



MISSISSIPPI LIBRARIES

Volume 68, No. 3

Fall 2004

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
 Executive Secretary: Mary Julia Anderson
 MLA Web site: <http://www.misslib.org>
 Web Master: Molly Signs <signsmj@millsaps.edu>

President

Juanita Flanders, *District Dean of Learning Resources*
 Hinds Community College • McLendon Library
 P.O. Box 1100 • Raymond, MS 39154-1100
 601-857-3380 (w) • 601-857-3293 (f)
 hjflanders@hindsc.edu

Vice-President

Susan Cassagne, *Director*
 Natchez Adams Wilkinson Library Service
 220 South Commerce St.
 Natchez, MS 39120
 601-445-8862 (w) • 601-446-7795 (f)
 scassagne@naw.lib.ms.us

Secretary

Allison P. Mays, *Acquisitions/Serials Librarian*
 Millsaps-Wilson Library • 1701 N. State St.
 Jackson, MS 39210-0001
 601-974-1083 (w) • 601-974-1082
 maysap@millsaps.edu

Treasurer

Jennifer Smith, *Assistant Director*
 Warren County-Vicksburg Public Library
 700 Veto Street • Vicksburg, MS 39180
 601-636-6411 (w) • 601-634-4809 (f)
 jensmith@warren.lib.ms.us

Immediate Past President

Prima Plauché, *Director*
 Hancock County Library System
 312 Hwy. 90 • Bay St. Louis, MS 39520
 228-467-6836 (w) • 228-452-0022 (f)
 pplauche@hancock.lib.ms.us

ALA Councilor

Robert Lipscomb, *Director*
 Harrison County Library System
 1300 21st Ave. • Gulfport, MS 39501-2081
 228-868-1383 Ext 22 (w) • 228-863-7433 (f)
 r.lipscomb@harrison.lib.ms.us

SELA Councilor

Mary Beth Applin
Information Services Librarian • Cook Library
 The University of Southern Mississippi
 118 College Dr. #5053 • Hattiesburg, MS 39406
 601-266-4245 (w) • 601-266-6857 (f)
 mary.applin@usm.edu

Parliamentarian

Randy Sherard

2004 SECTIONS

ACRL Section
 Chair, Peggy Price
 Peggy.Price@usm.edu

Public Section
 Chair, Deborah Lundy
 d.lundy@harrison.lib.ms.us

School Libraries
 Chair, Bettie Cox
 betcox@mde.K12.ms.us

Special Section
 Chair, Anne Lipscomb Webster
 awebster@mdah.state.ms.us

Trustee Section
 Chair, Randy Sherard
 sherard@canuffy.net

2004 ROUNDTABLES

ANRT (Automation and Networking)
 BLACK CAUCUS
 ECRT (Educational Communication and Tech)
 GODORT (Government Documents)
 LIRT (Library Instruction)
 NMRT (New Members)
 SCRT (Special Collections)
 TSRT (Technical Services)
 ZYCRT (2 Year College)
 YPSRT (Young People's Services)

For additional information see the MLA Organization
 Web page: <http://www.misslib.org/org/main.html>

PRESIDENT'S PAGE

EXPLORE HISTORY EMBRACE THE FUTURE @ YOUR LIBRARY!

What are you doing for you in October? I hope the answer is that you are planning to attend the 2004 MLA Conference October 19-22 in Natchez. The new convention center in Natchez is a state-of-the-art

facility and occupies an entire city block of the historic district. The theme selected for this year, "Explore History Embrace the Future @ Your Library," is particularly appropriate for this easy-going city on the banks of the Mississippi River. Natchez has more antebellum homes than any other place in the United States and is the oldest settlement on the Mississippi. Before the Natchez conference, read John M. Barry's *Rising Tide: the Great Mississippi Flood of 1927 and How it Changed America* to learn more about the history and politics of the river. It will also set the tone for the 2005 MLA Conference to be held October 25-28 in Vicksburg, another historic Mississippi River city.

What are you doing for others now? I am pleased to report that some Mississippi libraries have adopted deployed soldiers, sending them boxes of books, magazines, letters, and other treats, as well as much-needed personal items to thank them for their sacrifices. While Mississippi librarians and support staff may hold differing opinions on the legality and morality of the war in Iraq, they are united in their compassion for the men and women of our Armed Forces and their families and friends. I would like to share excerpts from a letter of thanks received in May 2004 by the McLendon Library. This letter is from LCDR Sean Butcher, who is currently serving his third



Juanita Flanders

deployment, and is printed with his permission.

I can't begin to tell you how important your gift packages have been. Please thank everyone in the picture for me, in particular the following: Judith Hilker, Barbara Eley, Janice Nail, Betty Unsworth, Gail Tramel, Betty Woodfield and Ruby Neely. To all of you, your words of encouragement and support have meant a great deal to me and many others. Being away from home and isolated to some degree overseas, all you have is your work and mission. A 3 minute phone call home becomes a most treasured gift. The ability to communicate in any form and receive word from family, friends, even strangers who write to any service member has a profound effect on morale.

Your packages have lifted my spirit and reinforce what a great and caring nation we really are. Your gifts have made it easier for me to bear this lengthy time away from home. Your good will has spread throughout my detachment, affecting over 40 people whom I have shared with. I also have passed on when available the children's toys and some treats to the churches and clergy when I see them to pass on to the needy. The sense of gratitude I receive from people who I pass these items from the gift boxes to is another instance of American good will and compassion. As you see, your sharing with me has had a positive effect on so many more people. There is nothing like receiving a letter or package from home. It turns a normal day into Christmas instantly. Unlike a phone call, mail is something you can hold on to. You can and will read letters over and

(continued on page 66)

A Quarterly Publication of the
Mississippi Library Association

©2004

ISSN 0194-388X

Contents

EDITORIAL STAFF

CO-EDITORS.....Donnelle Scott
USMGC Library
The University of Southern Mississippi, Gulf Coast
730 East Beach Boulevard
Long Beach, MS 39560-2699
(W) 228-867-8767
FAX: 228-867-2650
email: donnelle.scott@usm.edu

Kathryn R. Davis
228-864-9932
email: krdavis@cableone.net

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

ADVERTISING EDITOR.....Kaylene Behm
The University of Southern Mississippi
email: kaylene.behm@usm.edu

REPORTER.....Allisa Beck
The University of Southern Mississippi, Gulf Coast
email: allisa.beck@usm.edu

COLUMN EDITORS.....Rick Torgerson
Delta State University
email: rick@deltastate.edu

Peggy Price
The University of Southern Mississippi
email: peggy.price@usm.edu

Steven Turner
The University of Southern Mississippi
email: steven.turner@usm.edu

BOOK REVIEW EDITOR.....Tracy Englert
The University of Southern Mississippi
email: tracy.englert@usm.edu

CHILDREN'S BOOK
REVIEW EDITOR.....Catharine Bomhold
The University of Southern Mississippi
email: catharine.bomhold@usm.edu

MLA PUBLICITY
COMMITTEE, CHAIR.....Mary Perkins
Hancock County Library System
Email: mperkins@hancock.lib.ms.us

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

President's Page	61
Resource Integration in the Library: Link-Resolvers and Federated Searching <i>Steven Turner</i>	63
Plagiarism Detection and Prevention: Creating Online Guides for Faculty and Students <i>Michael Mounce</i>	67
FRBR and Online Catalogs <i>Miao Jin</i>	71
MLA 2004 Conference Hotel Accommodations	74
MLA 2004 Conference Registration Form.....	75
Peggy May Scholarship Fundraiser Tour	76
MLA 2004 Preliminary Conference Program.....	Insert
About the 2004 MLA Mississippi Authors Awards Books	78
MLA Mississippi Authors Awards: 2004 Winners.....	80
The Web in Review	82
2004 Peggy May Award Recipient	85
News Briefs	86
People in the News	87
About Books.....	89
About Children's Books.....	91
MLA 2005 Committee Preference Form.....	93

On the Cover: The cover artwork is "On Tempo," 48" h x 36" w, acrylic on gallery wrap canvas, by Hattiesburg artist Amy Giust. In a private collection. Ms. Giust's work will be featured on the covers of *Mississippi Libraries* for Volume 68.

MISSISSIPPI LIBRARIES

Mississippi Libraries is a publication of the Mississippi Library Association, and is indexed in Library Literature. The articles, reports and features herein represent the viewpoints of their respective authors and are not necessarily the official opinions of the Association. Printed with soy ink on recycled paper.

Subscription Rate: \$16.00 per year (\$4.00 per issue), \$24.00 per year outside the U.S., free to MLA members. Back issues available from University Microfilms International. Advertising rates on request to Advertising Editor. Deadline for advertising copy is the tenth of the month preceding month of publication.

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.

NOTICE: In order to assure the widest possible audience for the work published in *Mississippi Libraries*, that work is added in electronic form to the Mississippi Library Association Web site and, by contractual agreement, to one or more EBSCO Publishing databases. *Mississippi Libraries* is also indexed in *Library Literature and Information Science Abstracts*.

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

Resource Integration in the Library: Link-Resolvers and Federated Searching

By Steven Turner

*Electronic Resources Librarian
The University of Southern Mississippi
Steven.Turner@usm.edu*

The number and variety of available print, electronic and on-line full-text sources are increasing at what seems to be an exponential and insurmountably unmanageable rate. Libraries now have an enormous number of options to display to the user: we can choose to provide users with bound journals, e-books (both html and pdf), or full-text articles from traditional aggregators. Or, we can direct users to electronic full-text directly from the publishers or via complimentary aggregate sources such as EBSCOhost Electronic Journals Service. Other resources may include document delivery links, subject bibliographies, and other internally-created, relevant resources. How do libraries approach providing access to all of these disparate sources? And, once a relevant item is located, how does a library determine if full-text access is possible no matter where the item is located or, alternately, contextually provide a means to obtaining an item or article if it is not located within the library's physical or electronic collection?

These e-resources are wonderful tools, but obviously useless if no one is using them or able to find them in the first place – and that great, super-specialized, brand-new, full-text database with its full run of complete full text is a waste of institutional funds if the user cannot be appropriately directed towards its articles from a citation located within another database or other bibliographic resource. The answer to this lack of manageability, to controlling this 'web' of services, lies primarily within two areas: the expanded access and linking abilities of federated search tools and the contextual, referential linking ability of a link-resolving engine (additionally known as reference linkers or link-resolvers).

FEDERATED SEARCHING

Federated searching – also known as parallel search, metasearch or broadcast search – is the ability or "technique by which multiple information sources can be searched at one time" (Wadhams, 2004). The sources available to the federated engine can include the library's catalog, the library's collection of databases, Web resources, Internet search engines, digitized collections, or even institutionally-created resources such as bibliographies or subject FAQs.

Advantages

What advantages do federated search technologies provide to users? First, federated search tools present the user with a single, simple interface, often very similar to what a user would find in Web search engines such as Google or Teoma. Due to the sheer number of databases with dissimilar features that can be covered in a federated search, federated search interfaces generally tend towards the simplistic. That is, by using a "lowest common denominator" approach, federated search GUI designers generally try to avoid inherent incompatibility problems between databases (and search syntax). This is done by simplifying the interface used to search these source databases as well as by simplifying the "translation" programs that are used to parse the user's search string into a syntax that the targeted source database can understand. This forced simplicity then has the advantage of being, well, simple and easy to use as well as generally familiar (again, as in Google) and therefore preferable to the user (Miller 2004). This is not to say that users cannot perform relatively complicated searches in a federated search interface; often, depending upon the resources being searched, users can achieve a moderate level of complexity using Boolean logic and various field descriptors along with other limiters – but they often simply choose not to. Many

federated search interfaces (or rather, their designers) also tend to try not to overwhelm the user with copious options on the initial searches. Moreover, it appears that federated search vendors are busy increasing the abilities of their products to offer "complex search commands," and that shortly the technology will exist to offer users just as much search complexity (if desired) in the federated search as in the native database that it is searching within (Fryer 2004).

Second, federated searches can provide a library with custom, subject-specific searches of resources. For instance, a user engaged in a literature search may choose to search a "block" of literature databases, high-quality Internet literature sources, internal and external original source documents, and literature-specific bibliographies or finding aids (say, for use with a subject-relevant special collection). On subject resource pages, libraries can offer links to various block searches alongside such standards as Internet links, journal links, and individual database and e-book links. This ability to accurately direct a user to a subject-specific search that would encompass all relevant e-resources available to a given institution cannot be overstated.

Third, and arguably the most important, is federated searching's "transparency" – the aforementioned ability to easily search through all of a library's resources without the user being aware of what is occurring. A federated search offers the ease of transparency, and, for users, operates as a "black box to which they can pose their questions and get answers" (Miller 2004). Unsophisticated users will no longer be confused by the array of database and electronic resource options available from a typical library Web site; instead they can simply choose a subject or functional topic area, and perform a search with the assurance that they likely covering just about everything the library has to offer without engaging in the effort

of locating these e-resources and consequently searching each individually.

Disadvantages

Federated searching is, of course, not the final link of a library's user-to-information chain. All obvious advantages aside, users can still perform as poor a search in a federated interface as they can in a typical database. User education and the expert guidance of a good reference librarian will likely never be replaced by any technology, least of all federated searching, and federated search engines are intended to "complement rather than replace the searching within individual database" (Tansey, 2003).

Another disadvantage is the duplication of returned records—a natural result of performing searches across multiple resources. This, more than anything, is the Achilles' heel of federated search engines. Returned results must be de-duplicated so that only unique instances remain (Wadham 2004). Given that the number of records returned in a typical search may be multiplied by a factor of ten or more, de-duplication cannot be feasibly performed on the entire set of records. This type of wholesale de-duping could literally take hours to perform, and is not useful. Instead, federated search engines tend to de-dupe only the currently "viewed" record set, providing a

feasible but somewhat unsatisfying solution to the problem. And, according to some researchers, this issue "limits the type and complexity of searching that can be done" (Wadham 2004).

Additionally, relevancy rankings are essentially non-existent. First, federated searches can generally only use the relevance indicators given to them by the source search engines which would then somehow have to be applied and compared algorithmically to the total search results. Second, federated searches are handicapped by the simple fact that they initially access only the index records of a source database; relevancy is commonly generated by performing word comparisons, and applying similarity algorithms to the full text of an article. In short, this would make accurate relevancy results almost impossible to return (Hane 2003). Future implementations might be able to access and sort returned relevancy rankings as the items are being de-duped — the technology, methods and protocols are already being developed and discussed. Future engines might also be able to access the full text of an item, or at least its database index in order to perform its own relevancy ranking, but that kind of technology is currently in its nascent stages.

LINK-RESOLVERS

The second piece of the e-resource integration puzzle is the link-resolver or citation-linking engine. Essentially, a link-resolver is a service (software, either hosted locally or by a provider) that enables one electronic resource to link to another electronic resource, or, more succinctly stated, "...the ability to transmit bibliographic data through hypertext links and to connect users with the full richness of electronic collections with ease" (McDonald and Van deVelde 2004). These resources and collections are generally databases, and the linking that occurs is usually from an abstract or citation to a full-text version of that abstract or citation. Most link-resolvers generally use the open URL standard occasionally in conjunction with DOIs and CrossRef services, depending upon the services where the link originates, and the contractual agreements that the library in question has with various database vendors.

A Typical Example

For example, in the University of Southern Mississippi implementation, a user may perform a search in a citation resource (discounting internal links to full-text content via EBSCOhost's EJS service) such as EBSCOhost's "PsycINFO" database. The user's search may then return several results. At the bottom of

OUR SERVICE IS UNSURPASSED

Binding **periodicals** and rebinding **books** in **quality** bindings is our **business**, and has been since 1912.

Less expensive Adhesive Type Bindings available upon request.

100 Hembree Park Drive
P. O. Box 428
Roswell, GA 30077-9998
Telephone 770-442-5490 FAX 770-442-0183

An Equal Opportunity Employer

National Library Bindery Co. of Ga., Inc.

A CERTIFIED LIBRARY BINDERY

We take pride that our workmanship, materials and service are among the best in the industry.



each citation in the result list, the user will see a small graphical button displaying the textual message "Find-It." Clicking on this button will create a pop-up window that lists a variety of links, all of which are contextually related to the item citation. Possible available menu links that are displayed may include:

- Links to the full-text of that article from other resources.
- A link to the library catalog for a journal or book (if no full-text available).
- A link to a pre-filled interlibrary loan form (if no full-text available).
- Links to other library services such as e-mail reference forms.
- Links to Web search engines or other free Internet resources.

Clicking or selecting an item from the list of links should result in the user accessing the resource as specified by the link title. Full text links should take you to the full text of an article, catalog links should search the library's ILS and return results, etc.

Advantages of Link-Resolvers

The lure of using a link-resolver to help blend a library's resources into a comprehensive umbrella of services should be apparent. The initial and most appealing advantage involves the idea of "complete coverage" for the user; that is, by using a link-resolver a library can provide access to a user-requested resource by querying a database that contains comprehensive information on that library's holdings regardless of the requested item's physical form or location. If a requested item does not match the link-resolver's database of holdings information (electronic or print), the user can then be re-directed to item request or borrowing services such as a subsidized article retrieval service or an ILL form. The user can even be given the option of performing a Web search through an Internet search engine, or can be re-directed to a suggested internal resource such as a bib-

liography that matches the subject area of the requested journal or book, or a subject resources page that matches the subject area of the requested journal. The ability to blend all of your public access resources and services into a single menu that delivers the user to a place where they can resolve their search with some sort of positive outcome is extremely desirable. An unhappy patron who turns to the Internet or other sources out of frustration or lack of proper direction is something that a library, in today's tight climate of high user expectations and low funding, can ill afford.

An additional advantage lies in the link-resolver's ability to resolve appropriate copy. The term "appropriate copy" is derived from the need to appropriately serve the contextually correct copy of an item to the user; for example, when a citation generates links to multiple copies of a journal whose deliverability is "governed by distinct access policies" unique to each of those copies. Ultimately, the link-resolver should help link the user to the most appropriate copy according to the context of his/her environment, or link to the most appropriate copy from among its multiple listings (McDonald and Van de Velde 2004). For example, if your user is on a satellite campus with different database access than would be given on the main campus, then your link-resolver should be able to (a) discern where the user is located; (b) determine access rights by location against different databases; and (c) deliver the link to the correct database resource or, conversely, not deliver a link to which the user does not have access.

More advantages lie within the results of implementing a link-resolver. First, patron satisfaction seems to generally rise when links to the full-text (or full-text access options) of a journal article are provided in a list or menu. This obviates the need for the patron to embark upon a hunt-and-seek session through multiple databases and usually avoids "dead ends," thus saving considerable amounts

of the patron's time and decreasing frustration (Schneider 2001). Second, ILL units and subsidized article-retrieval services may see less activity as patrons are directed towards the full-text of an item that they previously wouldn't have been aware of, thus decreasing the time spent by ILL in filling items that the library does have access to, or by needlessly spending subsidy funds on redundant article copies. Third, more statistics can be gathered about usage of full-text resources, creating an even more accurate snapshot of a given library's journal usage. Fourth, the usage rate of some of the more expensive (but perhaps less popular with patrons) electronic databases is usually increased as more patrons are directed toward full-text copies located within these databases from citations in other, more popular databases. Moreover, since the options that are presented to library staff on the link-resolver target menu are essentially comprehensive lists of item availability, library staff will likely spend far less time searching for full-text articles. In fact, while viewing the options presented on this list, library staff can be confident that they are indeed seeing all the full-text possibilities in one place. Last, using a link-resolver, librarians can control the options that are presented to the user in the link-resolver's link menu interface (Schneider 2001).

Ultimately, the link-resolver's major role is to get the users to electronic full-text, no matter where it may reside. If full-text is absolutely not available, the link-resolver's purpose is to inform the users of the outcome, and direct them to the most appropriate physical copy such as the library's physical holdings via the catalog, or from ILL or an outside commercial acquisitions vendor such as Ingenta or Infotrieve.

Disadvantages

As with any new technology, link servers bring their own special headaches to the library. In order to initialize a link server, the library must first create a

database of holdings. Many link-resolver vendors will already have created a comprehensive list or database of aggregate "targets" – that is, a database of holdings that represent the journals residing within an aggregator's large, commercial database offerings (such as PsycINFO), and that can be activated as a holdings "target" to reflect your library's database holdings. However, most libraries have unique or specialized collections of electronic journals (such as EJS journals) that will need to be compiled, and will need to include access information such as date ranges and so on. These lists can be tedious and time-consuming to compile, but can be avoided if your library is using a serials management tool such as Serial Solutions.

Another issue is that many vendors do not have article-level linking activated or available, or may not even be able to parse open URLs or DOIs. While the majority of these vendors may have at least journal-level linking activated, it is a definite source of frustration to patrons to be told that a full-text resource is available, only to be directed to a confusing, journal-level search screen. However, many link-resolvers do allow the library to indicate, in a variety of ways, that a particular resource's links will not result in a direct, article-level link.

LINK-RESOLVERS, FEDERATED SEARCH ENGINES AND THE INTEGRATION OF RESOURCES

In a recent article concerning their implementation of the Ex Libris link-resolver product SFX, Boston College librarians Bob Gerrity, Theresa Lyman and Ed Tallent remarked on the "blurring" of previously unrelated services that is occurring in today's technology-enhanced library world; essentially, Gerrity et.al. postulated that we, as modern librarians, now live in a "blurred world," where services like federated searches and link-resolvers do much to combine library resources and to dissolve boundaries between previously independent

areas such as service and content or print and electronic (Gerrity, Lyman and Tallent 2002). The inference is that a patron can be connected to all services at any time in the context of his/her search and, most important, at the exact time that that service is needed to obtain that particular item. Also, the blurred analogy suggests that most of the content a library provides can be delivered to the patron in a single "use" setting (such as combining a federated search engine's results with what is available from the subsequent link-resolver menu). This near-complete integration of services is now a usable reality, and the library's current challenge is how to best utilize the advantages they represent, in terms of the patron as well as the library.

REFERENCES

- Fryer, D. "Federated Search Engines." *Online*, 28 (2): 16-19.
- Gerrity, B., Lyman T., and Tallent, E. (2002). "Blurring Services and Resources: Boston College's Implementation of Metalib and SFX." *Reference Services Review*, 30 (3): 229-241.
- Hane, P. J. (2003). "The Truth About Federated Searching." *Information Today*, 20 (9): 24.
- McDonald, J. and Van deVelde, E. F. (2004). "The Lure of Linking." *Library Journal*, 129 (6): 32-34.
- Miller, T. (2004). "Federated Searching: Put It in Its Place." *Library Journal*, 129: 32-33.
- Schneider, K. G. (2001). "SFX: a Linkalicious Service." *American Libraries*, 32 (6): 118-119.
- Tansey, M. (2003). "Intelligent Content and Technology Integration." *Information Today*, 20 (6): S6-S8.
- Wadham, R. L. (2004). "Federated Searching." *Library Mosaics*, 15 (1): 20.

President's Page

(continued from page 61)



Sean Butcher in front of the Operations tent where he is stationed in Iraq.

over again. It is much more personal than e-mail or a phone call could ever be.

My commanding officer has even noticed the gift boxes and he is now using one of the toothbrushes received. He sends his appreciation and would like to send you a letter when we return to the states....

I will close now but once again I am forever grateful to all of you at the library who have made my deployment so much more bearable and endurable. I too am proud of all of you in Mississippi who have shown the world the true American ideal. We share our wealth and good fortune with others so that they too can one day experience not only wealth and freedom and perhaps pass it on themselves to people less fortunate.

Enjoy the beautiful South Spring and hopefully I will be able to smell the flowers soon in my year. God bless and thank you.

Sincerely,
Sean

If your library is not already involved, this is a great time to consider starting a service project to support our servicemen and women overseas.

See you in Natchez!

Plagiarism Detection and Prevention: Creating Online Guides for Faculty and Students

By Michael Mounce

Reference/Instructional Services Librarian
Roberts-LaForge Library
Delta State University
mmounce@deltastate.edu

INTRODUCTION

Why create plagiarism detection and prevention guides? For Delta State University faculty and students, there were various reasons for creating and uploading two guides onto the DSU Library Services Web site. First "Plagiarism Prevention: a Guide for Students" and "Plagiarism Detection and Prevention: a Guide for Faculty" were created in response to one of the goals and objectives established by the DSU Library Reference Department in April 2003. The goal was "to perform outreach services to Delta State University and the community." This goal was made up of three objectives, one of which was to "add a plagiarism prevention page to the Web site." This objective was established as a result of the problem of plagiarism occurring among DSU students. The creation of the plagiarism Web page, which would later become two Web pages, began soon after this goal and objective were established.

Other reasons for creating the plagiarism detection and prevention guides were to enhance the Library Web site and to serve as sources of information for DSU faculty and students. The online guides expand the scope of the library Web site, since the site did not previously contain information on the topic of plagiarism. The guides also serve as sources of information about plagiarism for DSU faculty and students: students can find plagiarism prevention information, and faculty can find information on detecting, confirming, and preventing student plagiarism. In addition, the student guide also serves as a source of plagiarism prevention information for DSU students enrolled in the Fun-

damentals of Information Literacy course (LIB 101). LIB 101 is a general education requirement elective course, which began in the Fall 2004 semester.

CREATING THE GUIDES

The Basic Outlines

The first step in creating the guides was to form basic outlines for arranging the topics to be covered. For the student guide, the topical sections are as follows: Introduction, Plagiarism Defined, Examples of Plagiarism, and Tips for Avoiding Plagiarism. The topical sections of the faculty guide include the Introduction, Detecting Plagiarism, Confirming Plagiarism, and Tips for Preventing Student Plagiarism. Ideas for a topical outline were obtained by observing the way in which other plagiarism-related library guides on the Web were arranged.

Gathering and Using Resources

The next step in the process was to search for, find and use resources for the guides. During the research process, resources were selected based on their relevance to the topics covered on the Web pages (e.g. detecting plagiarism). The resources selected included books, e-books, journal articles, and Web sites.

The process of using resources included paraphrasing and quoting from the selected resources and citing the sources of information. Proper use and citation had to be maintained throughout the guides, especially since the topic was plagiarism. *The MLA Handbook for Writers of Research Papers* (5th edition) was consulted for quoting, paraphrasing, and citing sources properly.

Copyright Issues

In some instances, one does not need to obtain permission to use copyrighted materials. For example, a student could use information in a journal article for a

research paper. This is considered fair use. However, if copyrighted materials are used for a document that will become available on the Web, then it may be necessary to obtain permission for using the materials. Since copyrighted resources were used for the creation of the guides, it was considered necessary to ask permission for using the selected resources. Copyright holders were asked via e-mail or regular mail. In most cases, permission was granted to use a resource as requested. In a few cases, conditional permission was granted, which allowed only direct quotations accompanied with notices of copyright and permission.

Proofreading and Revision

The proofreading and revision process began when reference librarians, the Director of Library Services, and Assistant Director of Library Services began proofing the rough draft. Originally, the two guides were a single guide, containing information for both students and faculty. A major change made in the revision process was to divide the single work into two guides: one for students and the other for faculty. This change was made in order to avoid changing the intended audience within a guide. Changes made during the revision process also included adding an introduction to the beginning of each guide, eliminating some unnecessary information, clarifying copyright and permission notices, and various minor revisions.

Uploading the Guides onto the Library Web Site

After the revision process was completed, the next step was to copy the guides from Word documents and paste them into Web pages. Then the guides were made available on the Library Web site. The guide "Plagiarism Prevention: a Guide for Students" was made accessible from the "Roberts-LaForge Library Guides" Web page. This guide is directly

available at <http://library.deltastate.edu/libguides/plagiarismstudents.html> (see Figures 1, 2, 3, and 4).

The other guide, "Plagiarism Detection and Prevention: a Guide for Faculty," was made accessible from the Web page "Departmental and Collection Development Resources," and is directly available at <http://library.deltastate.edu/>

[libguides/plagiarismfaculty.html](http://library.deltastate.edu/libguides/plagiarismfaculty.html) (see Figures 5, 6, and 7 on following page).

Also, a printer-friendly version was made available for both the student and faculty guides for those who prefer this option when printing (See Figure 1).

CONCLUSION

Overall, it is believed that these guides

will be helpful to Delta State University faculty and students. After an e-mail was sent to all faculty and staff to increase faculty awareness of the guides, some faculty members began expressing interest. As of this writing, a professor has mentioned creating a link to the student guide in the online syllabus of a course being taught. Other faculty members have reported needing to use information available in the faculty guide to assist in plagiarism detection. To increase students' awareness of the student guide, copies of the print version of the student guide have been made available in the Reference Department of the Delta State University Library.

WORKS CITED/ RECOMMENDED READING

The following is a list of resources that were used in the creation of the faculty and student guides. These resources are also recommended for those wishing to investigate the topic of plagiarism.

Works Cited for "Plagiarism Prevention: a Guide for Students:"

- *Academic Honesty: Cheating and Plagiarism*. 7 Aug. 2002. Committee on Academic Conduct in the College of Arts and Sciences, University of Washington. 10 Nov. 2003 <<http://depts.washington.edu/grading/issue1/honesty.htm>>.
- Everhart, Nancy. *How to Write a Term Paper*. Rev. ed. New York: Franklin Watts, 1994.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th ed. 1999.
- "Plagiarism." *Webster's Third New International Dictionary of the English Language Unabridged*. 3rd ed. 1986.
- "Plagiarism: What It Is and How to Recognize and Avoid It." Writing Tutorial Services, Indiana University, Bloomington. 10 Nov. 2003 <<http://www.indiana.edu/~wts/wts/plagiarism.html>>.
- *Publication Manual of the American Psychological Association*. 5th ed. Washington DC: American Psychological Association, 2001.
- Rozakis, Laurie, Ph.D. *Schaum's Quick Guide*

Plagiarism Prevention: A Guide for Students

INTRODUCTION:

The purpose of this guide is to provide Delta State students with information about plagiarism. On this guide, "plagiarism" is defined, illustrated in examples, and discussed in regard to prevention.

PLAGIARISM DEFINED:

The Webster's Third New International Dictionary of the English Language Unabridged (3rd Edition) provides the following definition for the word plagiarize:

"to steal and pass off as one's own (the ideas or words of another): use (a created production) without crediting the source..."

The above definition is used by permission of Merriam-Webster, Incorporated (www.Merriam-Webster.com). Copyright 1993 by Merriam-Webster, Incorporated.

There are various types of plagiarism, such as those listed below:

- Copying someone else's words verbatim without quotation marks or citations. (Whitley, Jr. and Keith Spiegel 77).
- Quoting an author using quotation marks but providing no citation (Gibaldi 31-32).
- A paraphrase of the original author's words can also be plagiarism if no citation is provided (Gibaldi 31-32).

Figure 1: Definition of plagiarism and types of plagiarism

EXAMPLES OF PLAGIARISM:

Below is a brief passage from the book William Faulkner: The Making of a Modernist by Daniel Joseph Singal. This passage is followed by three examples of plagiarism and one example of a correct use of Singal's work.

Although Horace Benbow comes across as a far more sympathetic character than his sister in Sanctuary, he represents a rejected identity model as well. With his many Prufrock-like attributes, Horace can best be seen as Faulkner's final settling of accounts with post-Victorian culture, his sharpest articulation of the defects of the "poet" persona he had experimented with just a few years earlier (159).

The above passage is used by permission of the publisher, the University of North Carolina Press. Copyright 1997 by the University of North Carolina Press.

Example 1: With his many Prufrock-like attributes, Horace can best be seen as Faulkner's final settling of accounts with post-Victorian culture.

The sentence above is a direct quote from Singal. No quotation marks or citation is provided, which is plagiarism.

Example 2: "With his many Prufrock-like attributes, Horace can best be seen as Faulkner's final settling of accounts with post-Victorian culture."

The sentence above is a direct quote from Singal, which includes quotation marks. However, it is also an example of plagiarism, since no citation is provided.

Example 3: Horace Benbow, a character in Faulkner's Sanctuary, may be viewed as Faulkner's last association with the post-Victorian tradition, having characteristics similar to those of Prufrock.

The sentence above is a paraphrased version of Singal's words. However, there is no citation provided with the sentence. This is also plagiarism.

Example 4: Horace Benbow, a character in Faulkner's Sanctuary, may be viewed as Faulkner's last association with the post-Victorian tradition, having characteristics similar to those of Prufrock (Singal 159).

The sentence above is NOT an example of plagiarism, but is a correct use of Singal's words. It is a paraphrased version of Singal's words and it includes a citation.

Figure 2: Examples of plagiarism and an example of proper use of a source

to *Writing Great Research Papers*. 1999. Delta State University eBook Collection. Comp. NetLibrary. 2003. Delta State University. 7 Nov 2003 <http://www.netLibrary.com/ebook_info.asp?product_id=13504>.

- Singal, Daniel Joseph. *William Faulkner: the Making of a Modernist*. Chapel Hill: University of North Carolina Press, 1997.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996.
- Whitley, Jr., Bernard E. and Patricia Keith-Spiegel. *Academic Dishonesty: an Educator's*

Guide. 2002. Delta State University eBook Collection. Comp. NetLibrary. 2003. Delta State University, 7 Nov 2003 <http://www.netLibrary.com/ebook_info.asp?product_id=66177>.

Works Cited for "Plagiarism Detection and Prevention: a Guide for Faculty:"

- Barnstrom, Lisa. "Online Instructional Design & Pedagogy: Combating Plagiarism." 2003. Northwest Vista College. 10 Nov. 2003 <<http://www.accd.edu/nvc/areas/disted/frk/plagiarism.htm>>.
- Delta State University. *Bulletin of Delta State*

University 2002-2004. Cleveland: Delta State University, 2002.

- Ferguson, Janet. "Faculty Plagiarism Resources: Prevention and Detection." 5 Jan. 2004. Ramsey Library, UNC at Asheville. 28 Jan. 2004 <<http://bullpup.lib.unca.edu/library/lr/plagiarism.html>>.
- Gardiner, Steve. "Cybercheating: A New Twist on an Old Problem." *Phi Delta Kappan* Oct. 2001: 172-174. Academic Search Premier. EBSCOhost. Delta State University, Roberts-LaForge Library, Cleveland. 16 Sept. 2003 <<http://www.epnet.com>>.
- Google Directory. Ed. Netscape Open Directory Project. 2003. Google. 10 Nov. 2003 <<http://www.google.com/dirhp?hl=en>>.
- Harris, Robert. "Anti-Plagiarism Strategies for Research Papers." 7 Mar. 2002. VirtualSalt.com. 10 Nov. 2003 <<http://www.virtualsalt.com/antiplag.htm>>.
- Hinchliffe, Lisa. "Cut-and-Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism." May 1998. The Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign. 10 Nov. 2003 <<http://alexia.lis.uiuc.edu/~janicke/plagiary.htm>>.
- Nowakowski, Fran. "Detecting Plagiarism." 9 July 2003. Dalhousie Libraries, Dalhousie University. 10 Nov. 2003 <<http://www.library.dal.ca/how/detect.htm>>.
- "Plagiarism - Prevention and Detection." 26 Mar. 2003. Baylor University Libraries, Baylor University. 10 Nov. 2003 <<http://www3.baylor.edu:80/Library/BeyondLib/plagiarism.htm>>.
- "Preventing Plagiarism." 2002. Libraries, Learning Services, University of Alberta. 10 Nov. 2003 <<http://www.library.ualberta.ca/guides/plagiarism/preventing/index.cfm>>.
- Pyatt, Elizabeth J. "Cyberplagiarism: Detection and Prevention." 7 Nov. 2003. Information Technology Services, Pennsylvania State University. 10 Nov. 2003 <<http://tlt.its.psu.edu/suggestions/cyberplag/>>.
- Stillwell, Lisa. "Plagiarism: a Resource for Faculty." Aug. 2003. College Library, Franklin & Marshall College. 10 Nov. 2003 <<http://library.fandm.edu/plagiarism.html>>.
- Young, Jeffrey R. "The Cat and Mouse Game of Plagiarism Detection." *Chronicle of Higher Education*, 6 Jul. 2001: A26-A27. Academic Search Premier. EBSCOhost. Delta State University, Roberts-LaForge Lib., Cleveland. 16 Sept. 2003 <<http://www.epnet.com>>.

TIPS FOR AVOIDING PLAGIARISM:

- **Know what IS plagiarism and what is NOT plagiarism:** According to Laurie Rozakis, author of *Schaum's Quick Guide to Writing Great Research Papers*, all information or ideas that you borrow from someone else "which are not common knowledge" will need to be cited to avoid plagiarizing. However, some information "is common knowledge" and does not require citing. Common knowledge includes general facts and "information people are expected to know" and is defined as "something that is presented in several sources." On the other hand, uncommon knowledge includes more specific facts and information, which is not usually known by people outside a given field. For example, the following sentence could be considered common knowledge: George Washington was the first president of the United States. The following quote from Rozakis is an example of uncommon knowledge: "By the time the last cannon thundered across the Shenandoah Valley at Antietam, the battlefield echoed with the screams of 20,000 Union and Confederate wounded." Knowing the difference between "common knowledge" information and information needing to be cited can help you avoid plagiarizing (Rozakis 117-118).
- **Take Notes:** When taking notes, summarize the information in your own words and write down the page numbers along with your notes (Everhart 92). It is a good idea not to look at the original author's sentences or paragraphs while paraphrasing. Afterward, you can check behind yourself to make sure you did not accidentally copy too much text verbatim ("Plagiarism: What It Is and How to Recognize and Avoid It").
- **Make Sure You Give Credit to the Original Authors When Working on Your Paper:** You will need to provide citations whenever you quote or paraphrase someone else's words, and when you use someone else's ideas (Gibaldi 33). When you provide citations for your sources of information, you will need to cite them in your footnotes or endnotes (whichever is applicable), citations within your paper, which are referred to as "parenthetical citations," and on the list of works cited at the end of your paper (Turabian 74). The Publication Manual of the American Psychological Association states:

Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. (349)

The above paragraph is reproduced from the Publication Manual of the American Psychological Association (5th Edition), 2001, page 349. Copyright 2001 by the American Psychological Association. The above paragraph is reproduced with permission.

Figure 3: Plagiarism prevention tips for students

In the Reference Department of Roberts-LaForge Library, we have the following resources to help you in citing your sources:

- *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian) [LB 2369 .T8 1996 Ref] (available on Index Table 1; [Turabian Style Guide](http://www.lib.usm.edu/~instruct/guides/turabian.html)) available online at <www.lib.usm.edu/~instruct/guides/turabian.html>.
- *MLA Handbook for Writers of Research Papers* (Sixth Edition) [LB 2369 .G53 2003 Ref] (available on Index Table 1; [MLA Style Guide](http://www.lib.usm.edu/~instruct/guides/mla.html)) (5th Edition) available online at <www.lib.usm.edu/~instruct/guides/mla.html>.
- *MLA Style Manual and Guide to Scholarly Publishing* [PN 147 .G444 1998 Ref] (available in Ready Reference Collection)
- *Publication Manual of the American Psychological Association* (Fifth Edition) [BF 76.7 .P83 2001 Ref] (available on Index Table 1; [APA Style Guide](http://www.lib.usm.edu/~instruct/guides/apa.html)) available online at <www.lib.usm.edu/~instruct/guides/apa.html>.
- *American Medical Association Manual of Style: A Guide for Authors and Editors* (9th Edition) [R119 .A533 1998 Ref] (available in Ready Reference Collection)
- *The Columbia Guide to Online Style* [PN 171 .F56 W35 1998 Ref] (available in Ready Reference Collection and online at <http://www.columbia.edu/cu/cup/cgos/idx_basic.html>).
- *The Chicago Manual of Style* (14th Edition) [Z253 .U69 1993 Ref] (available in Ready Reference Collection: new Q&A feature available online at <<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/cmosfaq.html>>).
- **Don't Procrastinate:** Do not wait until the paper is almost due to begin working on it. The pressure caused by the close deadline will make it very tempting to plagiarize ("Academic Honesty: Cheating and Plagiarism").

Figure 4: Citation manuals available to DSU students

DETECTING PLAGIARISM:

When reading a plagiarized research paper turned in by a student, the signs of plagiarism may not always be obvious. However, there are some things that professors can pay special attention to when suspecting plagiarism.

- **Observe citations throughout the paper:** This will help determine whether or not the required citation style was used. For example, if the citations in the paper conform to Turabian style when the MLA style was required for the paper, you may be looking at a plagiarized paper (Gardiner). Also, you may find more than one citation style used throughout the paper. Robert Harris, the author of the web page "Anti-Plagiarism Strategies for Research Papers", has stated "if some paragraphs are cited in MLA style, while other references are in APA and perhaps one or two are in CBE or Chicago, you are probably looking at a paste up."
- **Observe the writing style or styles used in the paper:** Sometimes, you may notice that some of the writing used in a paper does not "sound like" something the student would write (Gardiner). The unusual words or wording may include "jargon or advanced vocabulary" (Hinchliffe). Other papers may include a writing style that is below average (Pyatt).
- **Look for signs that the paper is outdated:** Sometimes, professors can find signs that the paper being read may be outdated. For example, the paper may contain statements which are no longer true such as "Al Gore, the vice-president of the United States..." (Pyatt). Also, the sources used for the paper may need to be checked for currency. If all of the sources listed in references or works cited are several years old, then the paper may be an example of plagiarism (Nowakowski).
- **Observe the font used in the paper:** A paper may contain more than one "font style or size." For example, you may find that Times New Roman is used in one section of the paper while Courier New is used in another. Different fonts throughout a paper would indicate that a student may have copied and pasted various portions of web pages together into a word processor ("Plagiarism-Prevention and Detection").
- **Look for signs that the paper veers away from the topic:** The paper may not cover certain points that need to be covered or it may be completely or partially irrelevant to the original topic (Ferguson).

Figure 5: Tips for faculty for detecting student plagiarism

CONFIRMING PLAGIARISM:

- **Using one or more search engines:** One way to confirm that a paper has been plagiarized is to use a Web search engine, such as [Google](#). In the search engine's search box, you can type in an unusual word or phrase and find documents on the web containing the search term. If the paper was taken from a paper mill on the web, the search engine can find the site containing the original paper (Young). When performing a phrase search in a search engine, you may want to enclose it in quotation marks (Barnstrom). Other search engines available on the web include:

[Alltheweb](#)
[AltaVista](#)
[Dogpile](#)
[Lycos](#)
[Metasearch](#)
[Yahoo!](#)

- **Using anti-plagiarism software or an online service:** One way to confirm that a paper contains plagiarism is to use plagiarism detection software. Another way is to let an online service search for plagiarism for you. Two examples of online plagiarism detection services are [Turnitin](#) and [Glatt Plagiarism Services](#). Examples of detection software include [CopyCatch](#), [Wcopyfind](#) and [EVE2: The Essay Verification Engine](#) ("Google Directory"). Visit these Web sites of services and software for information on pricing or availability.

Figure 6: Plagiarism confirmation online resources available on the Web for faculty

TIPS FOR PREVENTING STUDENT PLAGIARISM:

- **Educate Students on the Topic of Plagiarism:** Educating students on this topic can include teaching them what is and what is not plagiarism. More specifically, faculty need to cover the issues of paraphrasing, using quotation marks with quotes, providing citations, and any other relevant topics ("Preventing Plagiarism").
- **Warn Students of the Penalties for Plagiarizing and Let Them Know You Can Detect It:** One way to discourage plagiarism is to let students know that there is a penalty for plagiarizing. To make them aware of the penalty, you may wish to include the university policy against plagiarism in your syllabus. According to the Bulletin of Delta State University 2002-2004, "cheating and plagiarism are not tolerated." The bulletin also states:

If it is established that a violation has occurred, instructors may determine the penalty and/or may report the offense to the division/department chair, the student's advisor, and dean. The usual penalty involves a grade of zero on the test, examination, or paper in question. A second offense by any student should be reported immediately for more stringent action (71).

In addition, you may wish to use an anti-plagiarism service or software and let students know about it. Letting them know you can detect it can further discourage student plagiarism (Pyatt).

- **Have Students Do Their Research Papers or Term Papers in Progressive Steps:** Requiring students to do their papers in progressive steps can be an effective way to prevent plagiarism. For example, a professor may require students to turn in a list of resources, then an outline of the paper, then a rough draft, and finally the final draft (Whitley Jr. and Keith-Spiegel 89). If time permits, a professor may also want to require students to discuss papers in class as a step in the process (Stillwell).
- **Give Students Narrow Topics:** Another way to prevent student plagiarism is to give students narrow topics to choose from instead of broad subjects. It may be more difficult to find another paper online on a given narrow topic than on a broad subject ("Plagiarism-Prevention and Detection").

Figure 7: Student plagiarism prevention tips for faculty

Join MLA!

Fill out and
return the
membership
card located on
the inside back
cover
of *Mississippi
Libraries*
and be a part
of the ever
continuing
promotion of
libraries
throughout
Mississippi.

FRBR and Online Catalogs

By Miao Jin

Catalog Librarian

University of Southern Mississippi

miao.jin@usm.edu

INTRODUCTION

Most online catalogs display the search results for a query in an unorganized list of bibliographic records. While this is not a problem for those searches that yield a small number of hits, for those queries that generate hundreds of hits, many online catalog users will not look beyond the first few screens of records presented to them (Wiberley, 1995). Users may be able to manipulate the display of a large number of search results by simply sorting them by publication date, but not many other options are currently available to help users organize the results of their search to facilitate browsing.

For example, a recent title keyword search of "Christmas Carol" in The University of Southern Mississippi's online catalog generated 122 bibliographic records. Users would need to browse this unorganized list of records screen by screen. A few sorting options are available for users to manipulate the display of search results to facilitate browsing (such as sorting by author, subject, title, relevance, old to new, and new to old), but the list does not define the relationships among these bibliographic records. They have one thing in common: they contain the words "Christmas Carol" in their title. But how does one item relate to or differ from another? Are they all original works by Charles Dickens? If not, how are they derived from the original work? Are they all in English? Current online catalogs do not enable users to find answers to these questions easily. Consequently, the question of how to display the search results in a way that can reflect users' expectations and perceptions has been a topic of interest to many scholars (Svenonius, 1988; Pejtersen, 1989; and Carlyle, 1999).

Functional Requirements for Bibliographic Records (FRBR), an entity-relationship model proposed by the International Federation of Library Associations

and Institutions (IFLA), offers a new way of presenting search results. The FRBR model provides a clear, precisely stated, and commonly shared understanding of the information that the bibliographic record aims to provide, and what we expect the record to achieve in terms of answering user needs (IFLA, p. 2). "FRBRized" online catalogs present search results in a hierarchical order based on the attributes of FRBR entities. Examples of FRBRized online catalogs include OCLC's FictionFinder (<http://www.fictionfinder.oclc.org>) and the Australian Literature Gateway (<http://www.austlit.edu.au>).

FRBR CONCEPTS

In 1998, IFLA published a report proposing FRBR, an entity-relationship model which identifies three things: entities ("things", either physical or abstract); attributes (properties of entities); and relationships (interactions among entities) (Allyson, 2004). In the FRBR report, a bibliographic record is defined as the aggregate of data that are associated with entities described in library catalogs and national bibliographies (IFLA, p. 7). This model defines three groups of entities described in a bibliographic record. The first group includes four entities that are products of intellectual or artistic endeavor: work, expression, manifestation, and item. The second group comprises entities that are responsible for the intellectual or artistic content, the physical production and dissemination, or the custody of such products: person and corporate body. The third group comprises an additional set of entities that serve as the subjects of intellectual or artistic endeavor: concept, object, event, and place (IFLA, p. 12). Since a FRBRized online catalog's ability to display bibliographic records in a hierarchical way is based on the attributes of the first group of entities, only the entities from that group will be discussed here.

"Work" is defined as "a distinct intellectual or artistic creation" (IFLA, p.16). For example, *A Christmas Carol* is a work by Charles Dickens. It is an abstract entity with no physical item or number of

editions inherent in it. The demarcation of a work and a new work is the significance of independent intellectual or artistic effort involved in the modification of the original work. Thus, paraphrases, rewritings, adaptations, abstracts, and summaries are considered to represent new works. In a bibliographic record, work level data can be found in the title statement field (MARC tag 245) and the main entry author field (MARC tag 1XX). In the literature, the term "work" is frequently used interchangeably with "title."

"Expression" is defined as "the intellectual or artistic *realization* of a work in the form of alpha-numeric, musical, or choreographic notation, sound, image, object, movement, etc., or any combination of such forms" (IFLA, p. 18). The specific intellectual or artistic form that a work takes each time it is "realized" is an expression. An Italian translation and a French translation of *A Christmas Carol* are considered as two different expressions. Many fields in a bibliographic record bear expression level data. The name of the translator or editor may be described in the statement of responsibility subfield of the title statement field (MARC tag 245, subfield c). The edition statement (MARC tag 250) might also indicate expression level information with statements such as "New rev." or "Enl. ed."

A "manifestation" is "the *physical embodiment* of an expression of a work." The entity encompasses a wide range of materials, including manuscripts, books, periodicals, maps, posters, sound recordings, films, videorecordings, CD-ROMs, multimedia kits, etc. For example, the DVD version and the VHS version of the movie *A Christmas Carol* produced and directed by Brian Desmond-Hurst in 1987 are considered to be two different manifestations although the content is exactly the same. Manifestation level information can be found in the physical description field (MARC tag 300).

An "item" is "a single exemplar of a manifestation." It is a single concrete entity. For books, each copy of the same edition that makes a manifestation is an "item." For example, The University of

Southern Mississippi Libraries have two copies of Desmond-Hurst's film version of *A Christmas Carol*. One is located in the library stacks and the other is on the reserve shelf. This information is usually added to a bibliographic record by catalogers of local libraries and reflects only attributes of a particular item owned. Sometimes this information can be found in the local note field (tag 590).

A FRBR-BASED ONLINE CATALOG EXAMPLE

OCLC's FictionFinder is a prototype of a FRBR-based catalog for fiction in WorldCat (<http://fictionfinder.oclc.org>). In FictionFinder, the search results are not displayed as the usual unorganized list of individual bibliographic records. Instead, a query results in the display of a list of works. For example, the search results of a title search of *A Christmas Carol* are displayed in a list of 40 works which can be browsed in four screens (see Figure 1).

After clicking on the title of a particular work from the list, a user will be able to see a list of expressions that are derived from a particular work. For example, clicking on work #10 in Figure 1, "A Christmas Carol and other stories," will reveal two expressions derived from it, English and Romanian (see Figure 2). Currently, expressions are primarily organized by language. As additional modes of expression are added (e.g., audio and image), these characteristics will be included in the expression navigation structure.

After selecting a language, a list of manifestations derived from a particular expression is displayed (see Figure 3).

Compared to traditional online catalogs, FRBR-based online catalogs are able to organize search results in different lists of works, expressions and manifestations. This makes it easier for users to browse through the search results and to understand the characteristics that are common



Figure 1

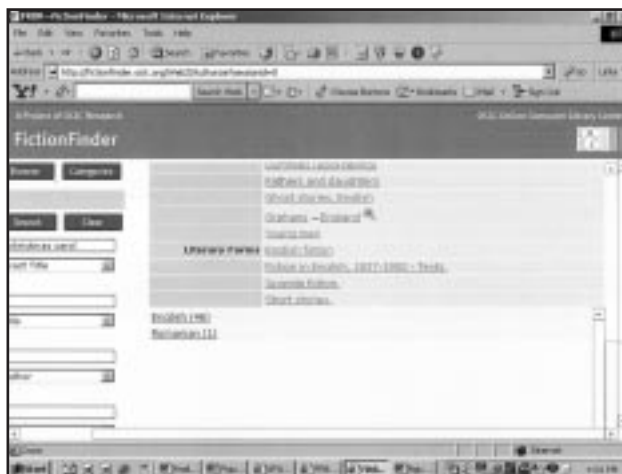


Figure 2

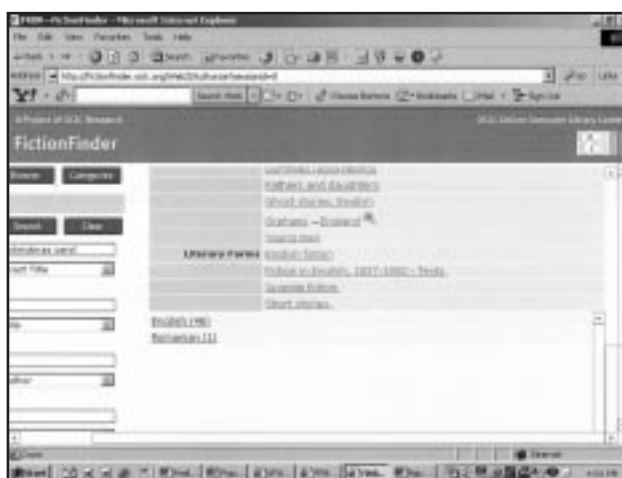


Figure 3

among the search results (in this case they are derived from the same work and they are written in the same language).

FRBR: PROS, CONS, CONSIDERATIONS

The FRBR model has changed the conceptual framework of cataloging. Currently, cataloging practice is based on the manifestation level. A cataloger examines an item and decides if the item is an exemplar of a manifestation that already has been cataloged by local libraries or national bibliographic agencies. If not, a new bibliographic record is created for each new manifestation. All the cataloging standards and procedures are based on the manifestation level to describe a piece in hand.

The FRBR model identifies the relationships among the four entities of work, expression, manifestation, and item, which may force cataloging rule-makers and online catalog designers to ponder whether manifestation-level cataloging is still the best practice. If two manifestations are derived from a same work, many data elements in the two bibliographic records will be the same. Thus, time and effort can be saved if cataloging can be based on the work level and only expression- and manifestation-level information needs to be added.

Of course, FRBR has its disadvantages, too. O'Neill's study found many bibliographic records do not carry enough expression-level information, and that record-by-record examination is sometimes necessary when "FRBRizing" bibliographic records related to a large literary work (O'Neill, 2002). His study indicates that manual editing of a huge number of bibliographic records is needed for libraries that plan to implement FRBR. Although VTLIS, a library software company, has implemented programs that can automatically convert a traditional online catalog to a FRBRized online catalog, they are still in the beginning stage, and no information is available to evaluate the accuracy and quality of their programming.

For library administrators who are considering implementing FRBR in their online catalogs, it is necessary to: 1) work with their system vendors to see how much manual work is needed from local librarians, and 2) consult with vendors about the cost of the conversion. While it may be good to be a pioneer in the development of a new concept, administrators must consider if the time and the money involved in FRBRizing the online catalog will be worth the benefits brought to the users.

REFERENCES:

Carlyle, A. (2004). "FRBR and the Bibliographic Universe, or How to Read FRBR as a Model." FRBR pre-conference, American Library Association Annual Conference. Orlando, FL, June 24, 2004.

Carlyle, A. (1999). "User Categorization of Works: Toward Improved Organization of Online Catalogue Displays." *Journal of Documentation*, 55, 184-208.

"IFLA Study Group on the Functional Requirements for Bibliographic Records (1998)." *Functional Requirements for Bibliographic Records: Final Report*. Munich: K.G. Saur.

O'Neill, Edward T. (2002). "FRBR: Functional Requirements for Bibliographic Records: Application of the Entity-Relationship Model to Humphry Clinker." *Library Resources & Technical Services*, 46(4), 150-156.

Pejtersen, A.M. (1989). "A Library System for Information Retrieval Based on a Cognitive Task Analysis and Supported by an Icon-based Interface." In: Belkin, N.J. and VanRijsbergen, C.J., eds. *SIGIR '89: Proceedings of the Twelfth Annual International ACM-SIGIR Conference on Research and Development in Information Retrieval*. New York, NY: ACM Press, 40-47.

Svenonius, E. (1988). "Clustering Equivalent Bibliographic Records." In: *Annual Review of OCLC Research, July 1987-June 1988*. Dublin, OH: OCLC, 6-8.

Tillett, B. B. (2002). "The FRBR model (Functional Requirements for Bibliographic Records)." A presentation by Dr. Barbara B. Tillett on June 15, 2002 for ALA ALCTS CCS CC: DA at Atlanta, Georgia.

Wiberley, S.E., R.A. Daugherty, and J.A. Danowski, (1995). "Displaying Online Catalog Postings: LUIS." *Library Resources & Technical Services*, 39, 247-264.

A Note from the Editors: Correction to last issue's TechNotes, et al.

Sheryl Stump and Rick Torgerson's article, "The Basics of LC and Dewey" (Vol. 68, No. 2, Summer 2004, pp. 43 – 45) included an example of a Dewey Decimal classification of a work on eggplants. We did not catch the misprints in the example on p. 44. The correct breakdown for the class number for eggplants is:

600	Technology
630	Agriculture
635	Garden crops, vegetables
635.1-635.8	Edible garden crops
635.6	Edible garden fruits and seeds
635.64	Other garden fruits
635.646	Eggplants

We apologize for any confusion this may have caused.

Professional services are offered on Mississippi State Contract:

- Space planning & consulting
- AutoCAD design
- Furniture & shelving estimates
- Electrical & data needs assessment

Since 1979



Worden furnishings and Estey shelving are available on Mississippi State Contract.

Flowood Public Library
Flowood, Mississippi



LIBRARY INTERIORS, INC.
THE LIBRARY INTERIORS GROUP

Please visit our booth at MLA 2004! Natchez, MS



2801 Division St.
Metairie, LA 70002
800.982.9909
chris@libraryinteriors.com
www.libraryinteriors.com

**Mississippi Library Association
2004 Annual Conference
October 19-22, 2004
Hotel Accommodations**



Isle of Capri Casino Hotel
645 South Canal Street
Natchez, MS 39120

RESERVATIONS

800.722.5825
601.445.0605
Fax 601.442.9823



Rate: \$50.00 plus 10% Tax, unless proof of Tax Exempt Status is provided.
Based on Double Occupancy; add \$5 per person additional.
Non-smoking rooms cannot be guaranteed, but early reservations are suggested.

Note: Hotel is **NOT** adjacent to Casino.
The Casino, itself, is "Under the Hill;" the Hotel is on the Bluff.

ROOM OVERFLOW: If the Isle of Capri Casino Hotel is full,
the **Ramada Inn** and **Comfort Inn** have also guaranteed rates to MLA, as follows:
Ramada Inn • 601.446.6311 • \$65.00 (plus 10% Tax)
Comfort Inn • 601.446.5500 • \$55.00 (plus 10% Tax)

*When making reservations, inform the Reservation Clerk that
you are with the "**Mississippi Library Association Conference.**"*

NOTE: Our Conference falls during the last week of
Natchez's Fall Pilgrimage (October 6-23, 2004).
Keep that in mind when making reservations.

A list of Bed and Breakfasts can be found on the
Accommodations link at the City of Natchez's Web site:
www.cityofnatchez.com

The Annual Balloon Races will be held in the
Bicentennial Garden of Rosalie, October 15-17, 2004.



Mississippi Library Association
 2004 Annual Conference
 October 20-22, 2004 — Natchez Convention Center
REGISTRATION DEADLINE: FRIDAY, OCT. 1, 2004

REGISTRATION / NAME TAG INFORMATION

Name _____
 Library/Business _____
 Address _____
 City/State/Zip _____
 Telephone _____

- | | | | |
|---|---|-------------------------------|------------------------------|
| <input type="checkbox"/> I require special assistance | <input type="checkbox"/> First time attendee | <input type="checkbox"/> MLA | <input type="checkbox"/> ALA |
| <input type="checkbox"/> I require vegetarian meals | <input type="checkbox"/> I require early registration (Tuesday, 10/19/04) | <input type="checkbox"/> SELA | |

CONFERENCE REGISTRATION FEES

FULL CONFERENCE	ON-SITE	ADVANCE	AMOUNT
2004 MLA Paid Member	\$40.00	\$30.00	
Non-Member	\$50.00	\$40.00	
MLS-MLIS Student	\$20.00	\$15.00	
Exhibits Badge Only	\$ 5.00	\$ 5.00	
Total:			

ONE DAY CONFERENCE	<input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday			COST	AMOUNT
2004 MLA Paid Member				\$30.00	\$20.00
Non-Member				\$37.00	\$27.00
MLS-MLIS Student				\$13.00	\$8.00
Friends of MS Libraries (Free Badge on Friday Only)			Badge		Badge
Total:					

PRE-REGISTRATION MEALS AND PROGRAMS

Tuesday, October 19, 2004	COST	AMOUNT
Peggy May Scholarship Wine and Cheese Party / Libraries & Antebellum Home Tour	\$25.00	
Total:		

Wednesday, October 20, 2004	COST	AMOUNT
Storytelling Workshop with Autumn Morning Star – <i>Sponsored by YPSRT / Funded by the Mississippi Library Commission</i>	Reservation required (FREE)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Author's Tea <i>Sponsored by FOLUSA/Friends of MS Libraries</i>	Reservation required (FREE)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Virgia Brocks-Shredd Heritage Award Scholarship Luncheon <i>Sponsored by the Black Caucus Roundtable / Funded by the Mississippi Library Commission</i>	\$14.50	
Dinner with Greg Iles – Sponsored by the Public Library Section	\$25.00	
Total:		

Thursday, October 21, 2004	COST	AMOUNT
Passion for Puppets – Please circle time you wish to attend: 10:00 a.m. or 2:00 p.m. <i>Sponsored by the School Library Section / Funded by the Mississippi Library Commission</i>	Reservation required (FREE)	<input type="checkbox"/> YES <input type="checkbox"/> NO
Breakfast with Brad Watson – Sponsored by the Two Yr. College Roundtable / Funded by MLC	\$14.50	
Autumn Morning Star – YPSRT Luncheon / Funded by the Mississippi Library Commission	\$14.50	
Exploring Partnerships: Academic Libraries & Collaboration Luncheon <i>Sponsored by the Association of College and Research Libraries Section</i>	\$14.50	
2004 Mississippi Author Awards Dinner – Sponsored by the Mississippi Authors Committee	\$32.00	
Total:		

Friday, October 22, 2004	COST	AMOUNT
Treasures in Ashes: The Arlington Fire & Aftermath Breakfast <i>Sponsored by the Special Libraries Section</i>	\$14.50	
Past President's Breakfast – Limited to Past Presidents Only	\$14.50	
MLA Awards Luncheon – Sponsored by the MLA Awards Committee	\$14.50	
Total:		
Grand Total		

CREDIT CARD PAYMENT VISA MASTERCARD Bill my Organization listed above

CARD # _____ EXP DATE _____
 SIGNATURE _____

NO REFUND
 MLA CONFERENCE INFORMATION: 601-352-3917 <http://www.misslib.org>
 MAIL REGISTRATION & PAYMENT TO: Mississippi Library Association • Conference Registration • P. O. Box 20448 • Jackson, MS 39289-20448

Peggy May Scholarship Fundraiser

Peggy May devoted her time and energy to the advancement of libraries in the state of Mississippi. Until her tragic and untimely death in 1974, she traveled the State extensively to support the efforts of library colleagues in small and large libraries to develop library services for Mississippi citizens. Peggy May loved all aspects of librarianship; she particularly enjoyed encouraging new librarians in their academic and career pursuits. The Peggy May Scholarship endowment was established after her death by the Mississippi Library Association to honor her dedication to librarianship and support her commitment to recruit talented individuals to the profession.

This year's fundraiser is a tour of historical libraries and homes. Begin with the historical library at Elm's Court, the home of Anne MacNeil; then to Rosalie, headquarters of the Mississippi State Society Daughters of the American Revolution. Rosalie houses both an historical library and a genealogical library. Enjoy wine and cheese in the Rosalie Gardens while supporting the Peggy May Scholarship Fund.

Sponsored by Rob Kuehnle: Unique Books/Listening Library/Books On Tape/Random House Large Print Representative and Cartwright Estate Liquidations, Inc.

Elms Court



*John R Junkin Drive
ca. 1836*

Situated in the midst of a wooded and landscaped park, Elms Court is one of the most outstanding suburban villa residences of Natchez. The construction of the two story center portion of the Greek Revival mansion was probably begun in 1836 by sisters Eliza and Catherine Evans.

The house was purchased in 1852 by Francis Surget, who gave it to his daughter and her husband, Jane and Ayres Merrill, as a wedding present. They added the one story side wings, replaced the original portico with a double tiered, cast iron railed gallery, and richly remodeled the interior of the house. Since this transformation, there have been no substantial changes to the building except for the introduction of bathrooms and modern utilities.

Elms Court was again given as a wedding present when another Surget purchased the house in 1895 for his daughter and her husband, Carlotta and David McKittrick, whose descendants still occupy the house.

Elms Court is the home of the MacNeil family.

Rosalie



*100 Orleans Street
ca. 1820*

Rosalie is a magnificent example of the Federal Style of architecture and is one of Natchez's stately antebellum mansions. It is owned and operated by the Mississippi State Society Daughters of the American Revolution, who purchased the house in 1938.

Rosalie was built by Peter Little, 1820-1823. In 1806 Peter Little married Eliza Lowe, the daughter of Mr. and Mrs. Jacob Lowe. It was for Eliza that Peter built Rosalie. The materials for the house were of local cypress and imported mahogany, cut in his own sawmill.

Unfortunately, Mr. Little died without a legal will, and the house was sold at public auction to the Andrew Wilson Family in 1857. Upon purchase by Andrew Wilson, fine furnishings were purchased for the house from both New York and Europe. Mrs. Wilson and her adopted daughter, Fannie, traveled to New York and purchased the magnificent Rosalie Belter furniture, 20 pieces in all. To this day, this represents one of the finest complete sets of John Henry Belter furniture in America. The furniture is made of Rosewood.

FREE TOURS!

The managements of these homes
have graciously allowed all MLA members to receive free admission.
You may go at any time during the Conference.
Just show your MLA name tag to gain admittance.

*PS Come to Natchez on Tuesday.
See these homes and attend the special Peggy May Scholarship Fundraiser that evening.*

Auburn



400 Duncan Avenue
Phone: 601-442-5981

Auburn is the very symbol of Southern Antebellum architecture. The pediment portico became synonymous with great mansions of the South. The Auburn portico predates those of the University of Virginia and the White House and may well have been the model on which they were based. Interestingly this symbol of the old South was commissioned and designed by Yankees. Levi Weeks of Massachusetts designed the house for Lyman Harding, also of Massachusetts, who later became the first attorney general of the Mississippi territory and of the State of Mississippi.

Dunleith



84 Homochitto Street
Phone: 601-446-8500

Dunleith is a stately white colonnade Greek Revival temple standing on a terraced rise in the heart of Natchez, MS. It is surrounded by forty acres of landscaped gardens and wooded bayous, and is sometimes referred to as the most photographed house in America. It was cited by the Southern Heritage Society for the beauty and grace of its architecture, and appeared in Southern Accents book *Historic Houses of the South*. Beautiful Dunleith is listed on the National Register of Historic Places, and is a National Historic Landmark. The majestic mansion has been the backdrop for several films.

Melrose

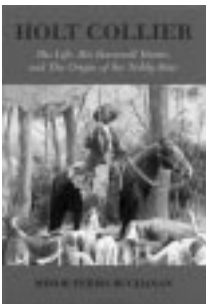


1 Melrose-Montebello Parkway
Phone: 601-446-5790

This lovely 1845 Natchez manor house gives visitors extraordinary insights into the lifestyle of a bygone era, because the house retains almost all of its original furnishings and has never been altered architecturally. Nine of its dependency buildings still stand, including slave cabins. Melrose also has its original hand-painted canvas flooring. During Spring Pilgrimage Mary Louise McMurrans (daughter of the original owner) wedding dress is on display along with an exquisite ceramic replica of her wedding cake. Melrose is owned and operated by the National Park Service and is a National Historic Landmark.

About the 2004 MLA Mississippi Authors' Awards Books

Buchanan, Minor Ferris. *Holt Collier; His Life, His Roosevelt Hunts, and the Origin of the Teddy Bear.* Jackson, MS: Centennial Press of Mississippi, Inc., 2002. 256 pp. \$30.00.



The subtitle of this volume is misleading: while it does include the story of President Theodore Roosevelt's hunting trips to Mississippi and the episode that gave rise to the popular story of the Teddy Bear, it is so much more than that. It is the story of an ordinary man who, like the millions of ordinary people who have lived some of the most fascinating chapters of history, led an extraordinary life. It tells the story of the Mississippi Delta, from its days as the "forest primeval" into which the first white settlers moved and which they tamed in order to draw on the riches of its alluvial soil to grow the cotton which made them rich. And it gives a unique glimpse of the American Civil War and the subsequent Reconstruction of the South, seen through the eyes of a black man, a slave, who took up arms and, contrary to the policies of the Southern armies, fought for the Confederacy side-by-side with his former masters.

Although it in no way condones or excuses the abomination that was the institution of slavery in the antebellum South, Holt Collier does give a glimpse into a plantation family whose relationship with its slaves was at least kind, if paternalistic. Holt was born to parents who were house servants of the Hinds family, early settlers of Mississippi. The Hinds family was connected by marriage to the Green family, another group of founding citizens, and by friendship to national fig-

ures such as Andrew Jackson and Jefferson Davis. The family had two plantations, Happy Home in Jefferson County, near Natchez, and Plum Ridge in what is now Washington County, near Greenville. The Happy Home plantation was the "home place," where the women stayed and traditional farming produced the staples needed by the family and their slaves. The Plum Ridge property was carved out of the swampy Delta land by the men of the family and their slaves in order to produce "white gold," the cotton that grew so well in the black soil of the river plain and which made the family rich. It was a more primitive home, endangered by mosquitoes (and the deadly diseases they carried), bears, panthers, and floods. Holt Collier was born at Happy Home and spent his childhood there with his parents and siblings. When he was ten, he was taken to Plum Ridge to serve as valet to the "young master" Cameron Howell Hinds. The assignment turned out to be in title only, because it was around this time when the "Old Colonel" Thomas Hinds put a shotgun into Holt's hands and told him to learn to use it. It turned out to be a vocational match of such perfection that few could have imagined. Holt could shoot, with both hands, with rifles, shotguns, and handguns. He became the supplier of game for both plantations and most of the neighbors. And when the war came, defying Colonel Tom's direct orders, he sneaked aboard the boat carrying his two masters to go to the war with them. Officially, he was listed as a "body servant", but when the Hinds were caught in a fire-fight early in the war, Holt coolly picked up a musket, took a place in the line of guns and joined the battle. After that, no one bothered to enforce President Jeff Davis' specific order against slaves taking an active part in the war effort, as it

applied to Holt Collier.

This fascinating biography has everything: battles, murders, trials, Wild West exploits. And it details the affection and loyalty that a family made up of individuals of two different races held for each other, in defiance of a system that logically should have bred hatred and did in many families. It reads like the best fiction, but the scholarship employed in its preparation is evidenced in the notes and works cited.

And it also tells about a certain bear hunt in 1902.

Holt Collier is the winner of the Best Non-Fiction Award.

Diane Schule

Marshall County Library

Evans, Freddi Williams. *A Bus of Our Own.* Illustrated by Shawn Costello. Morton Grove, IL: Albert Whitman & Company, 2001. 32 pp. \$15.95.



This year's Mississippi Authors' Awards winner for Special Category/Children's Literature is Freddi Williams Evans. Her book, *A Bus of Our Own* contains a beautifully uplifting story and equally lovely illustrations. The subject matter could be viewed as a not-so-beautiful period in Mississippi's history, but *A Bus of Our Own* portrays a serious experience enriched by perseverance and the triumph of the human spirit. It is a well-told personal account of a very early civil rights struggle from the viewpoint of a child. In her book, Ms. Evans recounts a real-life episode that took place in a small Mississippi community in the late 1940s. It happens several years prior to many of

the better-known civil rights stories that transpired in our state, but this incident is just as important and moving.

Little Mable Jean, with youthful optimism, sets off to school for the first time. She knows she has to walk but is curious as to why there is no school bus for the black students. They must walk five miles to school while the white children whiz by in a yellow bus, sometimes taunting the walkers. Mable Jean is hindered when she hurts her foot one day, then later she gets blisters from her rain boots. She is kept home from school when it's too cold, but she still doesn't give up. The young girl keeps asking her parents why such an injustice is allowed to continue. An influential relative gets involved and the wheels begin to turn. By combining forces and a good deal of effort, the African-American families succeed in getting their children a "bus of their own."

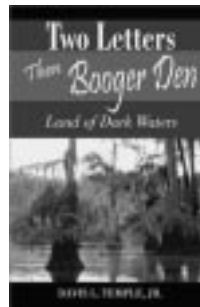
The simple language, realistic dialogue, and hopeful tone of the book give it broad appeal. Sharing this picture book is a touching way to introduce younger children to the inequalities that were so prevalent at the time. The eloquent, impassioned speech of Mable Jean's mother and the dedication of the families who were willing to work so hard for their children's education are inspiring to adults.

The author's note explains the book's historical context. Members of Ms. Evans' own family in Madison County, Mississippi, provided her with material for *A Bus of Our Own*. The "real" story behind the book is an equally inspiring piece of Mississippi's African-American history. It is a grave reminder, in the 50th anniversary year of *Brown vs. Board of Education*, that separate was not and is not equal. Mable Jean's story brings this reality to life for readers of all ages, races, and backgrounds.

Victoria Penny

Youth Services Coordinator
First Regional Library

Temple Jr., Davis L. *Two Letters then Booger Den; Land of Dark Waters*. Tucson, AZ: Hats Off, 2002. 203 pp. \$16.95 paperback.



Two Letters then Booger Den; Land of Dark Waters encompasses certain universal truths appealing to a wide variety of readers – ambition, fall from power, evil, greed, and an unrelenting search for happiness. Temple's work is the receiver of the Best Fiction Award.

The protagonist is Lee Smallworth Sample, who is incarcerated in the Mississippi penal institution of Parchman Farm. He is befriended by another prisoner, Big John Henry Till, known throughout the story as Big John. Lee and Big John confide in one another about the circumstances that landed each in prison. Although neither of the men are hardened criminals, they are from two different Mississippi pasts. Big John is a huge black ex-football player whose crime was getting drunk and destroying a bar with his truck. Lee Sample is a white Ole Miss graduate whose crime was kidnapping. Both Big John and the reader are captivated by the unfolding of events that have led to Lee's incarceration. In addition, there are jailhouse adventures with unsavory characters such as Rolf Ingle, the head of the Aryan Brotherhood. Not only does Big John become Lee's confidant, but also his protector. Through well-written dialogue using many different dialects and through well-developed plot

characterizations, the reader gains a realistic view of real prison life.

Lee's story involves his escape from the New York life as a Wall Street executive and from a failed marriage. Lee's quest is to seek out his long-lost hometown sweetheart, Jenny. Lee solicits the assistance of a California private investigator, Frank Chellini, to find Jenny Browne. Jenny is found living in Tupelo, Mississippi, with her daughter Ramey and her second husband, the Reverend Charles Longley, pastor of the Resurrection Baptist Church. Longley is the embodiment of evil. His diabolic actions compel Lee, a good and decent man, to rescue the women even when it leads to the dark swamp of Booger Den and to Lee's eventual downfall. The protagonist's adventurous, quixotic actions provide a fast-moving suspenseful pace to the plot.

Certain elements of surrealism are cleverly accomplished by Temple through the beautifully descriptive and lyrical passages involving the swamp itself with its haunting by Indian spirits. The imagery created by his descriptions of the campus of Ole Miss and the countryside surrounding it is appealing.

As told to the lovable character Big John, the quest for love ensues as an adventurous tale which captivates and intrigues by the combination of the accusations surrounding the mystery of events, the frustrations of divorce, the recollections of civil rights issues, the romances of youth, the compassions of love, and the absolution of crimes. The author has put together a novel with an excellent blend of drama, adventure and intrigue, and even a little history to appeal to a wide variety of reading tastes.

Margaret Jane Stauble

Public Services Librarian
Hinds Community College, Raymond

MLA Mississippi Authors' Awards: 2004 Winners



MINOR FERRIS BUCHANAN

Minor Ferris Buchanan was born in 1951 and was raised in Holly Springs, a sleepy antebellum hamlet in the north hills country of Mississippi. He earned his Bachelor's degree in anthropology and history from the University of Mississippi and his Doctorate in Jurisprudence from Mississippi College, after which he worked for the Mississippi Supreme Court as a research assistant. He is a member of the Hinds County and American Bar Associations, the Mississippi State Association of Trial Lawyers of America, and the Hinds County Trial Administration. Buchanan is currently a practicing litigation attorney in Mississippi, where he represents a large variety of individual and corporate clients at every level.

Holt Collier, His Life, His Roosevelt Hunts, and the Origin of the Teddy Bear (Centennial Press, August 1, 2002) is Buchanan's first book. Begun after his daughter innocently asked where the Teddy Bear originated, his tenacious ten-year research uncovered long lost evidence of a remarkable life almost lost to history. It is a true Cinderella bestseller.

Philip Downer, a Starkville High School student who wrote about Buchanan on the Mississippi Writers and Musicians Web site, recounts the interesting story of the author's inspiration for his book.

"He was trying to write a bedtime story for his daughter about the Teddy Bear after he and his wife took their children on a field trip to the Memphis Zoo. His youngest daughter did not want to leave until they saw a *real* Teddy Bear. When he told her that Teddy Bears were not real, she cried. When she gained her composure, she asked, "If it is not real, then where did it come from?"

He is involved in the promotion of this book beyond the initial regional marketing venue, and for that purpose is available for speeches, interviews, and has an audiovisual presentation with unpublished photographs and documents of interest to group meetings and educational audiences.

Buchanan is married to Virginia Buchanan, and they have three daughters – Colleen, Holly, and Cameron. He and his family live in Jackson, Mississippi. He has several ideas in mind about writing and publishing more books.



FREDDI WILLIAMS EVANS

Freddi Williams Evans grew up among extended family members in her rural hometown of Madison, Mississippi. She lived with her parents and two brothers and frequently visited older relatives who told her stories of how their lives used to be. Her writing grew out of a desire to share these family stories, as well as the untold and "under-told" stories of other African Americans.

Ms. Evans received her B.A. from Tougaloo College in Music (Piano Performance) and in Psychology. She also holds a M.A. in Creative Arts Therapy/Music from Hahnemann University, Philadelphia, Pennsylvania. She is an artist and an administrator for the Jefferson Parish Public School System, Louisiana. She has two children – a daughter, Akita, a chemistry major at Tougaloo College, and a son Melvin, a senior in high school. Her hobbies include researching, writing, playing various instruments, and traveling.

Evans' writing is also influenced by her love for the arts, her travels, and her experiences with children, including her own two. As an artist, therapist, educator, and administrator, she has worked with children of all ages and exceptionalities in various public and private settings. As a writer, her articles have appeared in local newspapers and her poems are published in several anthologies including *From a Bend in the River: 100 New Orleans Poets*.

She is recognized widely in educational circles as a member of the LARC AFRO-LATIN America Master Teacher Program. Indiana elementary students selected Ms. Evans' book as a Young Hoosier Book Award K-3 Nominee for 2003-2004.

A Bus of Our Own is based on real events and celebrates the spirit of the African Americans who lived in rural Mississippi in the late 1940s and early 1950s. Freddi Williams Evans, who lives in Louisiana, tells this inspirational story of neighbors bonding together in her home community. Ms. Evans writes:

“During the funeral of my uncle, Clifton ‘Smith’ Cotton, several impromptu tributes were made to him by people in the audience, as is traditional in the rural South. One such tribute was from a man who thanked my uncle for bringing the first school bus to the colored children. He said, ‘I remember scraping up my nickel and pennies (5 cents) so I could ride that bus to school.’”

“Later I was encouraged by storyteller and children’s literature professor emeritus, Coleen Salley, who said, ‘You have to write that story; nobody else will.’”

Freddi Williams Evans’ newest book is entitled *The Story of Congo Square*.

DAVIS L. TEMPLE, JR.

Davis L. Temple, Jr. was born in 1943 and grew up in Tupelo, Mississippi. He received his B.S. in Pharmacy from the University of Mississippi in 1966 and his Ph.D. in Organic and Medicinal Chemistry in 1969. Dr. Temple has served as an advisor to the University, is an Adjunct Professor of Medicinal Chemistry, and received the Distinguished Alumni Award in 1998.

After completing his postdoctoral research at Louisiana State University in New Orleans in 1970, he joined the Mead Johnson Division of Bristol-Myers and eventually became the Senior Vice-President for Central Nervous System Research in 1984. He has had 35 years’ experience in pharmaceutical research and management, including basic research, clinical trial management, and the regulatory approval process of drugs. He also directed a large molecular neurobiology program that focused on Alzheimer’s disease and other neurodegenerative disorders. He was the first CEO, chairman, and a founder of Cognetix, Inc.

After retiring from Bristol-Myers in 1993, Dr. Temple became President of Temple Consulting. He has consulted for biotechnology companies, pharmaceutical companies, and Wall Street investment firms. He is currently an advisor to the Connecticut Innovations Biotech Seed Fund and Axiom Venture Partners.

Two Letters Then Booger Den (Hats Off Books, July, 2002) is Temple’s first book. In an interview with Starkville High School’s Joyce Kim, (Mississippi Writers and Musicians Web site) Temple states:



“I had been a scientific writer as part of my career for many years and making the jump to fiction was relatively easy. I have a vivid imagination as well. I was a personal friend of the late Willie Morris, who encouraged me to write ‘something.’ So I picked up my yellow pad and started scratching. In retrospect, I believe that I was very lucky to have grown up in Mississippi, a land of excellent writers and people with a sense of history. I left the heady scent of magnolias in 1969 and spent a career ‘up north.’ All this provided a rich life experience and endless adventures and stories a writer can build on. I want to tell stories out of my personal human experience — all the good things as well as some of the pain and meanness and greed that I have witnessed. I want to speak of the wonderful people that I have known and the anguishes of the human heart that I have seen and felt. The human condition may be tragic or comic, but it is worth recording.” DLT (May, 2003)

Temple has three other books in various stages of completion: *Preacherman*, a prequel to *Two Letters Then Booger Den*; *Moodus Noises*, a story of the return of the old Pequot Indians exterminated by the white man in 1637; and *Pandora’s New Box*, a science fiction tale of biotechnology gone bad.

Dr. Temple and his wife Patty reside in Clinton, Connecticut, but also have a home along the Imperial River in Bonita Springs, Florida. They have one daughter, Suzanne, who is a third-year student at UGA Law School. In addition to his writing, Dr. Temple is also an avid fisherman.

The Web in Review

Column Editor: Steven Turner, The University of Southern Mississippi

Web Sites for Preservation

By Hans Rasmussen

Catalog Librarian

The University of Southern Mississippi

Hans.Rasmussen@usm.edu

My brother-in-law, who grew up on a farm, once told me that farmers do something like 90 percent of their own veterinary work. They have to do it because it's just too expensive to hire a vet for everything. I often tend to stretch this analogy into my own concern with library and archival conservation. My professors at archival school told us that all special needs material must be sent to a conservator for proper treatment. I didn't listen to them because I knew from experience that this simply wasn't true. I knew that most libraries didn't have professional conservators on staff and probably wouldn't have the money to hire one for special cases. For most libraries and archives, conservation, as well as the other tasks of preservation, is a duty frequently dropped on non-specialists.

Recently, when my own responsibilities for preservation suddenly expanded unexpectedly, I began surveying the most prominent and authoritative Web sites for comprehensive library and archival preservation information. Happily, I found that most organizations concerned with cultural preservation gladly offer advice and recommendations for both institutions and individuals. Of the surprisingly large number of Web sites devoted to the preservation of material culture, I've singled out ten especially valuable pages. They all offer a wealth of full-text technical information on the preservation of numerous types of library, archival, and museum material, as well as discussions of wider preservation issues. Most are among the most recommended destinations of preservation sites in general, while a few are just very helpful pages

that I think shouldn't be overlooked. Best of all, they all offer information and advice in layman's terms with limited use of technical language. Their accessible vocabularies ought to be helpful for non-specialists for whom preservation is only an additional responsibility.

This list includes only sites that cover all aspects of preservation; thus, I sadly have excluded some very fine pages on digital media preservation and other very specific fields.

CONSERVATION ONLINE

<http://palimpsest.stanford.edu/>

Conservation OnLine, a project of the Preservation Department of Stanford University Libraries, is widely regarded as one of the two premier preservation sites on the Web. The site is a clearinghouse for preservation information obtained from a universe of sources outside of Stanford. It provides articles and bibliographies for every imaginable area of library, archival, and museum preservation, as well as tools for locating people in the conservation fields, and the archives of preservation e-mail lists from around the world. For example, its page of preservation information for the general public is full of online pamphlets and reports from public and private institutions worldwide offering guidance for non-specialists. The rather humdrum aesthetics of 'CoOL' – as it is affectionately called – give it the appearance of being a jerry-rigged site that never planned to be as big as it actually became; nonetheless, its teeming pages are still fairly easy to navigate.

Significantly, CoOL also hosts or mirrors Web sites for some very prominent preservation organizations, with two especially standouts. Abbey Publications' site offers back issues of the ever-popular *Abbey Newsletter* and the retired *Alkaline*

Paper Advocate. The American Institute for Conservation of Historic & Artistic Works, the professional organization for conservators in the United States, includes online versions of its familiar brochures of simple preservation advice for several different types of media, including books, photographs, documents, and videotape. The site also contains a section of disaster response-related articles, guidelines for selecting a conservator, and the online archive edition of the *Journal of the American Institute for Conservation*.

LIBRARY OF CONGRESS PRESERVATION DIRECTORATE

<http://www.loc.gov/preserv/>

For the largest library preservation and conservation facility in the world, the Library of Congress Preservation Directorate maintains a refreshingly accessible Web site. It offers eleven publications on the care and handling of common materials that are well suited for providing quick, simple answers. The site employs several essays to give a nice overview of the history, organization, and programs of preservation at the Library of Congress. Its online exhibition, "Bach to Baseball Cards: Preserving the Nation's Heritage at the Library of Congress," spotlights some fascinating examples of preservation work at LC. It explains both the historical significance and methods of conservation for items such as Sigmund Freud's ripped and discarded manuscripts and National Public Radio's sticky recording tapes.

A unique feature of the site is that the Library of Congress supplies its own exacting technical specifications for preservation supplies. They are highly detailed and contain more information than anyone but a professional conservator would probably want to know, but

they can provide some guidance when choosing supplies and vendors.

MINNESOTA HISTORICAL SOCIETY CONSERVATION DEPARTMENT

[http://www.mnhs.org/
preserve/conservation/](http://www.mnhs.org/preserve/conservation/)

The Conservation Department of the Minnesota Historical Society has constructed a Web site offering information to individuals and institutions on the conservation of an extraordinary range of library and museum formats. Unique among the major preservation sites, MHS includes an eleven-minute video of basic guidance for preserving family papers and heirlooms. For more detailed advice, its conservators have prepared papers answering more common queries. They are organized among the society's four conservation laboratories: textiles, books & paper, photographs, and objects.

The Minnesota Historical Society site also recounts how its conservators have treated some of its own more unusual items, such as Charles Lindbergh's Volkswagen Beetle and the mounted head of an elk shot by the first governor of Minnesota. These reports both advertise the work of the society and offer some insight for institutions that may face similar challenges.

The site provides a nice group of emergency response leaflets describing the proper treatment and salvage of most items, as well as a fine collection of conservation research papers prepared by department staff based on their own work. Finally, MHS offers the guidance of its own internal plans, handbooks, and forms for functions such as housekeeping, emergency preparedness, and integrated pest management.

NATIONAL ARCHIVES & RECORDS ADMINISTRATION PRESERVATION PAGE

[http://www.archives.gov/
preservation/](http://www.archives.gov/preservation/)

The National Archives' preservation Web site can get a bit repetitive, but the information it offers still makes it worthwhile to visit. Its "caring for your family archives" section employs eleven frequently asked questions to give advice on

the preservation of photographic material and paper documents. The "general guidelines" portion of the page uses another group of FAQ's to expand NARA's advice for saving family papers to include such topics as mold, bugs, and the conservation of damaged material. It even includes the probably too often asked "How can I determine if I have an historic copy of the Declaration of Independence?" The answer isn't encouraging.

The site continues with sections on storage facilities, environmental control, housing, handling, and archival formats, but these tend just to recycle the questions used in the previous sections. Nonetheless, some of the National Archives' technical information papers find their way into these areas. Lastly,

like the Library of Congress, NARA also provides its own technical specifications for archival supplies.

NATIONAL PARK SERVICE PUBLICATIONS

[http://www.cr.nps.gov/
museum/publications/](http://www.cr.nps.gov/museum/publications/)

Although geared primarily for museum curators—the site features a three-volume museum handbook—the National Park Service publications page is still valuable for archivists and librarians. Its primary resource is over 140 "conserve o grams," which are short, focused leaflets concerning the proper care of museum items. The papers cover the usual museum topics, but librarians and archivists can benefit from issues on environmental control, agents of deterioration, disaster



gnassociates

Library Furniture and Shelving

GN Associates is a full service library furniture and shelving vendor. We offer products for public, university, K-12 and specialty libraries.

With over a decade of experience, we can assist in all phases of your project, from beginning budget projections to installation.

- MS State Contract
- Project Management
- Space Planning
- CAD Drawings
- Installation
- Computer Lab Furniture



University of Southern Mississippi
Gulf Park Campus
Palmieri—Ambassador Series

Call us today for a consultation on your next project,
1-888-828-0850.

GN Associates, Inc.
1549 Lakeshore Drive
Metairie, LA 70005
dlem@alemmorton.com









response, photographs, archives, and rare books. The documents run about three to five pages, offer recommendations for immediate practical application, and seem to assume a non-specialist readership. The site also includes a disaster preparedness and recovery primer for paper objects issued by the Smithsonian Institution, the National Archives, the Library of Congress, and NPS.

NORTHEAST DOCUMENT CONSERVATION CENTER

<http://www.nedcc.org/>

Home of the greatest publications and technical leaflets anywhere, the Northeast Document Conservation Center site is, along with CoOL, one of the two most highly regarded preservation sites on the Web. In addition to its respected conservation programs and services, the NEDCC supplies more than seventy leaflets covering all aspects of preservation, from initial planning to disaster recovery. The papers are both technically precise and readily comprehensible to any educated reader. Their wide renown in the preservation community makes them the best place to begin any investigation of a preservation issue. Some of the other sites listed here – and many not listed – link directly to NEDCC leaflets.

In addition to its leaflets, the Northeast Document Conservation Center site offers three complete publications on preservation surveying, preservation and access for digital projects, and the third edition of the well-regarded *Preservation of Library & Archival Materials: a Manual*. It also includes a helpful eight-part “Preservation 101” tutorial to introduce novices to the wide field of preservation administration. In all, NEDCC has drawn on an exceptional pool of talent to author some of the most respected preservation literature available anywhere.

NORTHERN STATES CONSERVATION CENTER

<http://www.collectioncare.org/>

Although primarily targeted to museum professionals, the site of the Northern States Conservation Center is equally

valuable to librarians and archivists by offering practical solutions and ideas for a number of preservation issues shared by all three vocations. The primary resource of the site is a “collection care” section that advises on environmental control, storage, exhibition, handling, cleaning, pest control, security, emergency preparedness, and the care of objects categorized by format. Each subsection offers brief articles from Northern States Conservation Center staff, links to related full-text resources on other Web sites, and recommended publications and products sold by NSCC. Like other museum-oriented organizations, the Northern States Conservation Center does not neglect to discuss the care of any kind of object, whether books, costumes, furniture, wood – even something called “living collections” (actually, there’s no information offered on that topic yet).

The Northern States Conservation Center Web page includes the most extensive catalog of preservation books and supplies of any of these ten sites. It sells items like vacuum cleaners, cleaning supplies, and book supports, as well as its own and others’ publications. Nonetheless, back issues of *Collection Caretaker*, the NSCC’s quarterly publication, are available free to read online.

PRESERVING MY HERITAGE

<http://www.preservation.gc.ca/>

Preserving My Heritage, a product of the Canadian Conservation Institute, is unquestionably the best site for preservation advice geared to the needs of individuals. Patrons who approach the reference desk with “how do I take care of ...” questions ought to be sent here. It is an especially friendly, ascetically lovely Web page that, owing to the tenacity of *les Québécois*, is available in both English and French.

The site offers such charming elements as a before-and-after gallery of conserved items, a feature of amazing facts regarding the conservation of unusual items and the science of conservation itself, and a preservation “fun zone” of quizzes, screensavers, and other novelties

that bring an entertainment component to often-tedious processes. However, the site’s “how to care for ...” section is undeniably the most valuable part of the show. It gives practical advice for the preservation of 38 kinds of items commonly found in homes, including books, photographs, musical instruments, stuffed toys, woodworking tools, and so forth. Its recommendations are within the ability of anyone, and the site’s creators stop well short of recommending procedures that should be handled only by professionals. The “how to care for ...” section also features an interactive preservation house that is rather fun to play with, although the same information can be reached much more quickly and easily through the list of topics covered.

Preserving My Heritage also provides a list of links to the tips pages of other major cultural institutions worldwide, although many of these links are broken – a too common defect of many other preservation sites as well. Finally, the page offers the online archive of the *CCI Newsletter*, a publication of its parent body.

SMITHSONIAN CENTER FOR MATERIALS RESEARCH AND EDUCATION

<http://www.si.edu/scmre/>

A research institute of the Smithsonian Institution devoted to research in the preservation and conservation of museum collections, the SCMRE has crafted a Web site that gives the impression of highly talented conservators eagerly wanting to share their work and expertise with anyone who might ask. An educational mission seems to saturate the site. For example, its “learning from things” section uses the center’s research to demonstrate how its scientific investigation of the physical qualities of museum pieces contributes to understanding the people who made them. Conservators blend scientific minutiae with broad historical developments in studies on shipwrecked 17th-century French apothecary jars, the United States’ first air-to-air missile from the 1940s, and other eclectic pieces.

Elsewhere, the site's "taking care" section offers brochures of guidelines and strategies for caring for common library and museum formats. It also includes SCMRE research papers on collection environment, developments in conservation treatment, and the properties of materials. The "education and outreach" section includes a searchable reference area with bibliographies of SCMRE publications, some specialized preservation bibliographies, and a few reports and articles not featured elsewhere.

**SOUTHEASTERN LIBRARY
NETWORK PRESERVATION &
ACCESS PAGE**

**[http://www.solinet.net/
preservation/](http://www.solinet.net/preservation/)**

Like NEDCC, the Southeastern Library Network is a regional support service offering workshops and other services for library preservation, among other things. Its site offers over forty English-language technical leaflets on preservation administration, collections care, disaster planning, environmental control, and reformatting. Most are readable online and, like the National Park Service's "conserve o grams," tend to be brief and simple, if not as plentiful as those of NPS. SOLINET's more substantial publications are available by purchase only. The site also includes 17 technical leaflets in Spanish, as well as a highly detailed searchable database of preservation supply vendors.

If these ten sites still do not satisfy your needs for preservation information, consult two free online databases devoted to the literature. The Bibliographic Database of the Conservation Information Network (<http://www.bcin.ca/>), managed by the Canadian Heritage Information Network, offers access to over 190,000 citations for preservation research. Art & Archaeology Technical Abstracts Online (<http://aata.getty.edu/NPS/>), a service of the Getty Conservation Institute, includes about 100,000 abstracts.

2004 Peggy May/ MLA Scholarship Winner Named



2004 Peggy May/MLA Scholarship winner Jennifer Wann.

Jennifer Wann, a reference librarian for the Brandon Public Library of Central Mississippi Regional Library System, has been awarded the 2004 Peggy May/MLA Scholarship. The \$1000 scholarship, established by the Mississippi Library Association in honor of the late Peggy May, is awarded each year to an outstanding student in the library and information science program at the University of Southern Mississippi.

A winner of the Academic Excellence Award while an undergraduate at USM, Ms. Wann worked as a library assistant for the Des Plaines Public Library in Illinois before returning to Mississippi to pursue her MLIS. Ms. Wann writes of her career choice, "Although I had worked at USM's Cook Library, it took being in a public library for me to discover my calling and to figure out what I wanted to do with my life."

Her reference manager at Brandon Public, Jonelle Anderson, comments, "I firmly believe that she is a most deserving applicant for this scholarship because she is going to be a leader in the field of library and information science in this state."

Kaileen Thieling, system director for CMRLS, notes that "She truly believes that offering the highest level of service to patrons is the byword of a successful public library. Ms. Wann is an example of the best and brightest that Mississippi has to offer."

Ms. Wann will use her scholarship to begin her graduate library studies at USM in the fall. "I'm delighted to be this year's scholarship winner," says Wann. "It's a thrill and an honor."

News Briefs



Beth Bishop, Kilmichael Librarian, receives a check from Darren Bain, Wal-Mart manager in Winona. The money was used to help fund prizes and activities for the children during the Summer Library Program.

CENTER FOR PUPPETRY ARTS

MLA's School Libraries Section and the Continuing Education Committee are partnering to arrange a special event. A trainer from Atlanta's Center for Puppetry Arts will be at the annual convention in Natchez to do a "make it, take it" workshop that will provide the basics of puppet construction using readily available materials, along with many ideas for using puppetry. The workshop will last two hours and will be limited to 50 participants. However, it will be given twice to allow more people to attend. Participants may earn CEU credit for this workshop. For more information about the Center for Puppetry Arts, see <http://www.puppet.org>.

CONTINUING EDUCATION

Good customer service technique, innovative ideas for collection development, and basic library skills are being taught in library schools around the country. Library science students are receiving



the competencies needed to be effective librarians. However, many librarians in today's workforce in Mississippi have had to rely solely on on-the-job training. According to Mississippi's 2003 Public Library statistics, approximately 1,230 employees serve as librarians in the public library sector, with only 128 holding a Master's degree in Library Science. Bearing this in mind, the Mississippi Library Commission (MLC) is pleased to announce a new Continuing Education event, the Librarianship 101 Institute. The five-day resident training program was offered Aug.

15-19 at the Eagle Ridge Conference Center in Raymond. Designed to provide current up-to-date library information and trends in a classroom setting, participants will gain knowledge from qualified instructors and exchange information and experiences. "While this is an opportunity for career enhancement, the main objective is to ensure Mississippians the best library service possible," said MLC Development Services Director Jane Smith. When asked about expectations of the workshop, a registered participant responded, "I hope the training enables me to set realistic goals for our library and to develop a better understanding of librarianship. I also would like to learn more about the reporting process and establishing better community relations." For more information about this program or other Continuing Education workshops, contact Lynn Shurden at 601-961-4068 or lshurden@mlc.lib.ms.us.

SUMMER READING COMMUNITY SERVICE PROJECT



Pearl High students are recognized for their volunteer work with the Summer Reading Community Service Project.

Beth Moreno, children's librarian at Pearl Public Library, initiated a partnership with Pearl High School to provide a new outlet for the school's community service credits. She coordinated the Summer Reading Community Service Project, in which student volunteers read to children at eight local day care centers. An End of Summer party with cake and punch provided the opportunity to award credit certificates to the enthusiastic high school students. This successful program will be an annual event.

HOEDOWN AT THE LIBRARY

Banjo Jim and Cowgirl Catherine (aka First Regional Library Director Jim Anderson and Assistant Director Catherine Nathan) performed for young folks during

"Country and Western Day" at the Sardis Public Library. This program was part of the "Step to the Beat, Summer Read!" Summer Library Program. Over 7,400 children participated in the SLP at First Regional's thirteen branches.



Jim Anderson and Catherine Nathan perform at the Sardis Public Library.

DIXIE REGIONAL'S YOUTH ADVISORY COUNCIL PERFORMS

Through a grant from the Mississippi Humanities Council, Dixie Regional's Youth Advisory Council members performed at various events throughout the summer. The YAC



Dixie Regional's Youth Advisory Council "Yarning YACs" perform.

members were trained by storyteller and actress Dr. Rebecca Jernigan of Oxford. Each group then worked up original presentations based on children's folktales and nursery rhymes. The "Yarning YACs" toured throughout Dixie Regional System during the month of June and enjoyed a cast party and parents' night July 20 when groups from all four participating libraries (Jesse Yancy Memorial in Bruce, Pontotoc County Library, Okolona Carnegie Library, and Houston Carnegie Library) came together for a final live performance and meal.

WAYNESBORO-WAYNE COUNTY LIBRARY WELCOMES MISS MISSISSIPPI

Miss Mississippi, **Jalin Wood**, who is from Waynesboro, attended a reception at the Waynesboro-Wayne County Library. The event was hosted by the Wayne County Chamber of Commerce.



Miss Mississippi Jalin Wood visits the Waynesboro-Wayne County Library.

People in the News

Will Morgan is a new employee with the State Archives reference section. Will graduated from Belhaven College with a major in history. Employee **Monika Halle** has been promoted to the research staff. Monika is a history major at the University of Southern Mississippi. Reference section supervisor **Anne Webster** has compiled another book relating to materials available for research at the Mississippi Department of Archives and History library. This compilation, *Mississippi Confederate Pardon Applications*, published by Pioneer Publishing, abstracts a collection of National Archives microfilm in the library.

Mary Beth Applin (University of Southern Mississippi Libraries), **Dr. Thelma Roberson** and **Dr. William Schweinle** (USM Educational Leadership) have had their article "Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for Administrator Preparation Programs" published recently in *Behavioral & Social Sciences Librarian*, 22 (1) 2003 and simultaneously in *Professional Knowledge for an Information Age: Information Literacy Instruction for Pre-service Educators* (Eds. D.M. Shinew & S. Walter, Binghamton, NY: Haworth Press, 2004). The article describes a two-part study to determine the current status of public school libraries in Mississippi, their impact on academic achievement, and how the perceptions of teachers, principals and librarians shape the function and use of those libraries. It includes a description of recent curricular changes being made to the Educational Administration program at The University of Southern Mississippi. The changes include information regarding the value of quality school library programs and the effective management of such programs.

Tracy Englert, at The University of Southern Mississippi, has been transferred from the Bibliographic Services Department to the Information Services

Department to manage and supervise the activities and staff of the Reading Room.

A retirement reception honoring Director **Joe A. Tynes** was held at the Pontotoc County Library on June 25, 2004. Tynes' retirement was effective June 30, 2004. Tynes has worked in both



Joe Tynes

public and academic libraries, including his most recent position as the Director at the Dixie Regional Library System, headquartered at the Pontotoc County Library, for the last eleven years. His contributions to DRLS include system-wide automation for cataloging and circulation and state of the art V-Link computer terminals, as well as the implementation of other innovative grant programs. The need to embrace new technology, while still maintaining the friendly personal service that libraries provide, was a constant challenge that Tynes faced in his 22 years serving as a director. After retirement, Tynes plans to remain active in the library community.

Jan Willis is the new director of the Lee-Itawamba Library System. Willis, who received his MLS degree from The University of Southern Mississippi, was Assistant Director of the Dixie Regional Library System in Pontotoc from 1987-2004. Being named director of Lee-Itawamba is coming home for Willis, who as a native Tupeloan grew up in the original Lee County Library building under the mentorship of two Mississippi public library

legends, Manie Berry and Elizabeth Holcomb. He began his career in 1976 as a student assistant at the same library of which he is now director. **Elizabeth Turner** has been named the Assistant Director of the Lee-Itawamba Library System in Tupelo. Turner has served the Tupelo system for over 21 years in a variety of roles (most recently as the system's business manager) with increasing responsibilities.

Mrs. John B. Hardy, Jr. (Charon) recently retired as Assistant Director of the Columbus-Lowndes Public Library. Her first position was Children's Librarian in May 1973. She then became Artesia Librarian before being appointed Head of Circulation in Columbus, then moving to the Reference Department. Her next position was Assistant Librarian. Having earned the Master's degree in Library Science from the University of Alabama, she was appointed Associate Director. "Charon will greatly missed by me, the library staff and patrons," said director **Chebie Bateman**. As Associate Director Hardy gracefully performed professional and supervisory library work in efficiently directing and managing activities of the City Library. Hardy also maintained collection development and acquisitions, library displays and exhibits throughout the Library. The Friends of the Library honored her with a tea on July 30th.

The Dixie Regional Library System is pleased to announce that **Judy McNeece** has assumed the duties of Director at DRLS, which is headquartered in Pontotoc County. McNeece brings a



Judy McNeece

wealth of experience to the system, which serves Calhoun, Chickasaw, and Pontotoc Counties through eight branch libraries. She most

recently served as Interim Director and Cataloger for the Lee Itawamba Library, and has also worked in technical services at the Hancock County Library System and the Naval Oceanographic Library at Bay St. Louis. Other former positions include Director and Instructor for the Instructional Resources Center at Delta State University Library, AV Coordinator for Itawamba Community College and Media Specialist for the Tupelo City School System. McNeece holds an MLS from George Peabody College in Nashville, TN.

The Mississippi Library Commission is pleased to announce that Governor Haley Barbour recently appointed **Celia C. Fisher** to serve a five-year term on the Board of Commissioners of the Mississippi Library Commission. Fisher, past president of the Mississippi Federation of Women's Clubs succeeds **Jo Anne Reid** of Ackerman as the Federation representative.



Celia C. Fisher

Blind and Physically Handicapped Library Services (BPHLS) Director **Rahye Puckett** was recently elected to serve a two-year term on the Board of Directors of the ALA-Association of Specialized and Cooperative Library Agencies (ASCLA). Puckett will represent the Libraries Serving Special Populations Section (LSSPS).

Mississippi Library Commission staff member **John Whitlock** recently received the Frances Thames Service Award for outstanding service to all Mississippians with blindness during the 2004 Mississippi Council of the Blind Annual State Convention held in Jackson. The award is given in honor of Frances Thames, a retired teacher of social studies at the Mississippi School for the Blind.



John Whitlock

Lynn Shurden, senior library consultant for the Mississippi Library Commission, has been elected to serve on the Federal-State Cooperative System for Public Library Data (FSCS) committee. Shurden has served on the committee in the past and served as chair during her last term. As a member of the committee, she will serve on two subcommittees: data elements and data conference.

Vickie Mears retired as Duck Hill librarian after 26 years of service. A retirement reception was held for her at the Duck Hill Library on Sunday afternoon, July 11. Mrs. Mears was presented with a plaque and key from the Mayor of Duck Hill. Mr. Tee Golding, Chancery Clerk of Montgomery County, presented Mrs. Mears with a resolution from the Montgomery County Board of Supervisors recognizing her dedicated service to the citizens of the county. Mrs. Mears will be remembered for having lun-



Retirement reception honoring Duck Hill librarian Vickie Mears.

cheons at her home for the city and county elected officials and the Montgomery County Library Board of Trustees. The MMRLS staff presented Mrs. Mears with an engraved tray.

Beth Moreno, Children's Librarian at Pearl Public Library, was honored by Pearl High School as a Community Leader and awarded \$250.00 by PHS' Family Career and Community Leaders of America to buy new books for the children's department of the Pearl Library.



Members of the 2003-2004 ASCLA Board of Directors. Seated, left to right: Eileen Hardy, Rahye Puckett, Susanne Bjorner, Marilyn Irwin, Tom Sloan, Cathleen Bourdon. Standing, left to right: Greg Carlson, Peggy Rudd, Jeannette Smithee, Ethel Himmel, Donovan Vicha, Marshall Shore, and Lillian Lewis. Not pictured: Cheryl Bryan, Annette Milliron, Carol Nersinger, Jo Ann Radioli, and Sara Laughlin.



Visit us online at:
www.misslib.org

About Books

Beauregard, Elsa Carter. *Diabolos and the Master.* Canada: Guardian Books, 2003. 198 pp. \$16.98, Soft cover.



Diabolos and the Master retells the story of the ministry of Jesus with a fictional twist. Beginning with John the Baptist, baptizing those who come to him while drawing the crowds of curious seekers and onlookers, the tale begins an interweaving of Biblical characters with a man named Jacob Diabolos. Jacob means deceiver, while Diabolos means devil. Jacob Diabolos is who his name implies, the deceiver of the devil. He seeks one purpose, one destiny, to stop the fulfilling of the prophecy of the Messiah. He goes to observe John and his baptizing and preaching; thus, he witnesses the baptism of Jesus and hears the voice from heaven. He now knows the object of his mission.

Following his baptism and days in the wilderness, Jesus begins his ministry. He chooses his disciples, including Judas Iscariot. He begins to heal the people and teach about the kingdom of God. Noting the devious interactions of Diabolos between himself and his disciples, Jesus continues on with his ministry to its finish. Jacob Diabolos also continues his work, often behind the scenes. He instigates problems for John the Baptist and then Jesus. Finally, he convinces Judas Iscariot to betray his teacher to the religious leaders who wish to destroy him. A 1950 graduate from South Eastern Bible Institute in Lakeland, Florida, Beauregard researched the Bible scriptures as well as materials from over twenty sources to develop her story. With a play on the meaning of his name, the author uses Jacob Diabolos as her instrument of evil

to set certain events in motion. Beauregard relates the traditions and customs of the day to help explain many events as she shares the gospel story.

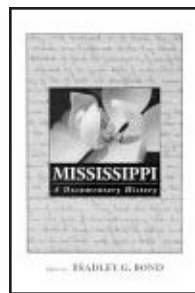
Diabolos and the Master tells a story of conflict between good and evil using simple, modern-day language. It contains authentic portrayals of Jewish worship, feast days, sacrifices, holy days, and traditions and customs of first-century Judaism. It is not only an enjoyable book, but it educates the reader in the process.

Falling within the category and genre of fellow Christian writer Francine Rivers, with her "Women of the Bible" series, *Diabolos and the Master* provides a different avenue to reading the Biblical story of Jesus and his time leading to the cross. It is recommended to Mississippi libraries that have a Christian Fiction patronage.

Donna Phelps Fite

*Purvis Branch Manager
Lamar County Library System*

Bond, Bradley G., ed. *Mississippi: a Documentary History.* Jackson: University Press of Mississippi, 2003. xii + 339 pp. \$45.00.



Mississippi: a Documentary History is an anthology of historical documents illustrating events and issues in the state's history from the earliest European exploration in the sixteenth century to the present day. Edited by University of Southern Mississippi history professor Bradley Bond, the volume brings together letters, journals, newspaper articles, public records and other documents to present

the history of Mississippi through a series of first-hand accounts. The selections are organized into 15 topical chapters that are arranged chronologically. Bond precedes each chapter with a few able paragraphs of background information to set the context for the readings, as well as adding a few explanatory lines to each selection. Otherwise, he lets the witnesses speak for themselves and readers form their own conclusions about the most significant issues in the state's past.

By and large, Bond does a fair and able job in choosing documents that collectively challenge the reader to consider the impact that race, class, gender, religion, poverty and other forces have had on the development of Mississippi. He includes some of the more expected witnesses such as L.Q.C. Lamar on secession, Richard Wright on Jim Crow, and Paul B. Johnson Jr. on economic development, but the volume features many lesser-known voices speaking of their own particular views and concerns. Cordelia Scales, a particularly hot-blooded teenage girl at Oakland Plantation in Marshall County, recounts her tactless goading of occupying Union soldiers during the Civil War. Annie Peyton, a temperance activist, argues *against* female suffrage in an 1886 speech. And a 1912 magazine exposé condemns the miserable working conditions of immigrant children in seafood packing plants on the coast.

The most engaging quality of this work is the never-ending bad grammar. Almost every chapter contains some example of hopeless sentence structure or horribly misspelled words (and this excludes the too-frequent typos and editorial errors). While this rampant misuse of the English language testifies to the perpetually poor state of education in Mississippi, it nonetheless is one of the book's most appealing qualities because these

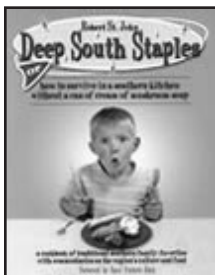
selections speak with an uninhibited honesty and urgency not always present in the accounts of more articulate contributors. The sincere if stumbling letters of the Carter family testify to the isolation and rugged determination of farm life on the Mississippi frontier in the early nineteenth century. Likewise, Isaac Bourne's brief plea to President Ulysses S. Grant expresses the plight of harried black citizens in Lawrence County during the height of Reconstruction violence in 1874: "if the law Waant Pertict ous We dont [know] What to Do" (135).

Written first to allow college students access to primary historical sources (admittedly, I read this book as the text for a Mississippi history course at USM, with much satisfaction), *Mississippi: a Documentary History* is best suited for university libraries. Nonetheless, because it also accomplishes Bond's second objective of serving as an accessible introduction to state history, the book also could be recommended to public and high school libraries.

Hans Rasmussen

Catalog Librarian
University of Southern Mississippi

St. John, Robert. *Deep South Staples*. Hattiesburg, MS: Different Drummer, 2003. 264 pp. Hardback edition \$24.95.



coffee table. *Deep South Staples* will

Deep South Staples is Robert St. John's second cookbook. While his first book, *A Southern Palate*, is a beautiful book, it is more likely to find a home on the

inspire you to get out your old-fashioned sifter, a bin of flour and put on your grandmother's apron. This book even smells good.

Over 130 traditional southern recipes are included. Among them are peas, corn pudding, and three different kinds of biscuits. There are also very helpful tips such as how to season a skillet. Most of the recipes and tips are ones that you might be embarrassed to ask your friends or relatives for – because if you were a T-R-U-E Southerner, you would already know how to prepare these very Southern staples.

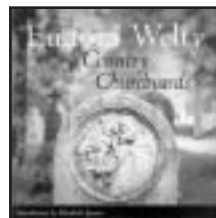
St. John's thoughts on southerners and our relationship with food are also entertaining. Included are short essays on sweet tea, the origin of Vienna sausages, and five and one-half pages on experiencing chitlins.

Deep South Staples is fun, reminiscent, and practical. To make this book complete, personalize it. Dog-ear some pages you've read out loud and smudge it with food stains from frequent use.

Reba J. McMellon

Freelance writer, columnist and counselor

Welty, Eudora. *Country Churchyards*. Introduction by Elizabeth Spencer. Jackson, MS: University Press of Mississippi, c2000. 111 pp. \$35.00 hardcover.



Mississippi country churchyards. "For me cemeteries had a sinister appeal somehow." Taken in the 1930s and 1940s,

the black-and-white images capture not only the sinister (foggy graveyards with leaning headstones) but also the pathos, tragedy, and even unintentional humor to be found in cemeteries. Sometimes the images carry multiple overtones, as in the shot of an aboveground grave, its stone lid slightly ajar, overgrown with brush and flanked by flowers planted by long-departed mourners. Is the occupant still inside? Who disturbed the lid? Why hasn't it been put back? Many of the graves date from the nineteenth century; elaborate sculptures of weeping angels and life-size replicas of the departed remind us how funerary customs have changed. Especially poignant are the headstones of the very young, topped by figures of lambs and sleeping children – though even here a humorous note may be found: one of the lambs wears a wide-eyed, nervous expression, and its coat looks more like fish scales than wool. Photos of the cemeteries' churches are included also, the buildings ranging from tiny, abandoned country sanctuaries to a stately urban church that looks as if it ought to have "First" in front of its name.

The foreword by Hunter Cole contains a lengthy quote from Welty on the provenance of some of the photographs. Elizabeth Spencer's introduction ties the photos to Welty's writings, and the pictures themselves are interspersed with appropriate quotations from her work. Like her prose, Welty's pictures hold many layers of perception and feeling, and immerse the reader in a sense of time and place. Recommended for public and academic libraries, particularly Mississippiana collections.

Kathleen L. Wells

Senior Catalog Librarian
University of Southern Mississippi

About Children's Books

...FOR THE LITTLE ONES

Webb, Steve. *Tanka Tanka Skunk*. New York: Scholastic, 2004. 32 pp. \$15.95.



Tanka (an elephant) and Skunk are friends who like to play the drums. The text is a series of animals' names told in rhythmic beat, and illustrated with wacky pictures of Tanka and Skunk beating on their drums. Alternating pages have the refrain of "Skunka Tanka, Skunka Tanka, Tanka Tanka Skunk!" The text, illustrations, and layout all work seamlessly together and create a book that demands to be read out loud to the sound of clapping hands or beating drums. I've read this out loud at different times to myself, my children, a daycare class of 2 and 3 year olds and their parents, and a group of school teachers, and each time it was received with much enthusiasm. This is the most fun I've had with a picture book in a long time.

DON'T MISS CHAPTER BOOKS

Hobbs, Valerie. *Letting Go of Bobby James, or How I Found My Self of Steam*. New York: Farrar, Straus & Giroux, 2004. 144 pp. \$16.00.



This story is for every librarian who has known a girl who has managed to survive despite all the negative influences around her. Told in first person colloquial narrative, Jody begins her story as a letter to Mr. Teeter of Harris Teeter's grocery store, explaining that she believes that it may have been his inferior potato salad that got her busted across the face. Jody is a sixteen-year-old runaway bride. While in Florida on their honeymoon, her husband's true nature is

revealed when he blackens her eye for no apparent reason, but it may have been the store-bought potato salad. When Jody refuses to leave a gas station restroom after the incident, her new husband abandons her there, with only her make-up case and her emergency twenty-dollar bill. From the gas station, Jody sets out to survive, but in the end she realizes that what she has done is make a life of her own. This story is well-told, and the regional language is used accurately and not so liberally as to make the reader cringe. The characters are real and fully described, and their successes aren't beyond reality.

Bruchac, Joseph. *Hidden Roots*. New York: Scholastic Press, 2004. 208 pp. \$16.95.



This is a moving story of a boy growing up in the aftermath one deplorable episode in American history. In 1931, the state of Vermont passed a law that allowed the government to surgically sterilize those who were determined to be insane or "feebleminded." The legislation was used maliciously against the native Abenaki population, who went to federally funded health clinics believing they would get good medical care. Those who already had children were committed to asylums and their children given to foster families in order to get rid of family traditions. *Hidden Roots* is the story of Harold, a boy from one of these disrupted families, who has no knowledge of his family's background. Why is Harold's father is always so angry and abusive toward his mother? Who is his mother's mysterious brother Louis, who seems to live nowhere, and whose presence angers his father so much?

Guzman, Michael de. *Beekman's Big Deal*. New York: Farrar, Straus & Giroux, 2004. 224 pp. \$16.00.



If you have a soft heart for the underdog, then you'll love Beekman O'Day. In the sixth grade, Beekman has already been in nine different schools and almost as many houses. He lives with his dad who, despite uncertain means, is insistent that Beekman go to private schools because the public schools aren't good enough. Chance Academy, which the students have dubbed Last Chance Academy, is the epitome of "old-school" schools. With strict regimes and archaic curriculum, Beekman doesn't even bother to try to fit in since it won't be long before his father won't be able to pay the bill and he'll be put out anyway. But somehow, this time this new home and this new school begin to stick on Beekman. The sincerity of his new neighbors and the pushiness of a newfound friend make Beekman do what he has always avoided doing – care about where he is. So when those both at home and at school are put in peril, Beekman puts his foot down, with remarkable consequences. Michael de Guzman paints Beekman as a sincere, normal, kid – not too bright, but not too smart either – who wants nothing more than what every kid needs, stability in his life, but who has the courage to demand it when it matters most.

FAYE B. KAIGLER CHILDREN'S BOOK FESTIVAL NEWS

This year's Children's Book Festival program (April 6, 7, & 8, 2005) is well underway to being finalized. I'm very excited about the authors and special guests who are scheduled to come. As announced in April, the 2005 medallion recipient is Kevin Henkes, winner of a 2004 Newbery Honor for *Olive's Ocean*, and 1994 Caldecott Honor for *Owen*. Kevin is also the author of numerous other chapter and picture books, includ-

ing and especially his mouse series starring Sheila Rae, Wemberly, Lily and Chrysanthemum. Other authors in attendance include Avi, author of the 2003 Newbery Medal book *Crispin, the Cross of Lead*, the 1992 Newbery Honor book *Nothing But the Truth: a Documentary Novel*, and many, many other titles. Illustrators Betsy (*Click Clack Moo, Cows that Type*) and Ted Lewin will be giving a joint session on Wednesday, and E.B. Lewis, who won the 2003 Coretta Scott King Award for illustrators for *Talkin' About Bessie: the Story of Aviator Elizabeth Coleman*, will deliver the Keats lecture on Friday. Other guests include Esmé Codell, author of *Educating Esmé, Diary of a Teacher's First Year*, who has received rave reviews for her inspirational speaking, and Kathi Appelt, who has written across genres, from toddlers to teens. In later columns I'll talk about some of the terrific workshop presenters who are scheduled.

HOTEL ACCOMMODATIONS FOR THE FESTIVAL

Currently, Camp Shelby, the U.S. Army camp located just a few miles south of Hattiesburg, has been turned into an active training camp for soldiers going overseas. Consequently, hotels in Hattiesburg are completely booked every night and will continue to be so indefinitely. It is recommended that if you plan to attend the Children's Book Festival, you make your hotel reservations early as possible. Rooms have been reserved at special rates at the Holiday Inn (601-268-2850), Hawthorne Suites (601-296-0302), and the Hampton Inn (601-264-8080). Be sure to mention that you are with the Children's Book Festival.

Catharine Bomhold

Assistant Professor, SLIS

Director, Fay B. Kaigler Children's Book Festival

*The University of Southern Mississippi
email: catharine.bomhold@usm.edu*

Apply Now for **EDITOR** of *Mississippi Libraries*

Advertised
by the Executive Board of
the Mississippi Library Association



Applications are now being accepted for the exciting and challenging position of Editor for the quarterly publication, *Mississippi Libraries*. This award-winning publication, published by the Mississippi Library Association, has had a long line of excellent editors. MLA seeks an enthusiastic and energetic person to follow in their footsteps.

The new editor will be responsible for issues of *ML* for a three-year period beginning with **Spring 2005** and ending **Winter 2007**. A stipend is awarded to the editor each year and he/she is able to choose his/her own editorial staff.

Qualifications include: experience in writing and editing; excellent organizational skills and ability to meet deadlines; excellent time-management skills in coordinating multiple projects/tasks at the same time; ability to delegate responsibility; ability to plan for and anticipate future areas of professional interest and develop new ideas; ability to be tactful and work well with others; excellent skills in computer software applications and proofreading skills. Experience in page layout/design is preferred.

Please send a letter of application, resume
and two work-related references to:

Mary Julia Anderson
MLA Executive Secretary
P. O. Box 20448
Jackson, MS 39289-1448



Get involved in MLA by joining a committee!

Mississippi Library Association

2005 Committee Preference Form

Active participation by the membership is critical to the success of our Association.

Name _____

Address _____ City _____ Zip _____

Library _____ Position _____

Work Phone _____ Home Phone _____

Email Address _____

Section: ACRL Public School Special Trustee Friend

2005 MLA COMMITTEES

Current membership in MLA is required for committee assignments. Please rank, in order of preference, the committee(s) on which you would like to serve. Indicate whether you have previous experience. Please use the back to explain your experience and what you would bring to the committee. Committees are defined in the MLA Handbook, Chapter Four, at www.misslib.org. Additional information may be added to the back of this sheet, or on an attached sheet.

	Committee	Experience/Expertise		Committee	Experience/Expertise
	Archives & History			Intellectual Freedom	
	MLA Awards			Legislative	
	Mississippi Author Awards			Constitution Bylaws & Organizational Review	
	Membership			Handbook	
	Continuing Education			Long Range Planning	
	Copyright Review			National Library Week	
	Nominating			Conservation	
	Election			Publications	
	Information Literacy			Publicity	
	Fiscal Management			Scholarship	
	Internal Audit			Web Page	
	Insurance				

MLA ANNUAL CONFERENCE COMMITTEES

The MLA annual conference will be held October, 2004, in Natchez. Susan Cassagne, 2004 Vice President/President Elect, will coordinate the conference. If you are interested in serving on a conference committee in addition to, or instead of, the above MLA Committees, please indicate your preference.

	Committee	Experience/Expertise		Committee	Experience/Expertise
	Local Arrangements			Poster Sessions	
	Registration			Exhibits	
	Hospitality			General Volunteer	

Return completed form to: Susan Cassagne, Natchez Adams Wilkinson Library Service, 220 South Commerce Street, Natchez, MS 39120, or fax to 601.446.7795, or email scassagne@naw.lib.ms.us.

MISSISSIPPI LIBRARY ASSOCIATION MEMBERSHIP FORM

(revised 5/11/2004)

Membership Year January-December 2004

New Membership **Renewal**

Name _____

Mailing address _____

City _____ State _____ Zip _____

Position _____

Library _____

Home Phone _____

Business Phone _____

Fax _____

E-mail _____

One of the primary forms of communication between MLA and its members is the MLA listserv. As a member of the MLA listserv you will receive important announcements from MLA via email and be able to discuss library related issues with your peers. If you are not already a member, can we add your email address to the MLA listserv?

Sign me up! I decline

A. MEMBERSHIP TYPES

Membership (Any person currently working in a library or information center. Mark by salary range.)

\$0 to \$9,999 \$15 per year \$ _____

\$10,000 to \$19,999 \$25 per year \$ _____

\$20,000 to \$29,999 \$35 per year \$ _____

\$30,000 to \$39,999 \$45 per year \$ _____

\$40,000 to \$49,999 \$50 per year \$ _____

\$50,000 to \$59,999 \$55 per year \$ _____

\$60,000 or above \$60 per year \$ _____

Student (2 Year Limit)

Full or Part-time \$10 per year \$ _____

Retired \$15 per year \$ _____

Trustee \$15 per year \$ _____

Friend of Library \$15 per year \$ _____

Institutional Membership \$45 per year \$ _____

Vendor \$40 per year \$ _____

Lifetime membership

One-time payment \$1000 \$ _____

Installment Plan

(Payable up to 5 years in increments of \$250 per year until paid in full) \$Amount paid \$ _____

A. MEMBERSHIP TYPES SUBTOTAL \$ _____



<http://www.misslib.org/>

601.352.3917 • Fax 601.352.4240

B. SECTIONS

Enter "FREE" for one section membership (Enter **\$6.00** for Additional Sections)

Academic (ACRL) \$ _____

Public \$ _____

School \$ _____

Special \$ _____

Trustee \$ _____

B. SECTIONS SUBTOTAL \$ _____

C. ROUNDTABLES

Join one or more roundtables for opportunities in professional growth **\$3.00 EACH**.

ANRT \$ _____

(Automation and Networking)

BLACK CAUCUS \$ _____

ECTRT \$ _____

(Educational Communication and Tech)

GODORT \$ _____

(Government Documents)

LIRT \$ _____

(Library Instruction)

NMRT \$ _____

(New Members)

SCRT \$ _____

(Special Collections)

TSRT \$ _____

(Technical Services)

2YCRT \$ _____

(2 Year College)

YPSRT \$ _____

(Young People's Services)

C. ROUNDTABLES SUBTOTAL \$ _____

D. SCHOLARSHIP

Donation to Peggy May Scholarship \$ _____

Donation to Virgia Brock-Shedd Scholarship \$ _____

D. SCHOLARSHIP SUBTOTAL \$ _____

GRAND MLA TOTAL

(DUES GRAND TOTAL (A + B + C) AND SCHOLARSHIP D) \$ _____

Check enclosed (Make payable to Mississippi Library Association) and mail to MLA, P.O. Box 20448, Jackson MS 39289-1448. All dues include subscription to **Mississippi Libraries**.

Please charge my MLA dues to my:

VISA **MasterCard**

Account Number _____

Expiration Date _____

Signature _____

Dues must be paid by **January 15** in order to receive the March issue of **Mississippi Libraries** and for annual election of officers. MLA may at times supply its membership list to professional organizations or library vendors.

Check the box if you do not want your name included.

Must-Have Titles for Mississippi Libraries

Order your copies today!

ORDERS: Call 1-800-737-7788,
 fax to 601-432-6217, or visit our website at
www.upress.state.ms.us



Great Houses of Mississippi

Text by *Mary Carol Miller*
 Photographs by *Mary Rose Carter*
 Superb text and stunning photographs that capture the antebellum grandeur of thirty-five showcase homes
\$45 hardback

Witnessing

By *Ellen Douglas*
 Essays that affirm this acclaimed Mississippi author's lifelong role as witness to humanity and history
\$28 hardback



Hurricane Camille

Monster Storm of the Gulf Coast
 By *Philip D. Hearn*
 In the voices of its survivors, the history of one of America's most devastating storms
\$25 hardback

Choctaw Tales

Collected and annotated by *Tom Mould*
 Foreword by Chief *Phillip Martin*
 A treasury of tribal lore told by past and present Choctaw storytellers
\$50 unjacketed hardback, \$20 paperback



Rock Solid Southern Miss Football

By *John W. Cox and Gregg Bennett*
 Foreword by *Brett Favre*
 Lively history and timeless photographs that cheer on ninety-two years of the Golden Eagles
\$35 hardback

UNIVERSITY PRESS OF MISSISSIPPI

3825 Ridgewood Road • Jackson, MS 39211 • press@ihl.state.ms.us

Mississippi Library Association

Post Office Box 20448
 Jackson, Mississippi 39289-1448

NON-PROFIT ORGANIZATION
 U. S. POSTAGE
PAID
 PERMIT NO. 312
 HATTIESBURG, MISSISSIPPI

