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Mississippi Library Association
P.O. Box 20448 • Jackson, MS 39289-1448
Phone: 601-352-3917 • FAX: 601-352-4240
Office Hours: 9-1 M,T,Th,F
Email: mla@meta3.net
Web site: http://www.lib.usm.edu/~mla/home.html
Web Master: Erica Coe
erica.coe@usm.edu

President
Henry J. Ledet, Director
Lincoln Lawrence Franklin Regional Library
100 South Jackson St • Brookhaven, MS 39601
601-833-3369 (w)
601-833-3381 (f)
hledet@llf.lib.ms.us

Vice President
Terry S. Latour
W.B. Roberts Library
Delta State University • Cleveland, MS 38733
662-846-4440 (w)
662-846-4443 (f)
tlatour@merlin.deltast.edu

Secretary
Kaylene Behm
Box 5053 • Hattiesburg, MS 39406
601-266-4251 (w)
601-266-6033 (f)
kaylene.behm@usm.edu

Treasurer
Keith Coleman
Box 10700 • 1221 Ellis Ave.
Jackson, MS 39209
601-961-4010 (w)
601-354-7007 (f)
keitho@mlc.lib.ms.us

Immediate Past President
Rhonda Tynes
113 Russell Lane • Pontotoc, MS 38863
601-841-8979 (w)
601-489-0918 (h)
601-841-8987 (f)
rtynes@hotmail.com

Executive Secretary
Mary Julia Anderson
P.O. Box 20448 • Jackson, MS 39289-1448
601-352-3917 (w)
mla@meta3.net

ALA Councilor
Billy Beal
Meridian Community College
Meridian, MS 39301
601-484-8760 (w)
601-482-3936 (f)
bbeal@mcc.cc.ms.us

SELA Representative
Glenda Segars
602 West Hill Street • Fulton, MS 38843
662-862-4793 (f)
grsegars@icc.cc.ms.us

Parliamentarian
Jim Parks
P.O.B. 150148
Millsaps College • Jackson, MS 39201
parksjf@okra.millsaps.edu

2001 Sections

ACRL Section
Chair, June Schmidt
jschmidt@library.msstate.edu

Public Section
Chair, Joe Tynes
dir@dixie.lib.ms.us

School Section
Chair, Cindy Harrison
cjh@tecinfo

Special Section
Chair, Ronnie Sanders
ronnie_sanders@deq.state.ms.us

Trustee Section
Chair, Madel Stringer

PRESIDENT'S PAGE

Professional standards are a difficult issue for most fields. They are especially tricky in a discipline as attuned to public service as librarianship. "We know what good library service is," I can hear myself saying, "why do we need to argue over page after page of trivial (but measurable!) ways of looking at what we do?"

Henry Ledet

We need to argue over standards precisely to eliminate those meaningless measures and devise a practical and useful tool to guide our libraries as they plan for the future. A 30 page, long-range plan that essentially says "provide excellent library service as needed" is worse than useless – it lulls us into thinking we have taken care of planning, and we can get back to putting out brush fires. Reasonable, practical and effective standards will guide quality planning that will keep many of those brush fires from starting in the first place. A library budget is a practical tool to focus or allocate financial resources where they are most needed. Good standards are a tool to guide budget (and other) planning decisions.

That is why I am especially pleased that Joe Tynes and the new Public Library Standards Committee have agreed to tackle this task for Mississippi's public libraries. To be honest, just thinking about the work they are undertaking makes my head hurt. But their work will pave the way for the rest of us to take a realistic look at what we do and how we can improve it.

❖

This issue of *Mississippi Libraries* features the preliminary program for this year's annual conference to be held at the Crowne Plaza in downtown Jackson. The theme is *Mississippi Libraries @ Your Service*. Conference planner and president-elect Terry Latour has done a wonderful job of scheduling an exciting mix of programs and activities. Committee chairs have worked very hard to provide great programs for all segments of the association. William Gordon from the American Library Association will be our keynote speaker. There are three really full days of remarkable and enjoyable programs to help us keep up with the exciting changes taking place in our profession. Please take a look at the wealth of program opportunities available and register early!

Make plans TODAY to attend
The MLA Conference
October 17-19, 2001
in Jackson, Mississippi

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EDITORIAL STAFF

EDITOR.....Ann Branton
Box 5053, Cook Library
The University of Southern Mississippi
Hattiesburg, MS 39406-5053
(W) 601-266-4350
FAX: 1-601-266-6033
email: ann.branton@usm.edu

ASSISTANT EDITOR.....Kathleen Wells
The University of Southern Mississippi
email: kathleen.wells@usm.edu

ADVERTISING EDITOR.....Suzanne R. Graham
The University of Southern Mississippi
email: suzanne.graham@usm.edu

REPORTER.....Kathy Davis
The University of Southern Mississippi
email: kathy.davis@usm.edu

COLUMN EDITORS.....Jessie B. Arnold
Alcorn State University
email: jarnold@lorman.alcorn.edu

Rick Torgerson
Delta State University
email: rick@merlin.deltast.edu

P. Toby Graham
The University of Southern Mississippi
email: toby.graham.@usm.edu

Thomas D. Walker
The University of Southern Mississippi
email: thomas.walker@usm.edu

Irmgard Wolfe
The University of Southern Mississippi
email: irmgard.wolfe@usm.edu

BOOK REVIEW EDITOR.....Sarah Spencer
The University of Southern Mississippi
email: sarah.spencer@usm.edu

CHILDREN'S BOOK
REVIEW EDITOR.....Rosemary Chance
The University of Southern Mississippi
email: rosemary.chance@usm.edu

MLA PUBLICITY
COMMITTEE, CHAIR.....Suzy Turner
Mississippi State University
email: sturner@library.msstate.edu

INDEXER.....Shirlene Stogner
The University of Southern Mississippi
email: shirlene.stogner@usm.edu

WEB MASTERS.....Renée Goodvin
Mississippi State University
email: rgoodvin@library.msstate.edu

Tracy Koch Englert
The University of Southern Mississippi
email: tracy.englert@usm.edu

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Cover: Hurricane Camille is from the mosaic mural on the exterior wall of the Bay St. Louis Library. The mural, "Renaissance – The Revival of a Community," was a community project under the direction of Elizabeth Veglia; used with permission from Prima Plauché, Director of Hancock County Library System.

MISSISSIPPI LIBRARIES

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

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

The Current Status of Internet Filtering

By Steven Turner
Curriculum Librarian
The University of Southern Mississippi
steven.turner@usm.edu

Internet filtering is arguably one of the most controversial, polarizing and emotional topics that our profession has seen or experienced in several decades. With the advent of new legislation such as the Children's Online Protection Act (CIPA), the filtering debate continues to affect librarians (and library budgets) throughout the profession as well as community members, school children, college students and just about anyone who needs to access the Internet from a public or work-based computer. However, like any controversial topic of this nature, the ongoing debate needs to be revisited occasionally in order to understand current trends and directions, and to clarify misunderstood components.

FOCUS ON THE FILTER

One of the most misunderstood pieces of the puzzle is of course the filtering software. A recent *School Library Journal* survey indicated confusion in this area and showed that a "significant percentage of staff in all types of libraries understood little about how their filtering software works," which is not inexcusable – a definition of filters is sometimes hard to come by. The exact methodology of exclusion of any given filtering software can be hard to discern from the marketing smoke-screen presented on many manufacturer Web sites. However, the American Library Association provides an excellent starting point. ALA loosely defines filtering software as any "software installed that restricts access to Internet content" by using six basic methods (ALA 2001):

- based on an internal database of the product;
- based on a database external to the product;
- by ratings assigned to Web sites by a third party;
- by scanning text, and then matching keywords or text strings;
- by scanning pixels, and then matching color or tone (such as skin tones);
- based on the source of the information.

Most filtering software tends to use a combination of the above techniques to complete the blocking process. A typical example of this approach is N2H2's widely used "Bess" filtering software product, identified in the aforementioned *School Library Journal* survey as the most widely used filter among respondents. The Bess product filters content based on an external, company-managed database of acceptable sites organized into a category system. The software also allows managers to block content based on keywords contained in URLs and keywords contained within searches on search engines. Both of these are methods based on a comprehensive list of blocked words and "blocked" sites maintained by the company. Bess can also filter the actual search results, and return a sanitized screen of relevant hits. N2H2 continues to offer value-added services such as an e-mail management system that allows managers the option to filter e-mail based on many of the previously discussed technical processes.

FILTERING PROS AND CONS

From a technical standpoint, filtering software certainly appears to be a viable solution; however, there are a number of pros, cons and general issues that one should consider before following this possibly controversial path. (Internet resources mentioned in this section are available within the citations section.)

1. **ALA Position:** ALA is adamantly opposed to filtering in all forms, stating that "the use of filtering software by libraries to block access to constitutionally protected speech violates the *Library Bill of Rights*," and that filtering is "unconstitutional in both the context of the public library and the school library." In fact, the ALA primary Web site has several sections that specifically address the issue of Internet filtering and related issues of censorship. These Web site sections include the Office of Intellectual Freedom (OIF) Web site and the ALA Children's Internet Protection Act (CIPA) Web site. ALA has also filed suit against the federal government in an effort to repeal CIPA, and declare its demands unconstitutional. Most recently, ALA won a victory of sorts as a panel of federal judges declined the government's request to dismiss the case in late July of 2001.
2. **Federal Legislative Action & Activity:** Most school and public librarians reading this article will almost certainly be aware of the Children's Internet Protection Act (CIPA), and its ramifications for their organizations. For those who do not know, CIPA is a legislative act that requires public libraries and schools that receive federal funding or telecommunication discounts (via such programs as E-rate and the Library Services and Funding Act) to install filters on all Internet-enabled computers. CIPA was signed into law in December 2000 and became active in April 2001. Additionally, the Neighborhood Children's Internet Act (NCIPA) was also passed into law this spring. NCIPA requires institutions that receive Universal Service discounts (E-rate) "to adopt and implement an Internet safety policy (OIF Web site)" that addresses a number of specific concerns related to Internet access and computers such as acceptable use policies, filters, etc. (Public Law 106-554).
3. **Inaccurate Performance:** A recent *Consumer Reports* study gave poor grades to all titles tested (six leading Internet filters), with the magazine stating that the "Software programs failed to block a number of Web sites with objectionable content, and managed to block most Web sites that contained legitimate educational materials."
4. **No More "Baby-Sitting":**

Although inaccurate at best, Internet filters may be a preferred option at many Mississippi public and school libraries due to staffing inadequacies. The ability of filters to prevent user access to inappropriate Internet content may free the overworked school and public librarian to perform actual job duties instead of "baby-sitting" user Internet activity.

5. **Community, Organizational and Legal Pressure:** Under the threat of losing federal funds or exemptions, many school and public libraries have installed, or will install, Internet filtering software. In fact, in the *School Library Journal* filtering usage survey, 49 percent of all school library respondents stated that they employed some type of filtering software on all library computers. This is a real-life issue, and will likely affect a large number of librarians in the state of Mississippi. Pressure from, and reactions of, school administrations, county and city library advisory boards, community officials, and the general citizenry should be carefully considered when making filtering decisions. Community reputations, federal funding and even jobs may be on the line. If need be, librarians should seek counsel from city, county or school attorneys as well as other administrative figures while investigating possible paths of action.

DEBATING THE OPTIONS

While academic and special librarians most likely will remain unaffected by the filtering debate, school and public librarians will continue to deal with this debate for some time to come. However, there are some options available, and the following list is an attempt to compile a few of the more salient solutions.

NOT TO FILTER...

I don't want to filter.

Well, you have at least made ALA and the ACLU happy, if not your community officials.

(a) Visit the ALA Web site. The ALA CIPA site and the OIF site have a huge variety of helpful tips, documents, "action" plans, etc., available for perusal and use online. The OIF site offers a comprehensive assortment of links and resources including position statements, anti-filter journal articles, intellectual freedom Web site links, governmental resources, legislative news, mailing lists, and other resources. The CIPA Web site addresses issues concerning the act itself, community consequences, legal activity concerning CIPA and specific steps for libraries to follow when reacting to these regulations. ALA has also pledged to legally support (as much as possible) school and public libraries that decide not to filter yet face community pressure to do so. ALA, in conjunction with the ACLU and many other organizations, has filed suit against the federal government and is seeking an injunction to stop the removal of E-rate dollars and LSTA funds among non-compliant libraries and schools. And, if they are successful, the CIPA and NCIPA acts may not have as devastating an effect on non-compliant libraries as originally feared.

(b) Develop an "Internet acceptable use policy." The creation of a document that acts as a guideline for Internet usage within your library can help shield your library from legal and governmental pressures. It's also a good idea to have set regulations and a policy in place when these issues arise. And, since the NCIPA requires that libraries create such a document to prevent minors (and others) from gaining access to inappropriate or pornographic content, the creation and implementation of such a document will put your organization in (at least) minimal governmental compliance. For example, please visit the ALA Web site at: http://www.ala.org/alaorg/oif/Internet.html. Also see "Other ALA Policies, Procedures, Resolutions, and Guidelines Protecting the Freedom to Read" at http://www.ala.org/alaorg/oif/policies.html.

(c) Specifically visit the "important CIPA dates" section of the ALA CIPA site. This is a well-presented timeline that gives a specific schedule of actions for non-compliant libraries to take, as well as providing detailed information on matters concerning CIPA, including strategies for keeping your E-rate dollars and LSTA funds.

(d) Download, display and distribute ALA's various positional letters and documents. Available from the CIPA front page, these ALA-created documents explain the intellectual reasoning behind ALA's (and therefore your) anti-filtering position.

(e) Establish an effective and non-confrontational dialog with concerned local community leaders, your library board or library user. Explain your reasons for not filtering in an effective, unemotional and reasonable manner. Distribute the ALA documents as well as the other journal and magazine articles, and study reports available on the ALA Web site.

OR TO FILTER...

I want to/need to/have to filter.

We cannot all be intellectual freedom fighters, can we? Some of us may not feel free to risk our jobs.

(a) If it is your administration or library board that is making the decision and not yourself, then schedule a meeting to discuss the specifics of filtering implementation with the decision-makers; try to become as involved as possible with the decision-making process – the more involved you become, the more influence you will have on the how, what, where and when of the filter implementation.

(b) Maintain the ability to turn the filters off when the need arises. Many filtering issues can be resolved by simply having access to the administrative password that allows you to turn the filtering software on and off when appropriate and legitimate sites are being blocked. Be forewarned that legitimate research sites are often blocked by many filtering titles and that the filtering survey in *SLJ* concluded that most frustrations occur when the librarian is unable to control the filtering process. Do not let your IT department control this issue – they

are not librarians, and should not be allowed to override your professional judgment.

(c) Help make the right software choice. Become as informed as you can with the filtering software choices, and purchase one with which you feel comfortable. Also try to become as familiar with the specific methods by which the software filters, such as the programming or technology specifics behind the software blocking algorithms, the keyword lists, and the rating systems. If the software blocking is based on a proprietary database of sites, make sure that you have access to that list. If a company is unwilling to share the list of blocked sites, and the process by which they choose to block the sites, then do not choose that software.

(d) Try to maintain a few "unfiltered" computers in special areas. Students in an Illinois school district protested so vociferously and effectively over their district's filtering program that they eventually won the right to unblock several computers in each school, including the school journalism computers. This method is an effective way to avoid frustration by students and yourself when attempting to access certain Web sites for research purposes, and can help you avoid conflict with the IT department and administration.

(e). Avoid software with affiliations. Some filtering software is produced or affiliated with various religious groups. Cristine Santo of Family PC notes that, for instance, the software "X-Stop" is affiliated with the American Family Association (a Tupelo, Mississippi-based organization that has been a longtime opponent of ALA, the first amendment, and libraries in general). Using software such as this pushes the agenda of special interests onto vulnerable school children, or the unsuspecting public, and should be avoided.

INVESTIGATE OPTIONS

Whether to filter or not to filter is a tough call to make. Investigating available options and alternatives can be difficult and time-consuming, but is an integral part of a librarian's professional responsibilities. If you are considering filtering, make sure that it is essential to the operation of your library and that there is no alternative. If you or your organization has decided unequivocally to implement filtering on library computers, please try to be as informed and involved in the process as possible – it will make your library users happier and your job easier.

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INFORMATION POLICY COLLOQUIUM 2001: INTERNET FILTERS SATURDAY, NOVEMBER 3, 2001

Of interest to librarians and other information professionals, this daylong meeting will examine many legal, ethical, and technical issues surrounding the use of filters in public and school libraries. The colloquium will bring together speakers representing various perspectives:

- introductory information about what filters are and how they work;
- sample demonstrations of some of the multifaceted filtering programs;
- comparisons of various filters;
- an introduction to the "Children's Internet Protection Act" (CIPA), its applications in Mississippi, and the pending U.S. Supreme Court case against it;
- the status of filters in school and public libraries;
- sessions representing viewpoints for and against filters; and
- a session presenting student research about CIPA and librarians' attitudes toward filters.

Sponsored by the School of Library and Information Science (SLIS) of The University of Southern Mississippi, the event is scheduled for Saturday, November 3, 2001, from 9 a.m. to 4 p.m. in Hattiesburg. The cost is $25 (students $15) for the day, including lunch. Enrollment is limited. For more information and to register, please contact SLIS at (601) 266-4228 or slis@usm.edu.

This will be the first of an annual Information Policy Colloquium on current topics related to information policy presented by USM SLIS faculty and invited experts. Topics will include intellectual property in libraries (including copyright), the economics of information, information privacy, children's issues, information access, and other legal and ethical information issues.

Super Duper Program Planning

By Carol Phares
Reference Librarian
Pearl River County Library System
cphares@pearlriver.lib.ms.us

The Bird Woman just called. All her birds are sick and molting – she cannot come! Sixty children have arrived with caregivers in tow. A few baby brothers or sisters are screaming for attention. Suddenly, out of a clear blue sky come thunder, lightening, and pouring rain. Just when you thought things could not get worse – the lights go out! Is it time for Excedrin headache #346? No, it's time for Super Duper Program Plan #8!

Similar scenarios are played out all across Mississippi. It happens more often than children's services librarians would like to think when they are about to kick off their well-planned, well-organized, knock-your-socks-off summer reading program. For the seasoned children's librarian, this scene does not ruffle one feather, but rather one takes it all in stride and moves out smartly with Super Duper Program Plan #8, based on weather (thunder and rain, specifically). After turning on the emergency lights, a well-prepared librarian will lead the children in several choruses of "It's raining, it's pouring" before moving on to reading Verna Aardema's *Bringing the Rain to Kapiti Plain*. By now, the children are quiet, the main lighting is on again and the show is too.

How, you might ask, can someone do this? It isn't easy, and it doesn't happen overnight. To put on good programs, to have the wherewithal to deal with the unexpected, you must plan, read, *plan*, collect, *plan*, network, *plan*, and do it over and over again. If you are a beginner in programming, this article will give you some good ideas about where to start and if you are a seasoned professional, you just might pick up a few fresh ideas.

OH, WHAT TO DO?

Now our scenario changes: you have just landed the job of your dreams. You are children's librarian at your hometown public library. The director has told you that you will be planning and implementing Story Time this fall. What do you do? Panic? Head for the Excedrin bottle – again? What to do?

First of all, you listen to others. Research the past and find out what your predecessor did, and what she left behind. Look around your library. Don't be afraid to plunder! Throw away the junk and organize the rest. Pick the brains of the children's librarian within your system or close to your system. Take copious notes. Most librarians are more than willing to share because we are really kids at heart and want to share our successes with others. And, it is a good idea to allow all library personnel, even those not directly involved with children's programming, to participate, as well. Sometimes, they are a goldmine of ideas and resources, too.

Network by attending story hours at other libraries, if possible. Sherry McOwen of First Regional Library System says that all the branches in that system participate in Story Hour Swaps. Each branch keeps its own files, and then they come together to swap ideas.

Children's Services Consultant Melissa Wright, of the Mississippi Library Commission (MLC), is an excellent resource as she is very knowledgeable about children's books and has all sorts of resources at her disposal. She will even come to your library and tell a story to your children. You can reach her at 1-800-MISS-LIB or melissaw@mlc.lib.ms.us. Try reading the MLC children's services newsletter. It is full of successful ideas that other libraries have used. You can get some very good programming ideas, plus reviews of new books. Also, read the professional journals, such as *American Libraries, School Library Journal*, and *Library Journal*.

E-mail lists that focus on serving children's librarians are available. These are simply discussion forums for people who have similar interests. Send inquiries to the list, and children's services experts from around the world will answer. The American Library Association has numerous e-mail lists serving children, youth, and young adult services personnel. Nancy Opalko of First Regional Library System recommends **PUB**lic Libraries Serving **Y**oung **A**dults and **C**hildren, or PUBYAC, as it is commonly known, for resourceful ideas. It has been known to give a needed answer to a pressing problem within minutes!

BECOME A COLLECTOR

While picking the brains of more experienced colleagues, become a collector. Collect coloring books that you can photocopy for coloring sheets; collect toilet tissue rolls to make musical shakers; collect anything that you think might have potential. Try to keep your collection organized.

Collect and share resources for programming. *Ring a Ring O'Roses: Finger Plays for Preschool Children*, published by the Flint Public Library in Flint, MI, has hundreds of finger plays suitable for Story Hour. Cut and tell or draw and tell stories are fun for children. The teller either cuts with scissors or draws a picture as the story is told. The finished picture makes the final point of the story. *Tell and Draw Stories*, by Margaret J. Olson, has many such stories with directions for drawing the pictures. You do not have to be an artist for these kinds of stories. Even I , who cannot draw a straight line or a round circle, have fun with these stories. Collect back issues of children's magazines. *Highlights, Turtle, Copycat*, and *Totline*, to name just a few, are full of stories, games, arts and crafts.

READ – A LOT!!!

Read every children's book in your collection. If this sounds like a daunting task, it is. But you need to know what books you have available to you for your programming. By doing this, you will identify those stories that are appropriate to read aloud in a group setting. Some tales are better told rather than read. Some are best suited for children's participation and allowing them to tell the

story. Some books lend themselves to interactivity, such as Paul Goble's *Inktomi* stories. Tell the story as you show the children the pictures and invite their reactions as you progress. Children are good storytellers, especially when telling one of the tried and true fairy tales, such as *The Three Little Pigs*. *Stone Soup* is a story that lends itself well to any of these formats.

INTERNET IDEAS ABOUND

The Internet abounds with lesson and craft ideas from color sheets to entire themed lessons that can be modified for your program. Family Play at http://www.familyplay.com/ is a Web site that provides educational activities and is searchable by age level, skill, type of activity, and where the activity will take place (indoors, outdoors, in the car, in the kitchen, etc.). At the Idea Box, you can learn to make Gooo-Blek, Glarch, or even Flubber! The Web site at http://www.theideabox.com provides words to songs, games, and seasonal activities and crafts. Child Fun at http://childfun.com is a Web site designed for parents, but is rich in crafts, songs, and theme ideas for librarians, too. You can modify ideas from any of these sources to suit your program.

FRIENDS CAN HELP

Don't forget your library friends groups. Tap not only the experiences and talent of those who belong to your library's friends groups; friends can also bring in ideas and financing! The Friends of Margaret Reed Crosby Memorial Library in Picayune partnered with Girl Scout Troop #373 and presented a career exploration program called "The Future for Teens." Many speakers were recruited from the rank and file of the library friends group to speak about their chosen profession.

ORGANIZING YOUR IDEAS

After you have spoken with the experienced people at your library or in your library system; after you have read (and continue to read) everything you can get your hands on; after you have scoured the Internet, it's time to put everything in a place where you can find it when you need it. Start a filing system with subject folders. For example, you may have folders for 'pets,' 'kites,' 'weather,' and 'colors.' Into the 'pets' folder you will place any rhymes, finger plays or songs about pets, activities or color sheets about pets, and a list of books available in your library about pets. In this folder you should also have a Program Planning Sheet. It is very important to document your sources so that you can find them when you want to do the program again. You will need to document where an idea, a game, a story, etc. is located, even if it is in the bottom right drawer of your desk. You want to be able to put your hands on it again because in a year, you may not remember that you put the poster of the pet parade in the storage room where it would not be harmed.

PROGRAM PLANNING SHEET

Date: _____

Attendance: _____

Program theme: _____

Approximate time: _____

Films or filmstrips: _____

Arts and crafts: _____

Color sheets: _____

Flannel Board: _____

Games: _____

Songs/Finger plays: _____

Stories: _____

Other: _____

PROGRAMS WITH A THEME

Each subject folder could be a program; each program should have a theme. It will make implementation of the program go more smoothly and, more important, it will make the program more memorable to the child. A collection of stories and activities that are not focused on a central idea is just a loose collection of stories and activities. If you have a theme, it is easier for children to remember their experience at the library.

Themes such as numbers, colors, animals, or seasons work well with the preschool age children. For the older child, you will need something a little more focused, such as themes based on a specific book. Other stories, activities, and crafts would then revolve around this main story. Themes for older children may perhaps focus on local literature and folklore or history. It should have some personal appeal for the children. For example, a cooking program may use recipes from a cookbook in the library that features simple meals for the latchkey child.

PROGRAMS OF MANY TYPES

There are many types of programs. The basic five are: Lapsit, Story Hour, Summer Reading Program, Special Programs, and Teen Programs.

- **Lapsit –** A program designed for one and two year old children. These programs are normally short in duration with short stories and lots of sing-song, action and finger-plays. It is designed to introduce toddlers to the concept of the book and to begin building a child's attention span.
- ***Story Hour* –** The most prevalent type of library program is the story hour or story time for preschoolers. It is normally scheduled during school hours. You may also take these programs to children in daycare or in Head Start classrooms.
- ***Summer Reading Program* –** We pull out all the stops for this favorite annual program for most of us in public libraries. We invite professional per-

formers to the library, throw parties, and, of course, encourage our younger library users to read, read, read!

- ***Special Programs*** – Author visits, sleepovers, literary parties, seasonally based programs, almost anything you can name. Talented people with special knowledge or skills such as storytellers, Mad Science, or the Snake Man, can be asked to put on a program. This programming is primarily aimed at the elementary school age child and is designed to introduce the youngsters to the library and the services it has to offer.
- ***Teen Programs*** – In addition to any of the programs mentioned above for special programming, this programming is aimed at 13- through 16-year-old young adults. Programming for teens may also include a Readers' Advisory Group. This group may volunteer in the library by writing reviews of YA books and by making suggestions concerning collection development of these materials. I have my teen group assist in keeping the shelves read and straightened in the juvenile area. They chose a section they want to maintain and I post a "This section is maintained by..." sign above that section. This gives ownership of the library to the teens, making them feel more responsible toward maintaining the library that will likely follow them into adulthood.

MARKETING YOUR PROGRAMS

When everything is prepared and you are ready for your program, how do you get the word out about it? The librarians polled for this article overwhelmingly stated that word of mouth is the best advertisement. If the children enjoy their Story Time, they will tell their friends. If their parents or caregivers feel the time has been well spent, they will tell others. You also want to put up posters in the library and hand out flyers or bookmarks at the circulation desk and in the children's area of the library. I send notices to each of the area schools at the end of the school year so that they can place them in the children's final report card, reminding them and their parents about the upcoming Summer Reading Program. Mary Ann Louviere, Children's Services Coordinator at Jackson George Library System, says that she puts announcements in the newcomer pamphlets. "But," she says, "our most successful means of promotion is word of mouth." Miller Wren of First Regional Library System advises that you should get to know the classroom teachers at your local elementary schools and take your program to them.

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Nancy Opalko, also of First Regional, uses a library hotline that parents can call to seek programming information. Public service announcements at the local radio and television stations are free. Most local newspapers also run some form of public service announcements.

ADVICE FROM A VETERAN

Now just picture your children seated on their cushions in the children's area of your library, looking up at you expectantly. They are waiting for a story. But don't panic; you know your stuff! You know what you are going to do during each program. You have the finger-plays and songs memorized so well that they do not sound memorized. Never read a story to your audience if you have not read it yourself. It is preferable that you read the story several times and practice your delivery before your program. Most of the time, it will not be possible to practice your delivery, but even when you are pressed for time, *never, ever* read a book aloud that you have not read before doing so for a group.

There are many surprises that may pop up, even with familiar stories! Once, I wanted to read Maurice Sendak's *Where the Wild Things Are* to my group. I was very familiar with the story and did not look at the library's copy of the book before the program. To my dismay, as I was reading, I turned to a page that was torn in half. And the missing half of the page was the text! Luckily, I knew the story well enough and was able to adlib through the missing page. Since then, I have taken the time to look over every page of a book before I use it.

Keep your program flowing. Change often. If attention seems to be waning, switch to something new. Try new things. Just because it has never been done, does not mean it cannot be done. Trust your instincts.

ENJOY YOURSELF!

The most important thing to remember about children's programming is to enjoy it yourself. When you enjoy yourself, you can turn a reluctant reader on to reading and even make him a lifelong reader! Mary Thompson, Coordinator of Children and Youth Services at Central Mississippi Regional Library System, gives this advice: "Children love books and being read to... go for it! Learn by doing. Practice, know your story, be prepared, get organized."

RESOURCES

Journals

The following is a list of only four magazines. There are hundreds out there. These four, I believe, represent the best in support of programming. They all contain stories, rhymes, riddles, crafts, and theme related programming ideas.

Copycat Magazine
P. O. 081546
Racine, WA 53408-1546
Published five times per school year: September/October, November/December, January/February, May/April, and May/June.

Highlights for Children
P. O. Box 182167
Columbus, OH 43218-2167
Published monthly with an index in December.

Totline Magazine
23740 Hawthorne Blvd.
Torrance, CA 90505
Contains stories, songs, games, and activities for the two to five year old child. Published bimonthly.

Turtle Magazine for Preschool Kids
P. O. Box 567
Indianapolis, IN 46206
Published monthly except bimonthly January/February, April/May, July/August, and October/November.

Books

Flint Public Library. *Ring a Ring O'Roses: Finger plays for Preschool Children* (10th ed.), 1996. (ISBN 0965458903).
This is a book of finger plays and songs. The table of contents lists the songs by subject, the index lists them by the first line.
To Order:
Flint Public Library
Business Office
1026 East Kearsley
Flint, MI 48502-1994

Noel, Karen G. *Cut and Color Flannel Board Stories.* Minneapolis, MN: T. S. Denison & Co., 1985. (ISBN 513017879).
The book is arranged so that you may cut the pictures directly out of the book and use them for your flannel board. It has stories and rhymes.

Rains, Shirley C. and Robert J. Canady. *Story Stretchers: Activities to Expand Children's Favorite Books.* Mt. Rainier, MD: Gryphon House, 1989. (ISBN 0876591195).
This is a wonderful resource for finding activities that go with particular books. All the books offered are perennial favorites, such as James Marshall's *George and Martha One Fine day*, and Eric Carle's *The Very Hungry Caterpillar.*

Williams, Liz and Dick Williams. *Felt Board Fun for Everyday and Holidays.* Dundee, IL: Building Blocks, 1984. (ISBN: 0943452023).
This book has flannel board stories about the holidays and that teach basic concepts.

Internet Resources

Child Fun: http://childfun.com
Full of stories, games, activities, and crafts.

Finger Plays Index Page: http://falcon.jmu.edu/~ramseyil/fingerplayindex.htm
Has the words to finger play songs along with the action.

Kids Spirit: http://kidspirit.com
This web site offers lots of online activities for children. It also has a large collection of printable color sheets.

PUBYAC – **PUB**lic Libraries Serving **Y**oung **A**dults and **C**hildren. To subscribe to PUBYAC, send an email message to listproc@prairienet.org, leaving the subject line empty and putting "subscribe pubyac" without the quotes in the message area.

Collection Development Basics for School Libraries

By Elizabeth Haynes
Assistant Professor, SLIS
The University of Southern Mississippi
ehaynes@netdoor.com

School library media specialists have a myriad of duties, and life in a school library media center (LMC) can often seem overwhelming to the LMS running a one-person show. One of the most important duties, however, is that of collection development and maintenance. A relevant, current, and attractive collection will encourage students and faculty to use the LMC for information access, curricular support, and personal recreation. Conversely, old, irrelevant, and dingy shelves of books will turn off the most avid reader and library user.

SELECTION POLICY

The first and foremost rule to remember in collection development is that the school district should have a written selection policy, approved by the school board. The policy should set forth expectations for the collection and selection principles. The policy affords protection to the library media specialist in carrying out professional judgments with regard to selection of materials

Along with the selection policy, there should also be a written procedure for handling complaints about materials. All campus administrators should be aware of it, and the library media specialist should have copies of a form that concerned persons can fill out if they wish. In dealing with complaints, remember not to be confrontational but to listen calmly to the complainant's concerns. The complainant should be informed of the procedure for handling complaints. The library media specialist should not be drawn into an argument or become defensive about the material in question. Remember that parents have the right to control what their children read or view, but they do not have the right to control what other children read or view.

Two Web sites that can help you with these policies and procedures are:

- http://www.ala.org/alaorg/oif/workbook_selection.html
- http://www.ncte.org/censorship/right2read.shtml (includes the NCTE form for "Citizen's Request for Reconsideration").

PRINCIPLES OF COLLECTION DEVELOPMENT

David Loertscher gives the following principles for collection development:

- The collection of the library media center should be appropriate for the community served by the school.
- The library media specialist should have a plan in place to build a collection that is curriculum-oriented and supports the needs of the school.
- Each type of media included in the LMC should be considered part of a system that includes materials, required equipment, staff to support it, and facilities that accommodate it. (Do not buy something that you cannot use, maintain, and support.)
- The collection should be constantly reevaluated and changed to meet current needs.
- Collections should reflect democratic ideas, intellectual freedom and cultural diversity. (Loertscher, 208-209)

BUILDING BETTER COLLECTIONS

There are a number of factors to keep in mind in developing a usable, inviting collection of materials.

- ***Know the curriculum*** – The library media specialist must be familiar with the curriculum being taught in the school at all grade levels and in all subjects. Some time spent perusing textbooks and curriculum frameworks will pay off down the line when reading reviews and deciding what to order.
- ***Know the latest student interests*** – Like all of us, students like to read and/or view materials on subjects that interest them. Is wrestling still popular? Do kids still reach for Goosebumps first? Be aware of what's going on.
- ***Involve the faculty*** – This can seem like an uphill battle at times. Putting out requests for suggestions can elicit one or two responses – disappointing at best. Try asking teachers what subjects the LMC needs more of in the collection. And keep trying. Maybe you need to ask at different times of the year when teachers are not so busy. Maybe a different kind of form could be used.
- ***Be aware of your own biases*** – Library media specialists are biased too. Maybe you prefer cats to dogs and are tempted to buy every book about cats that comes along. Maybe you personally disapprove of the subject matter or viewpoint in a particular work. Think twice before automatically crossing it off the order list. Is it a work that would fill a need with some of your library users?
- ***Analyze your collection*** – What are the strengths and weaknesses of your collection in terms of curriculum support and student interests? Is your newest book on astronomy ten years old?
- ***Have a plan*** – If you've analyzed your collection, you can develop an action plan for remedying problems that you have discovered. Set priorities and a realistic timeline. Having a solid plan, backed up with facts about what is needed, may convince the authorities to let you have more money when budgets are allocated.
- ***Have a consideration file and categorize it*** – A consideration file is a collection of order cards for materials you may wish to buy. Your consideration file can be updated continu-

ously as you read reviews or receive requests from teachers and students. When ordering time comes, you can select those materials that meet your current priorities. A consideration file is also useful when extra money sometimes drops in your lap.

- ***Use caution in buying sets and/or from catalogs*** – Buying sets is a good way to use up a lot of money fast and easily, but is that what you really want to do? Do you truly have a need for **every** single title in the set? Is the amount of money saved by buying the whole set greater than what you would save by only buying the titles you really need from the set? Buying from catalogs brings other difficulties. Have the materials received favorable reviews from reputable review sources? How old are the materials? Copyright date is sometimes difficult to ascertain from a catalog entry, particularly with audiovisual materials.
- ***Spend all your money*** – Keep track of your budget and make sure you spend all the money available to you. This may seem self-evident, but there are a lot of library media specialists who do not do it. It is difficult to request a budget increase when you are not spending all the money you have now.
- ***Weed!!!*** – Weeding can be a touchy subject with school administrators, particularly if they do not want to allocate money to replace the materials that are removed. We do students a grave disservice, however, by providing materials that contain outdated, biased, or misleading information.

COLLECTION ANALYSIS

Collection analysis can be carried out in several ways. The collection can be analyzed for age, through collection mapping, by analyzing usage, by checking against bibliographies, or by calculating the ability to meet curriculum requests.

Age analysis can be done by randomly selecting every 10th or 50th or 100th card in a card shelflist and noting the copyright date. Or books can be counted off on the shelf if this is done at a time when most books are on the shelves. In an automated library system, reports can be generated to produce statistics to furnish the age of the collection.

Collection mapping is a technique for analyzing particular portions of a collection related to specific subjects. For example, all of the materials available on China might be analyzed in relation to age/copyright or publication date, number of materials versus number of students needing them, etc.

DEVELOP A PLAN

The steps in developing a collection plan are as follows:

- Analyze users – This includes knowing student interests, student abilities, ethnic makeup of the student population, and curriculum needs.
- Analyze collection – As noted above, the collection can be analyzed in a number of ways. A method should be used that meets the needs of the particular situation.
- Prioritize user and/or collection needs
- Develop goals and objectives based on the prioritized needs
- Develop an action plan to meet the goals and objectives
- Carry out the plan
- Evaluate the plan
- Start the cycle over again

WEEDING

Part of collection maintenance is the process of weeding. Weeding can often be a sensitive subject with administrators and a dreaded chore for library media specialists. School curricula change, student interests change, grade levels on a campus may change, and materials that once were useful or popular may no longer be needed.

Materials that should be weeded include those that are outdated or incorrect, biased or stereotyped, worn or damaged, unpopular or unused, and those that are poor in quality. Materials that should not be weeded include classics, unless replaced with new editions; local and state history or local school publications; and materials not subject to rapid change.

THE INTERNET AND LIBRARY COLLECTIONS

Many persons believe that the Internet will render physical library collections obsolete. That has not happened yet, and it may never happen. Many materials are now available online and there are indeed valuable Web sites that provide up-to-date information about a variety of topics.

However, the Internet is rife with misinformation and bias. Students must be carefully trained to evaluate information found on the Internet as to source, reliability, currency, authority, etc.

The smart library media specialist will be aware of good Internet sites and have them bookmarked or listed in bibliographies. Finding and evaluating such sites may be a part of collection development, just as is finding and evaluating other materials. But the Internet ultimately becomes just one more medium that the LMS considers when planning for a comprehensive and well-rounded collection that meets the informational and recreational needs of the students and faculty.

RECOMMENDED SOURCES

Bradburn, Frances Bryant. *Output Measures for School Library Media Programs*. Neal Schuman, 1999.

Doll, Carol A. and Pamela Petrick Barron. *Collection Analysis for the School Library Media Center: A Practical Approach*. American Library Association, 1991.

Everhart, Nancy. *Evaluating the School Library Media Center: Analysis Techniques and Research Practices*. Libraries Unlimited, 1998.

Loertscher, David V. *Taxonomies of the School Library Media Program*. 2nd ed. Hi Willow Research and Publishing, 2000.

Web Sites

http://www.ala.org/alaorg/oif/workbook_selection.html – Workbook for Selection Policy Writing (American Association of School Librarians)

http://www.ala.org/aasl/resources/collection.html – A list of resources helpful for collection development (American Association of School Librarians)

http://www.ala.org/aasl/positions/ps_billofrights.html – Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights (American Association of School Librarians)

http://www.ncte.org/censorship/right2read.shtml – "The Students' Right to Read" (NCTE) Includes form for complaints about materials

Central Mississippi Library Council Celebrates 25 Years of Service

By Gretchen W. Cook
Library Director
gcook@belhaven.edu
& Carrie G. Wallis
Acquisitions Librarian
cwallis@belhaven.edu
Belhaven College

For twenty-five years the Central Mississippi Library Council (CMLC) has provided Jackson-area libraries with an organized reference-referral service and an outlet for networking. Its mission is "to promote optimal access to books and other informational materials, to provide reference services to patrons of member libraries and to further develop inter-library cooperation." While the mission has changed very little over the years, the membership of CMLC has broadened, and its methods for accomplishing its mission have changed as technology has advanced.

CMLC BEGINNINGS

In 1976, ten libraries came together seeking to improve their resource sharing opportunities. Among them were Hinds Junior College, Jackson State University, the Mississippi Library Commission, Jackson Metropolitan Library System, Tougaloo College, Mississippi College, Millsaps College, Belhaven College, Educational Media Services of the Department of Education and the Mississippi Research and Development Center. Although time has changed the names, form and function of several of these institutions, the CMLC has endured as a strong example of what can be accomplished when professionals work together. The membership roster now includes the above organizations as well as the Mississippi College School of Law, Mississippi Department of Archives and History, Mississippi Museum of Natural Science, St. Dominic Hospital, University of Mississippi Medical Center and Wesley Biblical Seminary. Representatives of interested libraries attended the first meeting, held in August 1976. A mere three months later, with the help of a grant from the Mississippi Library Commission, a pilot program of resource sharing was begun.

COOPERATIVE SERVICE

CMLC's first effort at addressing resource needs came in the form of Information Passport, or Info Pass. Complementary to interlibrary loan, this referral service allowed CMLC librarians, unable to meet a library user's specific information request, to issue a one-time-use pass to another member library. Individual participating libraries would referee the request and determine what information and services the source library might provide to referred users.

The Info Pass is still in use today, providing procedural control of access between cooperating public, academic, and special libraries.

CMLC's second project to improve upon inter-library cooperation was a biweekly shuttle for the delivery of ILL materials and general correspondence among member libraries. The Jackson Metropolitan Library System provided the van and driver, and member dues offset transportation and other minimal costs. Remarkably, this service endured for a decade. With the transformation of the Jackson public library system in 1986, however, CMLC delivery service came to an end.

Although information is no longer shuttled weekly between libraries, the Info Pass remains a viable mechanism for formal referrals of people in genuine need of access to unique materials held by source libraries.

A COMMUNICATION NETWORK

One of the earliest functions of CMLC remains perhaps its strongest today: an outlet for communication between participants. From its inception, member libraries have provided one another with directories of their holdings, schedules of their hours open, subject strengths, special collections, important policies, and staff contact information. Regular meetings three times a year allow librarians to stay current on policy changes affecting the access of resources, personnel changes, and facility and technology improvements.

In addition, member libraries take turns hosting CMLC meetings. Most of these meetings include some type of program, many of which showcase "best practices" of the hosting library.

While CMLC has organized workshops on library topics from its inception, the rotation of meeting places has served as an informal means of continuing education and building community between professionals.

And, in an era when staff development funds are universally low and often do not provide education opportunities to paraprofessionals, CMLC's work in this area is important.

MEMBERSHIP BENEFITS

An added benefit of CMLC membership is its formal structure for those libraries within educational institutions accredited by the Southern Association of Colleges and Schools (SACS). Under the current Criteria for Accreditation, relationships with other libraries must be formalized, in writing, and regularly evaluated. The bylaws of the CMLC provide for a written contract for membership, and the functions of the CMLC are evaluated at regular meetings. And with its quarter-century history, even the most skeptical SACS peer evaluator has to admit that CMLC is an enduring institution.

CMLC has long been open to the addition of new members, whether privately or publicly funded, or whether they are academic, public or special libraries. Now, however, the member libraries of the CMLC are even more anxious to expand its borders beyond the libraries of the three counties that make up its primary service area. With electronic technology replacing van service, the resource sharing opportunities are limitless.

Christine Wiseman

Rick and Rhonda Hyman

William Gordon

Dr. Willie H. DeBerry

MISSISSIPPI LIBRARIES @ YOUR SERVICE

October 17-19, 2001

Crowne Plaza Hotel
Jackson, Mississippi
Preliminary Conference Program

WEDNESDAY, OCTOBER 17

8:00 a.m. - 5:00 p.m. REGISTRATION
Crowne Plaza Hotel Mezzanine

8:00 a.m. - 9:00 a.m. MLA BOARD MEETING
Henry J. Ledet, Lincoln-Lawrence-Franklin Regional Library, President

9:00 a.m. - 9:30 a.m. LEGISLATIVE COMMITTEE
Glenda Segars, Itawamba Community College and Deb Mitchell, Warren County-Vicksburg Public Library, Presiding

9:30 a.m. - 10:00 a.m. MAGNOLIA STEERING COMMITTEE
Frances N. Coleman, Mississippi State University, Presiding

9:30 a.m. - 10:00 a.m. NATIONAL LIBRARY WEEK COMMITTEE
Jennifer Smith, Madison County Library, Presiding

10:00 a.m. - 11:00 a.m. MAGNOLIA USERS' GROUP MEETING
Frances Coleman, Mississippi State University, Presiding

10:00 a.m. - 11:30 a.m. CONSERVATION COMMITTEE
Preserving Family Treasures Workshop
Christine Wiseman, SOLINET, Presenter
David Juergens, University of Mississippi Medical Center, Presiding

10:00 a.m. - 12:00 p.m. MLC CONTINUING EDUCATION TASK FORCE
Virtual Communication: Working and Communicating in Cyberspace
Workshop focusing on the issues of etiquette, security, and legal responsibilities associated with virtual communication tools.
Rebecca Baum, Whitten Group, Trainer
Richard Greene, Mid-Mississippi Regional Library System, Presiding

11:00 a.m. EXHIBITS GRAND OPENING
Ribbon Cutting and Coffee

12:00 p.m. - 1:30 p.m. BLACK CAUCUS SCHOLARSHIP LUNCHEON
Ticket Required
Genealogy Through the Eyes of an Artist
Rick and Ronda Hyman, Presenters
Theresa B. Akbar-Ellison, Hinds Community College, Presiding

1:30 p.m. - 2:30 p.m. GENERAL SESSION
@ Your Service @ Your Library
William Gordon, American Library Association, Speaker
Henry Ledet, Lincoln-Lawrence-Franklin Regional Library, Presiding

3:00 p.m. - 4:30 p.m. MISSISSIPPI AUTHORS

Come and meet recently and to be published Mississippi authors!

- Carolyn Haines, author of *Summer of the Redeemers*, *Touched*, and a series of mysteries set in the Mississippi Delta: *Them Bones* and *Buried Bones* with a new titles to be added to the series in March, *Splintered Bones*.
- Felder Rushing, author of five books on gardening will discuss his favorite gardening titles designed to save the home gardener, whether a vegetable fancier or a flower perfectionist.
- Judy H. Tucker and Charline R. McCord will introduce their new book, *Christmas Stories from Mississippi*, illustrated by Wyatt Waters and published by the University Press of Mississippi.

Books will be available for purchase and signing by authors after the program.

Sponsored by the Friends of Mississippi Libraries

Juanita Flanders

3:00 p.m. - 4:30 p.m. GOVERNMENT DOCUMENTS ROUND TABLE (GODORT)

Making the Numbers Work For You Via the Census Information Highway

Dr. Willie H. DeBerry, U.S. Census Bureau, Speaker

DeBerry will speak on electronic access to the 2000 Census.

Phoebe Terry, The University of Southern Mississippi, Presiding

Margaret Jane Stauble

3:30 p.m. - 5:00 p.m. YOUNG PEOPLE'S SERVICES ROUND TABLE

New Book Fair/Book Review & Swap Shop

Melissa Wright, Mississippi Library Commission, Speaker

5:00 p.m. - 6:30 p.m. RECEPTION FOR MLA PRESIDENT HENRY LEDET AND ALA EXECUTIVE DIRECTOR WILLIAM GORDON

Sponsored by SIRSI Corporation

DINNER ON YOUR OWN

Nancy Tenhet

THURSDAY, OCTOBER 18

8:00 a.m. - 5:00 p.m. REGISTRATION

Crowne Plaza Hotel Mezzanine

8:00 a.m. - 10:00 a.m. TWO YEAR COLLEGES ROUND TABLE BREAKFAST

Ticket Required

Information in the Electronic Age

Dr. Juanita Flanders, Margaret Jane Stauble, Nancy Tenhet, Hinds Community College; Kathleen Hutchison, Copiah-Lincoln Community College, Speakers

Dr. Juanita Flanders, Hinds Community College, Presiding

Kathleen Hutchison

8:30 a.m. - 10:00 a.m. epixtech USERS GROUP

Will discuss formation of an epixtech users group in Mississippi

Scott McCausland, epixtech, Speaker

Susan Cassagne, Pearl River County Library System, Presiding

Diane Williams

Gail Cheney

Jon Salem

Silvia Judd

8:30 a.m. - 11:00 a.m. YOUNG PEOPLE'S SERVICES ROUND TABLE (YPSRT)

Storytelling with Diane Williams

Victoria Penny, First Regional Library, Presiding

8:30 a.m. - 12:00 p.m. MAGNOLIA BASIC TRAINING

Beginning level training in searching MAGNOLIA databases, including EBSCOHost, GaleNET, Grolier and SIRS.

Various instructors and vendor representatives, Presenting

Catherine Nathan, First Regional Library, Presiding

9:00 a.m. - 10:30 a.m. POSTER SESSION 1

Four poster sessions to be presented

9:00 a.m. - 11:30 a.m. STUDENT POSTER SESSION 1

Two student poster sessions to be presented

10:30 a.m. - 12:00 p.m. LIBRARY INSTRUCTION ROUND TABLE (LIRT)

Teaching for Learning: Instructional Planning

Dr. Gail Cheney, The National Faculty, Speaker

Shirlene Stogner, The University of Southern Mississippi, Presiding

10:30 a.m. - 12:00 p.m. MISSISSIPPI SIRSI USERS GROUP

(Attendance limited to current SIRSI users only).

SIRSI Inventory Control

Dr. Juanita Flanders and Margaret Jane Stauble, Hinds Community College, Speakers

Dr. Juanita Flanders, Hinds Community College, Presiding

12:00 p.m. - 1:30 p.m. PUBLIC LIBRARY & TRUSTEES SECTIONS LUNCHEON

Ticket Required

Jon Salem, Arts Alliance of Jackson and Hinds County, Speaker

Salem is the author of four books with the fifth, *Sex and the Single Chocoholic*, written under the pseudonym Kylie Adams, set for publication in January. Three other books will be published in the next year.

12:30 p.m. - 2:00 p.m. POSTER SESSION 2

Four poster sessions to be presented

1:00 p.m. - 4:30 p.m. MAGNOLIA ADVANCED TRAINING

Advanced level training in searching MAGNOLIA databases, with separate sessions for school, public and academic librarians.

Various instructors and vendor representatives, Presenting

Catherine Nathan, First Regional Library, Presiding

1:30 p.m. - 2:45 p.m. BETA PHI MU Beta Psi Chapter

Call for Papers: Student Research Competition Presentations

Winners:

Sandra Hayes, "An Analysis of the Digital Imaging Processes Utilized by Selected Archivists in Mississippi to Determine the Optimal Model for the Digitization of the Lauren Rogers Museum of Art Timber History Photograph Collection."

Silvia Judd, "Starlore: Five Native American Myths."

Carol Green, The University of Southern Mississippi, Presiding

A brief business meeting will follow the program.

Lynn Shurden, Mississippi Library Commission, President

1:30 p.m. - 3:00 p.m. SPECIAL COLLECTIONS ROUND TABLE (SCRT)

Local Collections, Global Access: Building the Digital Archive at USM

Dr. P. Toby Graham, Diane Ross, Peggy Price, The University of Southern Mississippi, Speakers
Peggy Price, Presiding

Dr. Toby Graham, Diane Ross, Peggy Price

1:30 p.m. - 4:00 p.m. STUDENT POSTER SESSION 2

Two student poster sessions to be presented

2:30 p.m. - 4:00 p.m. INFORMATION LITERACY COMMITTEE / SCHOOL LIBRARY SECTION

Implementing Information Power and Information Literacy Standards for Student Learning

Mary (Meb) Norton, Director of Metaire Park Country Day School in Louisiana and Member of AASL/AECT School Library Standards National Guidelines Writing Committee, Speaker
Session will focus on the standards developed by the American Association of School Librarians and the Association for Educational Communications and Technology, with a hands-on demonstration of how to use the standards in an individual school setting.
Mary Beth Applin, The University of Southern Mississippi and Cindy Harrison, Velma Jackson Middle School , Presiding

Mary (Meg) Norton

3:15 p.m. - 4:45 p.m. ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES SECTION (ACRL)

Promise and Perils of Resource Sharing

Sue Medina, Network of Alabama Academic Libraries, Speaker
June Breland Schmidt, Mississippi State University, Presiding

3:15 p.m. - 4:45 p.m. NEW MEMBERS ROUND TABLE (NMRT)

Libraries and Leadership – A Plan for Success

William Gordon, American Library Association, Speaker
Brooke Lippy, Central Arkansas University, Presiding

Sue Medina

3:00 p.m. - 4:30 p.m. POSTER SESSION 3

Four poster sessions to be presented

4:00 p.m. - 5:00 p.m. EXHIBITS RECEPTION

6:00 p.m. - 8:00 p.m. MISSISSIPPI AUTHORS AWARDS BANQUET

Ticket Required Maria Collins & Sara Morris, Mississippi State University; Lynn Shurden, Mississippi Library Commission, Presiding

FRIDAY, OCTOBER 19

8:00 a.m. - 12:00 p.m. REGISTRATION

Crowne Plaza Hotel Mezzanine

8:00 a.m. - 9:30 a.m. SPECIAL LIBRARIES SECTION BREAKFAST

Ticket Required ***From Tango to Mango: A Service Provider's Guide to Improving Communication***

Dr. Charles Sampson, Charles E. Sampson & Associates, Speaker
Ronnie Sanders, Mississippi Department of Environmental Quality, Presiding

8:00 a.m. - 9:00 a.m. PAST PRESIDENTS' BREAKFAST

Ticket Required Limited to MLA past presidents

Nathan Woodliff-Stanley

Diane Brown

9:00 a.m. - 10:00 a.m. **COPYRIGHT COMMITTEE**
Copyright and UCITA Update and Discussion
Erica Coe, The University of Southern Mississippi, Presiding

9:00 a.m. - 11:45 a.m. **FRIENDS OF MISSISSIPPI LIBRARIES**
Working Together: Friends, Trustees, and Directors
Nathan Woodliff-Stanley, Mississippi Center for Nonprofits, Presenter
Come and share ideas with other Friends chapters on increasing memberships, fund raising ventures, and ways to keep visible in the community.
Business Meeting
Ms. Francis Delmas, President

10:00 a.m. - 11:00 a.m. **CIRCULATION DISCUSSION GROUP**
Kaylene Behm, The University of Southern Mississippi, Moderator

10:00 a.m. - 11:00 a.m. **WEB PAGE COMMITTEE**
MLA Web Page Showcase and Discussion Group
Erica Coe, The University of Southern Mississippi, Presiding

10:00 a.m. - 11:30 a.m. **TECHNICAL SERVICES ROUND TABLE (TSRT)**
Outsourcing Technical Services Activities: When It Works, When It Doesn't
Diane Brown, SOLINET, Speaker
Kathleen Wells, The University of Southern Mississippi, Presiding

10:00 a.m. - 12:00 p.m. **PUBLIC LIBRARY DIRECTORS DISCUSSION GROUP**
Mississippi Public Library Administrators Council, Sponsor
Panel Discussion on E-rate, followed by moderated discussion on selected topics

11:00 a.m. - 12:00 p.m. **REFERENCE DISCUSSION GROUP**
David Nowak, Mississippi State University, Presiding

12:00 p.m. - 1:30 p.m. **AWARDS LUNCHEON**
Ticket Required Henry Ledet, President
Lynn Shurden, Awards Chair

1:30 p.m. - 2:00 p.m. **PHOTO SESSION FOR AWARD WINNERS**

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Mississippi Library Association Authors Awards Committee 2001 Award Winners

FICTION: MARTIN HEGWOOD, *THE GREEN-EYED HURRICANE*

Martin Hegwood is Senior Attorney for the office of Secretary of State. He is a native of Pascagoula and an alumnus of the University of Mississippi, where he received a bachelor's degree in Public Administration and a J.D. During his career, he has served on the Governor's staff as Extradition Hearing Officer, and has been a liaison to the state's prison system; he is also a former assistant district attorney, and he has worked as a lobbyist for the University of Mississippi. All of these experiences help contribute to his second career as a novelist. Mr. Hegwood is currently writing a mystery series for St. Martin's Press of New York, and *Green-Eyed Hurricane*, published in July 2000, is the second of the series. Kelly Flynn from Amazon.com notes that "If you can't actually get to the Gulf, I recommend purchasing a pound of peeled shrimp, whipping up a hotter-than-Hades cocktail sauce, pouring a glass of sweet lemon tea, and diving into The *Green-Eyed Hurricane*. As hurricanes are wont to do, the book will pick you up, toss you around, and leave you shaken – and invigorated."

NONFICTION: NORMAN WINTER, *MISSISSIPPI GARDNER'S GUIDE*

Norman Winter received his bachelor's degree from Hardin-Simmons University and his master's degree from Texas A&M University. He has managed several organizations in the horticultural field as an executive director for the Texas Pecan Growers Association, National Pecan Marketing Council, Texas State Horticultural Society and the American Rose Society. Mr. Winter now serves as an extension horticulturist for Mississippi State University and acts as coordinator for the Mississippi Medallion Award program promoting outstanding plants for the state. In 1997, he received the Outstanding Achievement Award from the Mississippi Nurserymen Association. Many people may know him from his weekly award-winning Southern Gardening daily television news segments, his daily radio program on Mississippi Public Radio, or newspaper columns regularly featured in newspapers such as the Jackson *Clarion-Ledger*, the Biloxi *Sun Herald*, and the *Starkville Daily News*. In January 2000, Cool Springs Press in Franklin, TN, published Mr. Winter's *Mississippi Gardener's Guide*. This guide is part of a gardening series that began in 1996 and now covers most of the United States.

SPECIAL AWARD – ART & PHOTOGRAPHY: MAUDE SCHUYLER CLAY, *DELTA LAND*

Maude Schuyler Clay is a member of a fifth generation Mississippi Delta family and currently lives in Sumner, Mississippi. After going to school at the University of Mississippi and Memphis Academy of Arts, she moved to New York City. During her twelve-year stay in the Big Apple she worked at LIGHT Gallery and as a photography editor. Several magazines, such as *The New York Times Magazine, The London Observer Magazine, Vanity Fair*, and *Esquire*, have published her photographs. Since returning to her native state, she has worked as the photograph editor for *The Oxford American*. In 1999, the University Press of Mississippi published her photographic portrayal of the Delta in *Delta Land*. Mark Goodman, Professor of Art and Photography at the University of Texas at Austin, states "As a photographer, Maude Schuyler Clay takes nothing for granted nor twists things into melodrama, avoiding banalities and curiosities. Instead, *Delta Land* is filled with wholeness of the physical world and the surprisingly simple delights and complex facts of squarely facing reality. These pictures will be a legacy." The Mississippi Institute of Arts and Letters presented her with the 2000 Arts and Letters Award for Photography for *Delta Land*.

About the MLA 2001 Authors Awards Books

Hegwood, Martin. *The Green-Eyed Hurricane.* New York: St. Martin's Press, 2000. 272 pp. $23.95 hardcover.

Jack Delmas, a southern P.I. with a taste for a cold bottle of Dixie beer and a little bit of danger, is back in *The Green-Eyed Hurricane* by Martin Hegwood. In this second novel, Hegwood allows us to see more of the personal side of this Mississippi detective who entered the arena in *Big Easy Backroad*. Once again we see Jack's laid back approach to life as Hegwood takes us to the man's own backyard. His characteristic loyalty leads him directly into the middle of a deadly control war for Biloxi's waterfront.

It was a fishing trip like many others. Casper Perinovich, long time friend and father figure, and Jack were out on Perinovich's boat, Miss Marie, spending time together, talking, shrimping, and remembering times gone by. Jack got out on the dock with his thirty pounds of shrimp and said good night to Perinovich, who intended to ride out the coming storm and do more shrimping. That was the plan. Jack learns of the tragic death of his friend at his brother's campaign party the next afternoon where he is helping boil the shrimp he and Casper collected.

It appeared to be a freak accident. Gas is left on in the old house. A light turns on. A deadly explosion happens. All members of the family, the friends, and the neighbors are saddened and shocked. Then Perinovich's niece, Sheila, hires Jack to investigate. She is not so sure it was an accident. Nor is Jack. He even wonders if he is in fact his friend's murderer. Did he leave the gas stove on when they left the house to go fishing? Was he the cause of this tragic death?

Sheila's suspicions prove right as Jack's investigation not only removes his own guilt but also uncovers the long list of enemies his friend had accrued. Not one to hold his tongue or his literary pen in letters to the editor, Perinovich enraged everyone including a Vietnamese gang, angry redneck neighbors, the local mayor, and even his own money-hungry niece.

Jack continues his investigation to its treacherous end to learn the truth. With his own life in danger, he has to know what happened to Casper "Mr. Cass" Perinovich, his old friend and the father of his childhood best friend who had died so tragically in Camille, a green-eyed hurricane. Even if exposure of the truth reveals that his old girlfriend, Mr. Cass' niece, is part of the plot, the truth must come out.

Hegwood not only develops a more complete persona for the character of Jack Delmas in this, his second novel, but he also paints a brilliant portrait of modern-day Biloxi moving from a past era into the current one. From the smallest boats used for its shrimping and seafood canning days to the Mississippi coast's busiest casino boats, Hegwood's thrilling mystery keeps you turning the pages.

The Mississippi Library Association has named *The Green-Eyed Hurricane* as its recipient of the 2001 Authors Award for fiction. This work fully deserves the award; this author is one to have in any Mississippi library. Martin Hegwood has a true talent for writing the good old-fashioned mystery with a modern twist.

Donna Phelps Fite
Purvis Branch Librarian
Lamar County Library System

Winter, Norman. *Mississippi Gardener's Guide.* Franklin, TN: Cool Springs Press, 2000. 263 pp. $19.95 paperback.

Many Mississippians are probably already familiar with Norman Winter. Winter's *Southern Gardening* television news segment is shown weekly on local stations in towns such as Biloxi, Jackson, Tupelo, and Meridian; his *Southern Gardening* radio program is heard daily on Mississippi public radio. In addition, Winter's gardening column appears in Mississippi newspapers such as the *Clarion Ledger, Biloxi Sun Herald, Brookhaven Leader, Hattiesburg American,* and *Starkville Daily News.* Winter received a bachelor's degree from Hardin-Simmons University and a master's degree from Texas A & M University. He is currently Extension Horticulturist for Mississippi State University and serves as coordinator for the Mississippi Medallion Award program, which recommends outstanding plants for Mississippi gardeners.

With the publication of *Mississippi Gardener's Guide*, Norman Winter's gardening expertise is now available to an even larger audience. The book is arranged in an easy to follow format, and readers can quickly find information on a wide variety of plants that are suited to Mississippi's climate. The book is divided into sections such as annuals, bulbs, grasses, ground covers, herbs, perennials, roses, shrubs, flowering shrubs, trees, flowering trees, tropical plants, and vines. Within each section, pages are devoted to specific plants. Instructions for growing each plant are given, as are hints for continued care and maintenance. Suggestions are given about companion plants that can be used with the featured plant to create an attractive landscape.

My favorite part of these plant pages is the sidebar that presents a wealth of information about each plant in a very concise format. Included in the sidebar are the plant's light needs, bloom time, bloom color, height, spacing suggestions, water needs, soil needs, and uses. The center section of *Mississippi Gardener's Guide* contains color photographs of each featured plant. The book also includes a plant hardiness zone map, an index, a color wheel for identifying companion plants, a bibliography of books about southern gardening, a glossary, a list of public gardens in Mississippi, and a list of plants that received the Mississippi Medal-

lion Award from 1996-2000.

Mississippi Gardener's Guide is an attractive, well-designed book. All aspects of the book, from the font size to the graphics to the easy to handle size, show that much care was taken to make the book as reader friendly as possible. This book is a welcomed addition to resources available for Mississippi gardeners. It is recommended for public and academic libraries in Mississippi. The Mississippi Library Association has selected *Mississippi Gardener's Guide* as the recipient of the 2001 Authors Award for nonfiction.

Sarah Spencer
Information Services Librarian
The University of Southern Mississippi

Clay, Maude Schuyler. *Delta Land.* Jackson: University of Mississippi Press, 1999. 96 pp. $35.00 hardcover.

Delta Land by Maude Schuyler Clay is a beautiful and faithful tribute to the landscape of the Mississippi Delta. While many photographers have chronicled the people of the Delta, this is the first time a photographic collection has examined the landscape. In 1987, Maude Schuyler Clay returned to Sumner, Mississippi, where five generations of her family had lived and worked. Prompted in 1993 by the request of a doctor who wanted pictures which would capture "the stark and elegiac beauty of the local landscape" to decorate the walls of his clinic, she began to photograph the Delta land. At the time of this request, Clay was already a renowned photographer, whose work had appeared in publications such as *Vanity Fair* and *Esquire*.

Lewis Nordan, a celebrated author in his own right, provides an introductory essay that describes the Delta of his memories and how these memories appear as black and white images in his mind. According to Nordan, "it was my mama's no-count dog that opened my eyes upon the world that Maude Schuyler Clay has captured so eloquently on black-and-white film, exactly the shades and hues in which my memory holds those same images." While the photographs of *Delta Land* need no explanation, Lewis Nordan's essay is a wonderful accompaniment and description of the Delta, both past and present, through the eyes and experiences of a native son.

As Lewis Nordan points out in his essay, very few of Clay's photographs include people. There are no farmers working the fields, no churchgoers in the pews, and no shoppers at the local commissary. What one does find are the images of dogs in fields, old gravesites and cemeteries, old groceries, mule barns and churches. Many of the buildings in the photographs have been in obvious disuse for many years – maybe even forgotten.

The book concludes with an afterward by Maude Schuyler Clay. She provides some insight into her own beginnings and influences as a photographer. An unexpected "treat" is the inclusion of four photographs taken in 1925 by Clay's maternal grandfather, Joseph Albert May, which have been reproduced from the original glass negatives.

Maude Schuyler Clay's book, *Delta Land*, would be a wonderful addition for any library or archive. Through the eye of her camera, Clay has offered a glimpse into the place she calls home and the beauty of the Delta landscape. The Mississippi Library Association has named *Delta Land* as the 2001 Authors Award recipient of a special award for an outstanding book in the category of art.

Lynda Aldana
Catalog Librarian
The University of Mississippi

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News Briefs

USM LIBRARIES ANNOUNCE NEW E-MAIL TUTORIALS

The University of Southern Mississippi, USM Libraries has developed a new e-mail tutorial series to assist faculty and staff to keep up with the rapidly changing electronic resources of the information world. The Eagle "E-Struction" e-mail tutorials will allow library users to learn about the Libraries' electronic catalog, databases or off-campus access in the comfort and leisure of their home or office. The tutorials can be reviewed at a time convenient to the individual. The first e-mail tutorial of "E-Struction" will be mailed September 24th. Six more tutorials will be delivered thereafter – one each week. The tutorials will include: 1.) Accessing Electronic Library Resources From Off-Campus (Remote/Proxy Service), 2.) Using ANNA, the Libraries' Online Card Catalog, 3.) Using EBSCO-Host Databases for Article Searching, 4.) Using WebSpirs Databases for Article Searching, 5.) Using the JSTOR Database for Article Searching, 6.) Using Academic Universe for Article Searching, 7.) Retrieving Articles That Are Not Available Full-Text.

For more information or to register for "E-Struction," visit the library instruction page at http://www.lib.usm.edu/~instruct/ or contact Mary Beth Applin (Hattiesburg campus) 601-266-4245, mary.applin@usm.edu or Kathy Davis (Gulf Coast campus) 228-867-8760, kathy.davis@usm.edu

INTRODUCING KUDZU TO MISSISSIPPI

Both Mississippi State University and the University of Mississippi are currently taking part in the new interlibrary loan project, Kudzu. The Association of Southeastern Research Libraries launched Kudzu, a system of linked online catalogs at 14 research libraries across the Southeast, which connects more than 180,000 students and faculty to more than 23 million volumes. The system allows users to browse the participating catalogs using a single search interface, and to submit interlibrary loan (ILL) requests directly to the source library. Each participating institution agreed to make Kudzu ILL requests top priority and send articles via fax or Ariel software and send books and other non-book materials via Federal Express. By expediting orders in this fashion, turnaround time has been greatly decreased for ILL transactions. Each participating library absorbs the cost of these transactions that translates into no cost for patrons.

U. N. DEPOSITORY AT MSU

Mississippi State University is joining a select number of institutions worldwide that serve as official keepers of U.N. documents and publications. Recent inclusion of the university's Mitchell Memorial Library is a first for Mississippi. Designated by the United Nations Publications Board, it joins nearly 400 other depository libraries spread among approximately 140 countries. The official records of the main U.N. organs, periodicals and the United Nations Treaty Series are among materials typically available at participating libraries. At MSU, they will be housed in Mitchell Memorial Library's government documents area. LaDonne Delgado, MSU Libraries' government documents coordinator, said printed documents "will be accessible during all hours the library is open, with additional online access to some documents." For more information about the U.N. documents at Mississippi State, contact LaDonne Delgado at (662) 325-7660 or ldelgado@library.msstate.edu.

NEW RESOURCE CENTERS

The Statistical Data Center at MSU provides access to a collection of electronic data files, primarily in the social sciences and business, with access to statistical resources via the Internet and commercial vendors. In addition to data sources, the Statistical Data Center will provide instructional support through the provision of online searching guides, instructional sessions, and one-on-one research consultations. Available resources include America FactFinder, Inter-University Consortium for Political and Social Research, MicroCase and Research Insight/Compustat. The Statistical Data Center is a virtual collection with most resources available remotely or at four specially designated computers located in the MSU Libraries Reference Room. For more information contact Deborah Lee at 662-325-7682 or dlee@library.msstate.edu.

The Undergraduate Research Center (URC) is a collection of popular undergraduate reference materials that deal with both sides of an issue (pros and cons) and includes the following series: The Opposing Viewpoints Series, Contemporary Issues Companion Series, Current Controversies Series, At Issue Series, Information Plus Series, and the CQ Researcher. The URC also includes a career center with a selection of résumé books, cover letter books, and career encyclopedias. For more information about the Undergraduate Research Center, contact the Reference Department at 662-325-7667 or reference@library.msstate.edu.

People in the News

SOLINET ELECTS NEW BOARD

Frances N. Coleman, Dean of Libraries at Mississippi State University, was elected Treasurer of the new SOLINET Board of Directors at SOLINET's Annual Membership Meeting in May in Atlanta, Georgia.

Frances N. Coleman

BPM BETA PSI CHAPTER STUDENT RESEARCH COMPETITION

Tom Walker, Director of the School of Library and Information Science at The University of Southern Mississippi, announces the winners of the First Annual Beta Phi Mu Beta Psi Chapter Student Research Competition. Winners: **Sandra Hayes**, "An Analysis of the Digital Imaging Processes Utilized by Selected Archivists in Mississippi to Determine the Optimal model for the Digitization of the Lauren Rogers Museum of Art Timber History Photograph Collection," and **Silvia Judd**, "Starlore: Five Native American Myths." Finalists: **Robert Fowler**, "A Cataloging Needs Survey for Music Faculty and Staff at The University of Southern Mississippi," **Jama Lumumba**, "The Early History of Library Services Provided to Blacks in Mississippi 1866-1954," and **Vivian J. Scott**, "The Multiple Intelligences: An Overview." Winners will present their papers at the MLA conference in October.

PEGGY MAY SCHOLARSHIP AWARD 2001

Sheila Cork, assistant coordinator of information services for the Hancock County Library System, has been awarded the 2001 Peggy May Scholarship. The Mississippi Library Association presents the scholarship annually to a library science graduate student in honor of the late Peggy May, a state librarian and advocate for Mississippi library development.

PERSONNEL UPDATE

Hancock County Library System in Bay St. Louis recognizes **Myra Haynes**, technical services manager, who was honored with an anniversary luncheon for her 20 years of service to the Hancock County Library System. She received a plaque from the library Board of Trustees and a proclamation from the City of Bay St. Louis.

Mary Perkins, public affairs officer, was recognized by the Hancock County Chamber of Commerce for her work with the Chamber's Member Services Committee. The committee is responsible for the Business After Hours, ribbon cuttings and the annual Business and Industry Expo.

Mississippi State University Libraries announces the addition of two new faculty members. **Jill Grogg** (M.S., University of Tennessee, M.A., University of Mississippi, B.A. University of Tennessee at Chattanooga) has been named Assistant Professor/Instruction Services Librarian and **Cris Ferguson** (M.S., University of Tennessee, B.A. University of Richmond) has been named Assistant Professor/Serials Librarian.

USM Libraries of The University of Southern Mississippi welcomes a new addition to its faculty, **Phoebe Terry** (M.L.S., University of Alabama), as Government Information Librarian. Returning to USM Libraries after a year in Illinois, **Tracy Koch Englert** (M.S., University of Illinois, Urbana-Champaign) joins the library faculty as Catalog Librarian. After twelve years of service to USM Libraries, **Dr. Carol Cubberley**, Director of Technical Services, retired from USM Libraries this May, 2001. For two years, from 1991 to 1992, she served as editor of *Mississippi Libraries* and later served as treasurer of MLA, 1995 to 1996.

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Mississippi Library Association
2002 Committee Preference Form

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Get involved in MLA by joining a committee. Active participation by the membership is critical to the success of our Association. Please rank, in order of preference, the committees on which you would like to serve. Also, indicate whether you have previous experience on the committee.

Committee	Experience?	Committee	Experience?
_____ Archives & History	❑	_____ Intellectual Freedom	❑
_____ Awards	❑	_____ Legislative	❑
_____ Conservation	❑	_____ Long Range Planning	❑
_____ Constitution, Bylaws & Organizational Review	❑	_____ Membership	❑
		_____ MS Author Awards	❑
_____ Continuing Education	❑	_____ Nominating	❑
_____ Copyright Review	❑	_____ National Library Week	❑
_____ Election	❑	_____ Publications	❑
_____ Fiscal Management	❑	_____ Publicity	❑
_____ Handbook	❑	_____ Scholarship	❑
_____ Information Literacy	❑		
_____ Insurance	❑		

The MLA conference will be held October 2002 in Hattiesburg, MS. If you are interested in serving on a conference committee in addition to or instead of the others, please indicate.

_____ Exhibits _____ Poster Sessions _____ Hospitality

_____ Registration _____ Local Arrangements

Please fill out and return this form to: Dr. Terry Latour, W.B. Roberts Memorial Library, Delta State University, Cleveland, MS 38733.

Library Education Update

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

The Accreditation of Schools of Library and Information Science

Schools of library and information science, under a variety of labels, have been accredited by the American Library Association (ALA) for many decades. The process of accrediting professional education occurs for other fields as well (law, medicine, and many others) and is a non-governmental system of evaluation that is voluntary. Like other accrediting programs, it exists to establish and maintain standards of quality so that graduates from accredited programs will be prepared in a consistent and predictable way as they enter the profession. The ALA is the largest library organization in the world and has members in every kind of information-related institution; however, it is not the only association in the profession and there is some concern that other professional associations, such as the Special Libraries Association, Society of American Archivists, among several others, should have an important role in evaluating educational programs. As attractive as that idea might be, this article focuses on the accrediting activities of ALA.

There exist two major kinds of accreditation for higher education, one at the institutional level and the other at lower unit or program levels. Regional and national associations, such as the Commission on Colleges of the Southern Association of Colleges and Schools, accredit colleges and universities in Mississippi. Programmatic or unit accreditation focuses on discipline-specific education or training and is frequently carried out by specialized associations like the American Bar Association. In our field, the ALA-accredited master's is considered the standard entry-level degree. For school library media specialists, the same degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education is the appropriate first professional degree.

CONTINUOUS EVALUATION

Accreditation in general, and in the case of our profession, is a condition of a program, but it is also a continuing process of assessing and improving the quality of a profession's educational programs. Until 1992, the standards of compliance in our field were quantified measurements that were assumed to accurately represent the state of educational quality in library and information science programs. In 1992, the Council of ALA adopted new "Standards for Accreditation of Master's Programs in Library and Information Studies" (http://www.ala.org/alaorg/oa/stanindx.html), which place more of an emphasis on qualitative assessment. The process of continuous evaluation ensures that the condition of accreditation remains and provides a credential that signifies that the program fulfills a commitment to educational quality.

Working through the ALA Office of Accreditation, the COA proposes a Chair of the External Review Panel based on information about the program provided by the school. The Chair of the External Review Panel plans the evaluation, advises in selecting the appointments to the panel, and assigns responsibilities to panel members. The Chair is also responsible for the production of the External Review Panel Report, and appears at the COA meeting when the accreditation decision is made. A school submits a program presentation several months before a site visit by the panel, after which the panel submits its evaluation to COA, which itself makes the final decision.

The process is an excellent opportunity for the school to look at its program and other related programs and for the other constituencies to take note of the school's progress. It is an appropriate time for university administrators, alumni, employers, students, and the profession in general to assess a school and its program. As intense as the process can be, it is widely appreciated for its positive effect on the growth of individual programs and for its effect on standards of quality.

Following is a much-abbreviated form of the 1992 Standards. For the complete document, see http://www.ala.org/alaorg/oa/standard.html.

I: MISSION, GOALS, AND OBJECTIVES

A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

Program objectives are stated in terms of educational results to be achieved and reflect

- the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization

and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management
- the philosophy, principles, and ethics of the field
- appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations
- the value of teaching and service to the advancement of the field
- the importance of research to the advancement of the field's knowledge base
- the importance of contributions of library and information studies to other fields of knowledge
- the importance of contributions of other fields of knowledge to library and information studies
- the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups
- the role of library and information services in a rapidly changing technological and global society
- the needs of the constituencies that a program seeks to serve.

II: CURRICULUM

The curriculum is based on goals and objectives and evolves in response to a systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

III: FACULTY

The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

IV: STUDENTS

The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

V: ADMINISTRATION AND FINANCIAL SUPPORT

The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

VI: PHYSICAL RESOURCES AND FACILITIES

A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

ACCREDITATION REVIEW OF USM SLIS

The School of Library and Information Science at The University of Southern Mississippi, which has had an accredited master's program since 1980, and is one of 56 institutions in the United States and Canada with ALA-accredited master's programs, is currently preparing for the program presentation for the External Review Panel. Alumni, students, faculty, staff, administrators, and employing institutions will all contribute to the process of self-evaluation that will culminate with a site visit by members of the panel in February 2002.

If readers have questions about the process or other aspects of accreditation, please contact SLIS. General information about the accreditation process may be found at the ALA web site under the Office of Accreditation (http://www.ala.org/alaorg/oa/accreditation.html).

About Books

Crowther, Hal. *Cathedrals of Kudzu: A Personal Landscape of the South*. Baton Rouge: Louisiana State University Press, 2000. 177 pp. $24.95 hardcover.

In this collection of essays, distinguished journalist Hal Crowther defines his interpretation of the Southern United States. Crowther, winner of the 1992 H.L. Mencken Writing Award and noted journalist for *Time, Newsweek*, and more recently the *Oxford American*, is clearly fascinated with the idiosyncratic self-definition of southerners who persist in identifying themselves primarily through their region and their history. From the unusual title to the last essay "The Cedars of Lebanon," the author provides a unique view of southern culture.

The title, which so clearly announces the regionalism of the work, originated from one of Crowther's observations: "The image that's in the book actually came from a very specific thing that happened to me one morning in Kentucky. I'd been up pretty late the night before, and when I woke up and looked out the window, here were these enormous buttresses and spires. It looked like the Cathedral of Notre Dame covered with leaves. And I thought, *Good God – who knows what's under there*" (http://thewag.net/crowther.htm). The reader immediately has a vivid image of Crowther pulling back the kudzu curtain covering the South to reveal the undergrowth, and as Crowther himself acknowledges, his method of "pulling back the curtain" is not always delicate or easy.

The work is divided into four sections: "The Pen: This is Our Swamp," "The Sword: In Stonewall's Shadow," "The Cross: Varieties of Religious Experience," and "Sweet Home Carolina: But Now I See." Southern writers, religion, and what Crowther terms the region's unique "retro-fixation" all put in an appearance in this collection.

In the first section, "The Pen," Crowther imparts his interpretation of several Southern poets and authors. In "The Pen," Crowther does not focus solely on the past or on the life and work of these authors. He manages to weave current events through several essays.

In the next section "The Sword" Crowther's essays deal with race, southern nostalgia, the southern class system, and the death of George Wallace.

Religion and peculiar southern adaptations appear as the central theme of the third section, "The Cross." His essay entitled "A Feast of Snakes" provides an unflinching look into the "kudzu" of southern religion.

The last section of the collection "Sweet Home Carolina" is much more difficult to characterize than the previous divisions. It seems to be a realization of Crowther's hopes for the future of the South. Themes such as the need for more tolerance, a re-evaluation of the South's direction, and Crowther's own brand of nostalgia are all featured in the essays of this last section.

Cathedrals of Kudzu is an unusual and important work on the past and present of the American South through the eyes of a sharp observer. Crowther's work is highly recommended for public, academic, and high school libraries. The work has already been recognized as a finalist for *Foreword Magazine's* Book of the Year for 2001, and it would certainly be a valuable addition to any collection.

Jennifer Ford
Special Collections Librarian
The University of Mississippi

Dalby, Robert. *O Bed! O Breakfast!* Columbus, MS: Genesis Press, 2000. $14.95 paperback.

O Bed! O Breakfast! by Mississippi author Robert Dalby is a romance novel with a twist of social commentary. Dalby, a native of Natchez and a graduate of the University of the South, is also the author of a 1993 novel entitled *God of the Door*. *O Bed! O Breakfast!* is a humorous look at events surrounding the proposed filming of a movie in historic Fort Rosalie, Mississippi.

Fort Rosalie officials are pleased that they have prevailed over their archrival Natchez and have won the right to host the three-month location shoot for *Whispering Dixie*. However, Juliette Cadbury, the film's producer and leading lady, has received much publicity because of her relationship with live-in lover Tim Reynaldo, the film's leading man. Fort Rosalie's mothers and grandmothers are in revolt as they seek to protect the young people of the city from the influences of Cadbury's lifestyle. To make matters worse, the film is based upon a book that local citizens found distasteful because of its unflattering portrayal of the South.

During the months of filming Cadbury plans to stay in a local bed-and-breakfast in order to immerse herself in southern ambience. So, prior to the shoot she arranges a weekend in Fort Rosalie to inspect the city's three bed-and-breakfasts and select accommodations for the longer stay. The bed-and-breakfast owners are flamboyant characters with numerous eccentricities, and each is desperate to win the right to house the actress.

The events of the weekend prove to be truly outrageous. The bed-and-breakfast owners strive to outdo each other in pleasing Cadbury. At the same time, the women of Fort Rosalie's Historic Preservation Committee have organized themselves into the Casserole Patrol and are marching the city's streets to protest Cadbury's morals. The pressure is on for Mary Dell Hoskins of the local Tourist Bureau, who must support the endeavors of the bed-and-breakfast owners and seek to convince the Casserole Patrol to call off the demonstrations.

The book is filled with strong women characters. From Megita Pulliam Larose, leader of the Casserole Patrol, to Eola Griffin, housekeeper of stately Betterslie mansion, the women are all strong-willed and are definitely the ones in charge. With the exception of Edding Denbo, the poet owner of Betterslie, the male characters are less memorable.

Romance is everywhere in *O Bed! O*

Breakfast! Characters such as Mary Dell Hoskins, Edding Denbo, and even Juliet Cadbury herself, all seem to be either looking for love or experiencing passion. While this book is certainly not serious literature, it is entertaining and would be a good addition to adult fiction collections of public libraries in Mississippi.

Sarah Spencer
Information Services Librarian
The University of Southern Mississippi

Kolin, Philip C. *Williams: A Streetcar Named Desire*. Cambridge, UK; New York: Cambridge University Press, 2000. 229 pp. $54.95 cloth, $19.95 paper.

This critical chronology of performances of *Streetcar Named Desire* is a volume in the series, *Plays in Production*. In the preface, series editor Michael Robinson says, "Volumes in the series *Plays in Production*, take major dramatic texts and examine their transposition, firstly on to the stage and, secondly, where appropriate, into other media. Each book includes concise but informed studies of individual dramatic texts, focusing on the original theatrical and historical context of a play in relation to its initial performance and reception followed by subsequent major interpretations on stage."

Kolin, an English professor at The University of Southern Mississippi, examines reviews, play bills, directors' notes, stage managers' notes, sketches, actors' memoirs and biographies and other sources to provide background for analysis of the theatrical, historical, cultural and social contexts of selected performances of *Streetcar* from 1947 through 1998. He includes a critique of the original music by Alex North which differentiated the characters through utilization of the Wagnerian leitmotif (a recurring musical fragment related to some aspect of the drama). The score is derived from the music of American pop culture.

After an exhaustive discussion of the Broadway premiere in 1947, Kolin traces the life of the play on the world stage from Havana to Tokyo. Many cultural and social reinterpretations have sparked changes in a play that never ages. One chapter is devoted to such changes against the backdrops of gender and ethnicity. The expansion and radicalization of the script for these "productions reveal valid, alternative ways of representing humor, characterization, community, cultural anxieties, and even tragedy in *Streetcar*."

The adaptations in other media have included film, ballet, teleplay and opera with each medium uncovering "further texts in and contexts for Williams's play." The film, which won three Academy Awards, is considered a landmark in American cinema because it introduced Method Acting to the masses and because it is the first film score based on jazz.

In 1984, ABC Television broadcast the first TV adaptation of Streetcar which reinterpreted the script "in light of the violence of TV culture during that decade." The CBS "Playhouse 90" series produced a teleplay in 1995 that is the only screen adaptation that remains faithful to Williams's script.

Andre Previn wrote the three-act opera score for *Streetcar* in 1994 at the request of Lotfi Mansouri, who directed the San Francisco Opera in eight performances in 1998. The score, which received mixed reviews, is characterized as displaying "undercurrents of Central European Modernism." The librettist, Philip Littell, "rearranged Williams's prose to make it singable...to make room for the music...trim a bit of fat."

Kolin states that the opera is proof that the characters, narrative techniques, poetic nuances, visual poetry and haunting sets created or inspired by Tennessee Williams will continue to energize audiences regardless of the medium of performance. It will be revived and radicalized, adapted and assimilated in the twenty-first century and beyond. The book is recommended for academic and public libraries and for theatre organizations who anticipate future productions of *Streetcar*.

Rashidah Z. Hakeem
Music and Blues Archive Librarian
The University of Mississippi

Mark Your Calendar

September 22-29, 2001	Banned Books Week
October 11-14, 2001	LITA National Forum, Milwaukee, WI
October 14-20, 2001	Teen Read Week
October 17-19, 2001	Mississippi Library Association, Jackson, MS
November 4-8, 2001	ASIS, Washington, DC
November 14-18, 2001	AASL, 10th Annual Conference, Indianapolis, IN
January 18-23, 2002	ALA (Midwinter Meeting), New Orleans, LA
June 13-19, 2002	ALA Annual Conference, Atlanta, GA
October 24-26, 2002	SELA, Charleston, SC

About Children's Books

MICHAEL L. PRINTZ AWARD

Books intended for middle school and high school readers were honored in 2001, the second year for the Michael L. Printz Award. This new annual award, created by the Young Adult Library Services Association (YALSA), honors the memory of Michael L. Printz, who was a school librarian at Topeka West High School in Kansas and who loved bringing books and teenagers together. The award, long awaited by young adult literature proponents, is for a book that exemplifies literary merit in young adult literature. A YALSA committee of nine librarians has the enjoyable but challenging task of selecting one Printz Award and up to four Honor Books. In 2000, the first year of the Printz Award, the winner was *Monster* by Walter Dean Myers. The Honor Books were *Speak* by Ellen Wittlinger, *Skellig* by David Almond, and *Hard Love* by Laurie Halse Anderson.

MICHAEL L. PRINTZ AWARD, 2001

Almond, David. *Kit's Wilderness.* New York: Delacorte, 2000. 229 pp. $15.95.

Kit Watson and his family move to Stoneygate, a coal-mining town in England. Once there, Kit is drawn into a group of his classmates playing a mysterious and dangerous game called Death. The children, ages twelve to fifteen, gather in John Askew's den, a hole dug in an area occupied long ago by an ancient pit. Each time they gather, one of them is chosen to die. The chosen one pretends to die. Only thirteen-year-old Kit and their leader, John, see ancient ghosts of children who worked in the mines. Allie Keenan, also thirteen, who intends to be an actress, becomes Kit's friend. She tries to protect him and warns him against getting involved with the game and with John Askew. Allie calls Kit "Mr. Perfect. Mr. Nice. Mr. Butter Wouldn't Melt." Kit's involvement with John Askew and with the mystery of the mines accelerates and places them both in grave danger. Peter Butts, Chair of the Printz Award Selection Committee describes *Kit's Wilderness* in a January 2001 Press Release by the American Library Association: "In lyrical fashion, Kit's story melds the darkness of the past with bright hope for the future. Almond creates a heartbreakingly real world fused with magic realism as he juggles several plot elements with dexterity. He also leads the reader to understanding how life can be seen through the prisms of space and time." Recommended for grades 6-9.

PRINTZ HONOR BOOKS, 2001

Coman, Carolyn. *Many Stones.* Asheville, NC: Front Street Press, 2000. 160 pp. $15.95.

Also a winner of the National Book Award for juvenile fiction, *Many Stones* is the spare story of Berry, a fourteen-year-old girl, grieving for her murdered older sister, Laura. Berry and her estranged father travel to South Africa, where Laura was murdered while volunteering in a school. Berry has difficulty with emotional acceptance of Laura's death, and her journey to South Africa is a journey of grief. At the end of the journey Berry begins to heal and begins to reconcile differences with her father. Coman's elegant narrative effectively sets individual anguish within a political setting. Recommended for grades 7-12.

Plum-Ucci, Carol. *The Body of Christopher Creed.* San Diego, CA: Harcourt, 2000. 248 pp. $17.00.

First novelist Plum-Ucci has crafted a disturbing, complex story that goes well beyond the mystery of a missing person. Sixteen-year-old Torey Adams' perfect life is permanently changed with the disappearance of obnoxious Chris Creed. No one seems to know what happened to Chris. As far as Torey and his childhood friend Ali are concerned, Chris could have committed suicide, been murdered or kidnapped, or just run away. The pursuit of possibilities is part of the fun of this mystery, but more seriously the idea that Chris has lead a miserable life plagues Torey and his friends. Revelations about adult secrets in the small New Jersey town begin to emerge and add to the ugliness that surrounds Chris's fate. Intriguingly, readers do not learn exactly what happened to Chris, but there are enough hints to assume that he is alive and plans to stay hidden.

Rennison, Louise. *Angus, Thongs and Full-Frontal Snogging: Confessions of Georgia Nicolson.* New York: HarperCollins, 2000. 247 pp. $15.95.

Georgia's diary may remind you of another British teen featured in *Adrian Mole, Age 13 3/4* by Sue Townsend. Instead of centering a story on a British boy, this novel centers on a fourteen-year-old British girl. Georgia's daily writings reveal big doses of teenage joy and angst. Readers will laugh out loud at Georgia's antics as she tries to control her three-year-old sister, her wild cat, her parents, her best friends, and her boyfriends. Preparing for a date, Georgia says, "Maybe I won't go to school tomorrow to give myself time to get made up in a natural way." For American teens, Rennison adds a glossary of British words at the end with definitions that are flippant and funny. Don't expect political correctness from this fresh and irreverent character. To use Georgia's expression, the novel is "Fabbity fab fab!" Recommended for grades 6-9.

Trueman, Terry. *Stuck in Neutral.* New York: HarperCollins, 2000. 128 pp. $14.95.

In *Stuck in Neutral* by Terry Trueman, fourteen-year-old Shawn McDaniel is a gifted mind and a joyful spirit stuck in a body made uncontrollable by cerebral palsy. Even his parents, brother, and sister don't know that he can read and remember everything he hears. They don't know that his daily seizures are not torture, but an out-of-body pleasure for him. Shawn gradually realizes that his father has decided to kill him to end what they both are suffering. Despite Shawn's terrible situation, he is a fresh, irreverent, and funny character. This unusual story is one readers will continue to think about. Recommended for grades 6-10.

Rosemary Chance
Assistant Professor, SLIS
The University of Southern Mississippi
Rosemary.Chance@usm.edu

Treasurer's Report

Mississippi Library Association
"Fund Balances as of July 31, 2001"

Assets

Account	Description	Amount
1001	DGNB 500 – 2601953	28591.29
1002	DGNB 5 yr CD	14518.99
1003	TRMK P May Brokerage Acc	5329.88
1004	8009823 TNB 2 YR CD 2/01	5601.01
1005	8009829 PMAY TNB 2 YR CD	5633.00
1006	P May – Federal Home Loan	5038.88
1007	B. Steam/P May m. fund	5394.53
1008	A/R NSF Checks	68.50
2000's	Fixed Assets (less depreciation)	2671.00
Total Assets		**$72847.08**

Liabilities

Account	Description	Amount
2000's	Taxes Payable	$402.35

Equity

Account	Description	Amount
3010	General Fund	39606.57
2120	Peggy May Fund	21191.55
2130	ANRT Fund	2427.52
2140	2YCRT Fund	870.89
2150	GODORT Fund	409.05
2160	LIRT Fund	706.91
2170	YPSRT Fund	2186.67
2180	ECTRT Fund	352.67
2190	TSRT Fund	1018.33
2210	SCRT Fund	277.08
2220	NMRT Fund	208.30
2250	Black Caucus Fund	203.08
2260	Past President's Fund	146.16
2270	Property Fun & Fixt	137.68
2280	Property Equip & Compute	1424.26
	Net Income	1278.01
Total Liabilities and Equity		**$72847.08**

MISSISSIPPI LIBRARY ASSOCIATION
"Income as of July 31, 2001"

Account	Description	2001 Budget	YTD (July 01)
General Income			
5200	Membership Dues	20000.00	13247.00
5202	Interest – General Fund	1000.00	669.58
5205	Other Income		630.00
MS Libraries Income			
5221	ML Advertising	2000.00	933.75
5222	ML Subscriptions	400.00	344.00
NLW Income			
5301	NLW Registration	5500.00	5275.00
5302	NLW Promo Materials		198.00
Peggy May Income			
5351	Interest Income – Peggy May		204.74
5352	Peggy May Donations		1015.00
Section Income			
5410	ACRL Section Income		
5420	Public Library Section Income		
5403	School Section		
5404	Special Section Income		
5405	Trustee Section Income		
Roundtable Income			
5610	ANRT Membership Income		60.00
5620	2YCRT Membership Income		93.00
5630	GODORT Membership Income		33.00
5640	LIRT Membership Income		63.00
Roundtable Income *(cont.)*			
5650	ECTRT Membership Income		27.00
5660	NMRT Membership Income		15.00
5670	YPSRT Membership Income		57.00
5680	TSRT Membership Income		66.00
5690	SCRT Membership Income		24.00
5695	Black Caucus Membership Income		102.00
Convention Income			
5550	MS Author Awards		
5510	Convention Registration		
5520	Convention Exhibit Fees		10400.00
5440	Convention General Session		
5560	Past President's Income		
Total Income			**$33457.07**

Mississippi Library Association
"Expenditures as of July 31, 2001"

Account	Description	2001 Budget	YTD (July 01)
Operating Expenses			
6001	Executive Secretary Salary	11690.00	5670.50
6004	Executive Secretary FICA	1055.00	527.52
6100	Accounting Fees	2400.00	1525.00
6210	Bank Charges	500.00	254.12
6220	Bank Credit Card Fees		125.55
6310	Maintenance and Repairs	600.00	598.13
6320	Postage	2000.00	520.15
6340	Office Expenses	1000.00	418.55
6350	Telephone	2200.00	1097.45
6360	Dues – ALA & SELA	200.00	205.00
6410	Travel – President	3000.00	2702.17
6420	Travel – Vice President	2500.00	
6430	Travel – ALA Councilor	1500.00	789.87
6440	Travel – SELA Representative	1000.00	
6450	Travel/Training – Executive Board	500.00	359.49
Section Expense			
6510	ACRL	35.20	
6520	Public		
6530	School	59.85	
6540	Special		
6550	Trustee		
Committee Expense			
6610	Awards	200.00	
6620	Conservation	500.00	223.28
6630	Legislative	1800.00	844.48
6650	NLW	5000.00	4356.90
6640	Membership	200.00	52.14
6660	Scholarship		
Convention Expense			
6710	Convention Exp – Exhibits	5000.00	33.60
6720	Convention Exp – General Session	5000.00	
6740	Convention Exp – Hospitality	150.00	
6750	Convention Exp – Local Arrangements	5000.00	25.52
6760	Convention Exp – Registration	200.00	
6730	Convention Exp – Printing	400.00	
6770	MS Author's Award Expense		
Roundtable Expense			
6865	TSRT		52.26
Mississippi Libraries Expense			
	ML – Total	19500.00	
6910	ML – Mailing		732.33
6920	ML – Miscellaneous Expense		
6930	ML – Printing		9345.00
Total Expenses			**$30554.06**

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Black Caucus	$ 3.00	$ _____
ECRT — Educational Communication and Tech.	$ 3.00	$ _____
GODORT — Government Documents	$ 3.00	$ _____
LIRT — Library Instruction	$ 3.00	$ _____
NMRT — New Members	$ 3.00	$ _____
SCRT — Special Collections	$ 3.00	$ _____
TSRT — Technical Services	$ 3.00	$ _____
2YCRT — Two Year College	$ 3.00	$ _____
YPSRT — Young People's Services	$ 3.00	$ _____
Donation to Peggy May/MLA Scholarship Fund		$ _____
TOTAL MLA DUES		$ _____

MLA may at times supply its membership list to other professional organizations or library vendors. Check here if you **do not want** your name included on such lists. ☐

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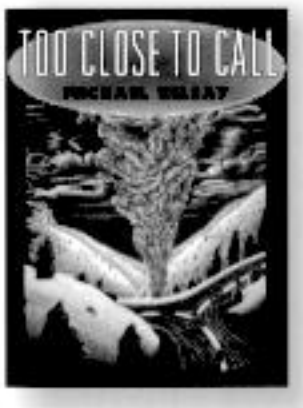

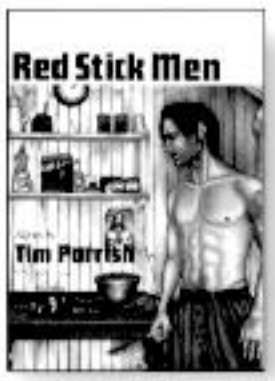

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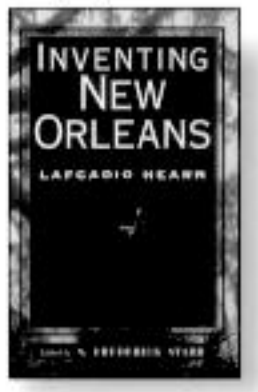

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