteers in Service to America, and Head Start, all designed to promote positive change in opportunities for economic and educational success. Head Start, and the Child Development Group of Mississippi which it funded, made it possible for thousands of black Mississippians, mainly women, to become teachers and active participants in their own economic lives and the educational lives of children, independent of the local white power base. Choices of occupation for Head Start participants were expanded beyond domestic service and sharecropping. Wages were greater, enabling the women to make improvements in their and their children's lives. Though Head Start only lasted a few years due to its being undermined by political opponents, it produced benefits.

In A Chance for Change, Sanders documents the stories of some of the 2,500 women who worked as teachers and staffed preschool centers, to help themselves and their children make strides toward political, economic, and educational gains. The book includes 23 illustrations and a map, and the text is supported by extensive bibliographic references

and an index. Source material includes manuscript collections held in 19 repositories across the United States, seven of them in Mississippi.

A Chance for Change would be a good addition to college and university libraries and some public libraries. It provides important information needed in the study of Mississippi history, the growth of women's political power, the history of education, African American studies, and social justice.

Linda K. Ginn
Catalog Librarian
University of Southern Mississippi



Wynne, Ben

Mississippi's Civil War: A Narrative History

Macon, Georgia: Mercer University Press, 2015. 268 pp. \$18 (paperback)

With a focus on Mississippi during the Civil War, Wynne's narrative is organized into six sections, each one illustrating how the war began, how it progressed, and how it paved the way for the Reconstruction. The book begins by introducing the political situation in Mississippi in the 1850s. Democrats dominated the state, and the white population, "although literally surrounded by blacks . . . could not conceive of a society in which the races were equal" (17). The contrasts between North and South were many, and the triumph of fire-eating Democrats somehow gave Mississippi the confidence to leave the Union. Mississippi's Ordinance of Secession passed the vote in 1861 and by that time, most people believed that the Union would be restored within the

year.

However, the situation was more complicated than that. Wynne explains that "young men saw service in the Confederate army as a way to display their personal honor just as older members of their communities had done during the Mexican War," and "in 1861, anyone who did not agree with secession as a remedy to sectional difference risked being branded a 'tory' traitor to the legacy of the revolutionary generation" (41). But the Battle of First Bull Run brought the anxiety of those young recruits to the board. The Civil War was very real, and it was not wrapped up in a few short months.

Wynne describes the experience of black soldiers in the fourth section of the book, stating that they "proved the fighting value of former slaves in the federal army" (127). He also describes several commanders and examines their strategies during 1862 and 1863. In Wynne's opinion, the failure of the Battle of Vicksburg destroyed Mississippians's dreams of triumph and further escalated the contrasts between the two sides. More and more men fled the fighting, wishing the war could be ended soon so they could go back to their normal lives.

Wynne shares his thoughts on the Civil War at the end of section five by stating, "the 'Revolution of 1861' had ended miserably" (177). The war left Mississippi and the South in ruins. With the government's support, the South recovered slowly. Finally, Wynne investigates the Lost Cause culture that followed the war, and examines the Confederate heritage groups that perpetuated the culture, such as the United Confederate Veterans and the United Daughters

of the Confederacy. Known to decorate the graves of both Confederate and Union soldiers, the UDC inspired similar ceremonies which later evolved into our Memorial

Day holiday. The book concludes by showing the continuous impact of the Civil War on the South. It is highly recommended for public and academic libraries and to readers

who are interested in Southern history and the Civil War.

Xiaojie Duan

Assistant Professor / Catalog Librarian
University of Southern Mississippi

Volume 80 Index

Kristin Rogers

*Electronic Resources & Discovery Librarian
The University of Mississippi*

Beckett – Willis, Ann. *Teen Programming on Mississippi Public Library Websites*. (80:4, pages 68– 3)

Brannock, Jennifer. *Keep Mississippi Weird: Unusual “Jewels” in Special Collections*. (80:1, pages 8-13)

Bright, Candace Forbes. *Librarians as Facilitators of Collaboration: Implications from a Social Network Study of Academic Co-Authorship*. (80:4, pages 73-78)

Dees, Ashley. *Searching for Answers: Using Student Searches to Determine Engagement*. (80:3, pages 49-52)

The Engineer Research and Development Center Library Launches a New Digital Repository Service Called Knowledge Core. (80:2, pages 25-27)

Fontenot, Emma. *Librarians as Facilitators of Collaboration: Implications from a Social Network Study of Academic Co-Authorship*. (80:4, pages 73-78)

Griffis, Matthew. *A Separate Space: Remembering Meridian’s Segregated Carnegie Library, 1913-1974*. (80:3, pages 39-49)

Johnson, Greg. *Keep Mississippi Weird: Unusual “Jewels” in Special Collections*. (80:1, pages 8-13)

Keep Mississippi Weird: Unusual “Jewels” in Special Collections. (80:1, pages 8-13)

Lee, Deborah. *Mississippi Cooks: Building A Culinary Collection*. (80:2, pages 22-24)

Lenstra, Noah. *The State of Movement-Based Programs in Mississippi Public Libraries*. (80:3, pages 32-38)

Librarians as Facilitators of Collaboration: Implications from a Social Network Study of Academic Co-Authorship. (80:4, pages 73-78)

McManus, Molly. *The Engineer Research and Development Center Library Launches a New Digital Repository Service Called Knowledge Core*. (80:2, pages 25-27)

Mississippi Author Awards (80:3, page 56)

Mississippi Cooks: Building A Culinary Collection. (80:2, pages 22-24)

MLA Annual Conference Information and Schedule (80:3, pages 53-60)

MLA Annual Conference Wrap Up. (80:4, pages 81-82)

MLA Featured Speakers (80:3, pages 57-60)

News Briefs (80:1, page 14) (80:2, page 21) (80:3, pages 60-61) (80:4, page 83)

People in the News (80:2, page 21) (80:3, page 61) (80:4, pages 83-84)

Presidents Page (80:1, pages 2–4) (80:2, pages 19-21, 80:3, page 31)

The Realm of Cataloging for Non-Catalogers. (80:1, pages 5-7)

Reed, Jacqueline. *Searching for Answers: Using Student Searches to*

Determine Engagement. (80:3, pages 49-52)

Report from the Long Range Planning Committee. (80:4, pages 78-80)

Ruffin, Ellen. *Keep Mississippi Weird: Unusual “Jewels” in Special Collections*. (80:1, pages 8-13)

Searching for Answers: Using Student Searches to Determine Engagement. (80:3, pages 49-52)

A Separate Space: Remembering Meridian’s Segregated Carnegie Library, 1913-1974. (80:3, pages 39-49)

SLIS Notes (80:4, pages 66–67)

The State of Movement-Based Programs in Mississippi Public Libraries. (80:3, pages 32-38)

Stump, Sheryl. *The Realm of Cataloging for Non-Catalogers*. (80:1, pages 5-7)

Teen Programming on Mississippi Public Library Websites. (80:4, pages 68–73)

Torgerson, Richard. *The Realm of Cataloging for Non-Catalogers*. (80:1, pages 5-7)

Young, Brian. *Searching for Answers: Using Student Searches to Determine Engagement*. (80:3, pages 49-52)

BOOK REVIEWS

Allen, Debbie, a book review by (80:3, pages 62-63)

Beach, Audrey, a book review by (80:1, page 17)

Blackwell, Tamara D., a book review by

(80:3, pages 63-64)

Bolsterli, Margaret Jones, *Kaleidoscope: Redrawing an American Family Tree*, a book review by Linda K. Ginn (80:1, page 15)

Cash, Jean W., and Keith Perry, eds. *Rough South, Rural South: Region and Class in Recent Southern Literature*, a book review by Jamie Wilson Bounds (80:3, page 62)

A Chance for Change: Head Start and Mississippi's Black Freedom Struggle, a book review by Linda K. Ginn (80:4, pages 85-86)

Clark, Amie C., *Test of the Heart: A Collection of Poetry*, a book review by Shellie Zeigler (80:2, page 28)

Coleman, Marty, a book review by (80:1, page 28)

Collins, Janelle (ed.), *Defining the Delta: Multidisciplinary Perspectives On the Lower Mississippi River Delta*, a book review by Mariah Grant (80:4, pages 84-85)

Come Landfall: A novel, a book review by Antoinette Giamalva (80:1, pages 28-29)

Confessions on an Undercover Agent: Adventures, Close Calls, and the Toll of a Double Life, a book review by Tamara D. Blackwell (80:3, pages 63-64)

Cork, Sheila, a book review by (80:1, pages 15-16)

Defining the Delta: Multidisciplinary Perspectives On the Lower Mississippi River Delta, a book review by Mariah Grant (80:4, pages 84-85)

Down in Mississippi, a book review by Debbie Allen (80:3, pages 62-63)

Downing, Johnette (adapted from traditional song); illustrations by Katherine Zecca. *Down in Mississippi*, a book review by Debbie Allen (80:3, pages 62-63)

Duan, Xiaojie, a book review by (80:4, pages 86-87)

Dunphey, C.P., *Plane Walker*, a book review by Mantra Henderson (80:4, page 85)

Emmett Till in Different States: Poems, a book review by Anne Hudson (80:1, page 29)

Ferris, William, *The South in Color: A Visual Journal*, a book review by Sheila Cork (80:1, pages 15-16)

Freshwater Road: A Novel, a book review by Anne Hudson (80:3, page 63)

Full Court Press: Mississippi State University, the Press, and the Battle to Integrate College Basketball, a book review by Jeffrey Martin (80:1, pages 16-17)

George, Carol V.R., *One Mississippi, Two Mississippi: Methodists, Murder, and the Struggle for Racial Justice in Neshoba County*, a book review by Marty Coleman (80:1, page 28)

Giamalva, Antoinette, a book review by (80:1, pages 28-29)

Ginn, Linda K, a book review by (80:1, page 15) (80:4, pages 85-86)

Grant, Mariah, a book review by (80:4, pages 84-85)

Henderson, Mantra, a book review by (80:4, page 85)

Hoffman, Roy, *Come Landfall: A novel*, a book review by Antoinette Giamalva (80:1, pages 28-29)

Hudson, Anne, a book review by (80:1, page 29) (80:3, page 63)

Kaleidoscope: Redrawing an American Family Tree, a book review by Linda K. Ginn (80:1, page 15)

Kolin, Philip, *Emmett Till in Different States: Poems*, a book review by Anne Hudson (80:1, page 29)

Martin, Jeffrey, a book review by (80:1, pages 16-17)

Nicholas, Denise. *Freshwater Road: A Novel*, a book review by Anne Hudson (80:3, page 63)

Mississippi's Civil War: A Narrative History, a book review by Xiaojie Duan (80:4, pages 86-87)

One Mississippi, Two Mississippi: Methodists, Murder, and the Struggle for Racial Justice in Neshoba County, a book review by Marty Coleman (80:1, page 28)

Peterson, Jason A., *Full Court Press: Mississippi State University, the Press, and the Battle to Integrate College Basketball*, a book review by Jeffrey Martin (80:1, pages 16-17)

Plane Walker, a book review by Mantra Henderson (80:4, page 85)

Rough South, Rural South: Region and Class in Recent Southern Literature, a book review by Jamie Wilson Bounds (80:3, page 62)

Sanders, Crystal R., *A Chance for Change: Head Start and Mississippi's Black Freedom Struggle*, a book review by Linda K. Ginn (80:4, pages 85-86)

Simmons, April, *The Songstress*, a book review by Audrey Beach (80:1, page 17)

The Songstress, a book review by Audrey Beach (80:1, page 17)

The South in Color: A Visual Journal, a book review by Sheila Cork (80:1, pages 15-16)

Spillers, Charlie, *Confessions on an Undercover Agent: Adventures, Close Calls, and the Toll of a Double Life*, a book review by Tamara D. Blackwell (80:3, pages 63-64)

Test of the Heart: A Collection of Poetry, a book review by Shellie Zeigler (80:2, page 28)

Wilson, Jamie Bounds, a book review by (80:3, page 62)

Wynne, Ben, *Mississippi's Civil War: A Narrative History*, a book review by Xiaojie Duan (80:4, pages 86-87)

Zeigler, Shellie, a book review by (80:2, page 28)