MISSISSIPPI LIBRARIES

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PRESIDENT'S PAGE

Catherine A. Nathan

The little town of Como, Mississippi, has found itself in the center of a lot of press lately, some good, some bad. Among the good news is the fact that many excellent programs and services are offered at the Emily Jones Pointer Public Library, a branch of the First Regional Library System. However, the fact that Como's local elementary school was recently labeled "bottom of the heap" of Mississippi's rural schools in a *Washington Post* article was most certainly bad news.

Because the town of Como and its citizens are part of my service area in northwest Mississippi, I could not help but think about this situation. These youngsters, who can leave their school in the afternoons and walk over to their public library, may be unable to read well enough to actually enjoy the library's offerings – or to complete their homework, or to ultimately graduate from high school and go on to college or technical school, or to find a good-paying job.

Hopefully, these youngsters will find their "second chance" at success at their local public library, their church library, or at the community college library. When I think about that, I am often reminded how important libraries are to communities – especially here in Mississippi, where so many struggle to rise above the "bottom of the heap" mentality. For Como, Mississippi could well be any small, rural town in Mississippi.

Today, I am dwelling on those impressionable elementary school youngsters in Como – wishing that their school could be the focus of some of Oprah Winfrey's attention in addition to that school in Africa.

I am wishing they had all been encouraged to come to Ms. Veneda's story time at the Como Library. I am thinking, what if they had all been able to attend a Head Start program or a quality child care center where they might have been better prepared to read and succeed?

I am also hoping that their parents and caregivers will bring them to the library, that they will help these young people get library cards, check out books, and use the wonderful resources available to them for free in their very own community. It may sound like dreaming, but I also like to hope that their parents and teachers will read to them early and often, with the help of these library resources.

And tomorrow, I hope they will all have a quality preschool education provided for them by our state so that every child, regardless of race or economic situation, can have a chance to succeed in school and in life. And, last, but certainly not least, I hope that all of you as Mississippi librarians will never forget – both now and in the future – that you can and often do make a difference in a person's life doing the work you do every day. ■

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

Academic Libraries: Coming Full Circle

Elizabeth Stephan
Editor, Mississippi Libraries
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When I became assistant editor of *Mississippi Libraries* in 2005, our first theme issue was academic libraries. And the cover art was by Amy Lowe Lewis. Fast forward three years. I am preparing for my final issue of *Mississippi Libraries*, the topic is academic libraries, and the cover art is by Amy Lowe Lewis. None of us planned it this way – it's just the way it turned out.

The spring 2005 issue focused on academic libraries as place. We looked at how academic libraries are becoming more than just places to check out books – they are places to be. That's still true. I don't have the figures, and I don't have any evidence other than what I see, which is that the library at the University of Mississippi seems to be full all semester. It's a great sight to see: groups studying, students using our computers, students using their laptops, the occasional napping student. Some comment that students spend more time on Facebook than doing research. I don't know about that. Thanks to e-mail, blogs, RSS feeds, and IMing, I am a multi-tasker. The computer allows me to do many things at once – and it allows me to take a break to go check the news, my e-mail, and yes, even my Facebook page.

This leads us to the winter 2007 issue. Does this issue focus on the academic library as place? No, this issue covers a broad range of topics – we are looking at outreach, continuing education, mentoring, reading groups, recovery and visibility, and collection development. Authors from four different libraries are covering four different topics.

In "Reading Roundtable: Northwest Mississippi Community College," authors Margaret Rogers (Director of the Northwest Mississippi Community College Learning Resource Center), Crystal Giles (Northwest Technical Services Librarian), and Maggie Moran (Northwest Public Services & Reference Librarian), discuss the evolution of their Reading Roundtable program. Started by Rogers as part of the Continuing Education program, Reading Roundtable has grown from having six to eight participants to eighteen to twenty-five, and the team grew to include professional librarians as coordinators. The program runs spring and fall semesters. A cluster of five books is chosen each semester based on a topic, and these five books are discussed every three weeks during each semester. The program now draws people from five different counties and has grown so much that announcements are handled by Northwest's Public Relations Department.

In her article "Playing for Keeps: University Faculty and Staff Teaming Up for an Effective Student Retention Program," Melissa Dennis, Reference/Instructional Services Librarian at Delta State University (DSU), discusses the library's involvement in DSU's General Studies 101: Emerging Scholars (GST) program. The GST program allows librarians to become involved by creating non-research programs that orient new students to the library and its services. Becoming involved with a program like GST allows library faculty and staff to take on a mentoring role with incoming students – it helps develop a relationship between students, the library, and the librarians.

Along the lines of outreach and visibility, the library at University of Southern Mississippi Gulf Park faced a unique situation following Hurricane Katrina. Of course they had to relocate their entire campus, but the library became the center for information. In "Visibility and Direct Contact: A Library Moves Forward," Elizabeth Doolittle, Public Services Librarian at USM Gulf Park, describes how the library became much more visible to both the public and their students and faculty. After the campus relocated to an old hospital, the library's reference desk was placed at the end of a hallway – making them very visible to everyone that came into the building. With this new visibility came a chance for outreach. All of a sudden the library and its services were more visible, if not transparent, to everyone on campus. The library used this to its advantage and is carrying this new feeling with them as they move back to their original location.

Patricia Furr, Director of Libraries at William Carey University, discusses technology in the role of collection development. William Carey University Libraries have developed an online ordering service that allows faculty to place library requests online. The service has been available for two years and in the first year of use the percentage of departments requesting books went up from 40 to 100 percent. Furr describes the evolution of the site and how it has been used by other schools with similar collection development policies.

In this issue you will also find a recap of the Mississippi Library Association 2007 annual meeting in Vicksburg. It was nice to see everyone there and to put even more faces together with names. As always, it is good to meet other librarians in Mississippi. This issue also contains the treasury report and an index to all the articles from the last year.

On a personal note, this is my last issue of *Mississippi Libraries*. I started as assistant editor in 2005. I had been in the state of Mississippi for a little over a year – moving here from Wisconsin in December 2003, and I had a lot to learn, both professionally and personally. People held doors open for me, I was called "ma'am" in a non-sarcastic tone. It all seemed a bit strange. Professionally, I had a lot to learn, from collection development to how a library actually worked (as opposed to what we learned in library school). Working with *Mississippi Libraries* was an introduction to many of those things. Through the articles submitted I learned more about the state and

(continued on page 92)

Reading Round Table: Northwest Mississippi Community College

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Abstract
Cognitive activity from first to final breath can be considered lifelong learning. As an institution of higher learning, Northwest Mississippi Community College strives to serve lifelong learners in the surrounding community. The R.C. Pugh Library, located on the Senatobia campus, embraces lifelong learners by providing a monthly book discussion course titled Reading Round Table.

Introduction

In the late 1990s northwest Mississippi enjoyed a reading resurgence spurred on by Mississippi native Oprah Winfrey. Women, and some men, were entering public and academic libraries demanding books mentioned on the Oprah Winfrey Show. The first book chosen for the Oprah Book Club, *The Deep End of the Ocean* by Jacquelyn Mitchard, became a *New York Times* #1 bestseller. According to Jacquelyn Mitchard's own Web site, she met, "people for whom *The Deep End of the Ocean* was the first book they'd read since high school." (Mitchard)

During this same period, northwest Mississippi enjoyed a growth spurt from relocated Memphis, Tennessee, residents. In Desoto County, a service area of Northwest Mississippi Community College (Northwest), there had been a 57.9 percent increase in population since 1990, according to the United States 2000 Census. These new Mississippians, accustomed to conveniences available in Memphis, began requesting the same services in their new location. In particular, continuing education classes such as those scheduled by the University of Memphis were in demand at Northwest.

History

Dr. Marilyn Bateman, Academic Dean of Northwest, issued a challenge to the Academic Division Directors in the summer of 2003. All directors were asked to provide a continuing education (CE) course that would appeal to lifelong learners in the area. They were also encouraged to develop the CE around their division's discipline. Margaret Rogers, Director of the Learning Resource Center, accepted the challenge by developing a book discussion program titled Reading Round Table.

Rogers attended a popular book discussion program held at the public library prior to Dr. Bateman's challenge. The Emily Jones Pointer Public Library in Como, Mississippi, through a grant from the Mississippi Humanities Council, provided twenty-five books and a discussion leader. The program, lasting fifteen weeks, was popular, and several Northwest instructors attended. Rogers decided to model her program after this crowd pleaser; unfortunately, she would have to proceed without a grant or budget.

Format

Following the Mississippi Humanities Council's format, a cluster of five books based on a theme was to be discussed every three weeks each fall and spring semester. Rogers was creative in developing themes and searching for the perfect titles to enhance those topics. Themes included "Growing-Up in America," "Letters," and "Around the World."

The first year began with a small nucleus of six to eight interested readers. Not sure how many would be attending and with a small number of registrations, the decision was made not to purchase books. Instead, the program relied heavily on participants finding their own copies. Rogers checked with local public libraries to make sure there were enough copies to sustain the program before selecting books.

The lack of funding forced Rogers to choose books, prepare questions, and lead the discussions unaided. "It was a rewarding job, but I found myself very challenged by the short period between books. As soon as we finished one book discussion, I was back reading, researching, and preparing for the next meeting," she said.

Lifelong Learners participating in Reading Round Table, a continuing education course offered through Northwest Mississippi Community College. Photo by LaJuan Tallo.

Growth

Word was out; Reading Round Table doubled its membership with twelve to sixteen participants by the second season. Still without a budget, Rogers turned to the Northwest faculty for help. Selected for their speaking ability and love of reading, instructors were each asked to lead one discussion. Each instructor was allowed to choose a book in his or her area of interest or professional discipline. The theme approach was set aside to accommodate the new discussion leaders and their random titles. From end-of-program surveys, participants indicated they liked the opportunity to meet and talk with various faculty members in the library's informal setting.

By the third season, participants found it harder to obtain copies of reading selections, and it was time to acquire funding. Rogers confirms, "I decided that being able to provide the books for the group was my goal. I received permission from the school's foundation to ask local area banks if they would be willing to make contributions for the purchase of the books. Three banks agreed, and for the third year of the program, we were able to raise enough money to purchase the reading copies." The funds given were appreciated but still modest. In the midst of growth, the format had to be revised. The number of meetings trimmed from five to four a semester; hence, four different books every four weeks.

Pictured, left to right, Maggie Moran, Public Services and Reference Librarian, Crystal Giles, Technical Services Librarian (seated), Margaret Rogers, Director of Learning Resources Center. Photo by LaJuan Tallo.

Balance

By the fourth season, book expenses outnumbered donations. A decision was made to ask participants to invest in Reading Round Table by helping defer the cost. Concern over older members on fixed incomes weighed heavily on Rogers's thoughts. The requested amount needed to be reasonable but remain viable. With a combination of donations, purchasing paperbacks, and discounts through the library's main book jobber, participants paid and still pay $5.00 per book.

Two newly hired professional librarians, who read a variety of fiction and nonfiction, joined the team in the fourth season. Both librarians suggest titles and present books each semester. Two months prior to the Reading Round Table series the team meets to present their requested selections for the next season. Over coffee, the librarians book talk a mixture of popular fiction, nonfiction, and Southern stories, trying to win the others over to their picks.

Crystal Giles, Technical Services Librarian, is mindful her reads may not be as relevant to other members. Giles said, "Being a part of the selectors has made me think outside the box. My personal preference leans to books by and about African Americans. I realize, with the make-up of this group, the books I read might not be ideal. During the selection process, many interesting titles and authors are presented, and I find myself filing them in my mind. They become perfect recommendations to students, faculty and staff; plus, I add to my ever-growing to-be-read pile."

With the addition of reliable in-house presenters, Rogers can now afford to relax and enjoy the discussion. After years of experimenting, a balance has settled over the program; happily, both members and discussion leaders have invested in Reading Round Table's success.

Publicity

This fifth season has seen another jump in participation with eighteen to twenty-five members in attendance at meetings. A major time-saver for Rogers, then and now, is turning over the announcements to the dedicated staff in the public relations (PR) department. Rogers and her staff must organize the next semester's titles two months in advance to allow time for publicity. The PR professionals always feature Reading Round Table prominently in the continuing education schedules, flyers, brochures, and school Web site. They are diligent in monthly announcements which appear in thirteen different newspapers in the Northwest service area. As a nice detail, Rogers' staff sends out reminders a week in advance along with parking decals.

Discussion

Before her Northwest experience, Giles attended many book discussions, preferring to listen rather than lead. Here are some of her insights as presenter and listener at Reading Round Table: "Being part of a book discussion group allows a person to express his/her thoughts, feelings, and frustrations about books. Since my employment at Northwest, I have read books I would never pick up on my own. Some I didn't like, but that's the beauty of discussion. Once I read and sat in with the group, I learned why others appreciated or enjoyed the book. This is a group who knows how to agree and disagree graciously."

Giles continues, "I've learned so much from this unique and wise group. Their experiences have given them insight and authority on issues that I am still learning and have yet to learn. There are even instances when time constraints haven't allowed me to finish a book, but after hearing the discussion, I go back anticipating the passages that were discussed."

Maggie Moran, Public Service and Reference Librarian states, "The difficult part of being a presenter is deciding how to actually present a book. Some literature comes complete with discussion questions in the back of the book. I look over the questions, but prefer to talk about how I felt and what my thoughts were while reading. Of course, this approach can lead to crickets chirping in the background. Having stock questions, provided by reader's guides, isn't all that bad to at least start the conversation."

Northwest encompasses eleven counties in northwest Mississippi. Reading Round Table attendees come from five of those counties and nine individual communities. A book discussion forum is best when it remains small. Ideally, twenty members should be the limit, allowing each individual a chance to express

his/her opinions. If the group continues to grow, consideration will be given to forming satellite groups in neighboring towns.

Highlights

One can prepare months in advance for a book discussion; unfortunately, one cannot prepare for the reaction. Here are some highlights from past discussions which make us humble and/or proud:

Assisted by Library Systems Administrator Glen McDowell, Crystal Giles asks questions to All Over but the Shoutin' *author Rick Bragg via telephone speaker during a recent Reading Round Table book discussion. Photo by LaJuan Tallo.*

- John Osier, author and English instructor since retired, presented *The Moviegoer* by Walker Percy to the group in September 2004. In the tradition of Siskel and Ebert, members were asked to give thumbs up or down indicating their feelings about the book. Around the table everyone produced resounding thumbs down.
- Marilyn Spears, wife of Northwest President Dr. Gary Lee Spears, presented *Plain and Simple* by Sue Bender to the group in January 2006. This nonfiction selection features an artist taking a sabbatical with the Amish. To our embarrassment, a member squawked, "I didn't read it, and I disagree with anything negative said about the Amish! I happen to know some." She later changed her mind once she realized it was not an exposé.
- During a telephone interview with Rick Bragg, author of *All Over but the Shoutin'*, this past October, his humble nature showed through as he questioned his own writing: "Would this be better off unsaid?" The room was howling as he related the story of telling his brother about the "Shout" book, "I'm goin' to write about my people and let's get us a little closure."
- The low price of $5.00 a book for members even applies when authors come to visit. Robert Dalby did not expect the participants to be ready to discuss his book *Waltzing at the Piggly Wiggly*. Normally at signings he is the only one who has actually read the book.

Conclusion

The primary goal of Reading Round Table as supported by Northwest Mississippi Community College is to serve lifelong learners with challenging, thought-provoking discussions through a variety of books. Being flexible in format has allowed for a diversity of discussion approaches which generate and maintain a high interest among the members. The library staff has encouraged and continues to encourage the exploration of reading through various authors and titles beyond the book discussion selections.

The group is remarkable and they encourage the library staff with comments, suggestions, and praise at every opportunity. One participant was moved to write the library staff a note which follows, "The books that are selected are TOP NOTCH, and I feel privileged and blessed to have this opportunity. The book by Rick Bragg [*All Over but the Shoutin'*] is so good I'll request his other books at the public library. Even though he is a Pulitzer Prize recipient, I am sorry to say that without your selection, I would never have been introduced to his work."

Reading Round Table's humble beginnings can be modeled by any type of library institution. The college has benefitted by having a very active and dynamic group of lifelong learners become more involved with the campus and our faculty. The challenge issued by Academic Dean, Dr. Marilyn Bateman, has been a win-win for everyone involved. Our library faculty encourage other community colleges to try this type of program in their communities. The investment of time yields enormous benefits for the library and the college. ■

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Playing for Keeps: University Faculty and Staff Teaming Up For an Effective Student Retention Program

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Abstract
In this article, the importance of fulfilling the image "librarian as mentor" through a university's orientation program for entering college freshmen is explored. Experiences in the program used at Delta State University (DSU) are discussed, with attention to interaction with peers, students, and the community. The article also encourages librarians to identify and participate in similar orientation programs. The DSU orientation class, "General Studies 101: Emerging Scholars" (GST) is described in length throughout the article to inspire librarians searching for alternative teaching and advising avenues at their academic institutions.

Introduction

Most universities design summer orientations for entering freshmen. These programs introduce the policies, people, places, and procedures that will affect freshman life on or off campus. This idea is not new. Reed College in Oregon is credited with establishing the first orientation seminar for academic credit in 1911. At Delta State University (DSU), first-time freshmen are required to attend a two-day, entertaining and educational orientation just before their first semester of college. They are then encouraged to enroll in a semester-long orientation worth one academic credit entitled, "General Studies 101: Emerging Scholars" (GST).

Dr. Richard Houston, Director for the Counseling and Testing Center and GST Coordinator at DSU, emphasizes the program's goal of providing a fun, informal course that stimulates social interaction in a supportive campus environment. "Academic rigor is not its goal. Exposure to campus resources available to students is the focus" (personal communication, February 13, 2007). Credit for the course is achieved through the instructors' judgment as to whether the student actively participated in the program. The grading options are therefore an "A" or nothing at all. The class meets for fifty minutes, once a week for thirteen to fourteen weeks during the semester.

According to Dr. Houston, GST was designed to maximize students' potential to achieve academic success and to adjust to the challenges presented by collegiate life. Used as a student development/retention piece, GST has been in place for over ten years at DSU. Encouraged, but not required of entering freshmen, 94 percent of the students who complete GST return the following term. This percentage is higher than the less than 70 percent of freshmen not enrolled in GST who return the next semester.

Statistics such as these show that successful orientation programs directly affect student retention rates. In a recent study of student engagement, George Kuh, Polly Boruff-Jones, and Amy Mark (2007) state, "Research shows that frequent, informal contact with both classroom faculty and other university support staff contributes to collegiate success and to intellectual and emotional development in general" (22). As educators, librarians seek to instill a commitment to the library as well as to the institution. Like teaching faculty, we also want to educate freshmen about information competency. In that respect, good teamwork between faculty and staff can increase university enrollment. Academic librarians can carry either faculty or staff status, so involvement in an orientation program such as GST allows them to work with teaching faculty and administrative staff as mentors and library advocates. The following tips are designed to encourage librarians to keep up with faculty and staff by becoming mentors to students in first-year seminars or orientation programs.

Keep it real!

The lessons learned in GST are life lessons: how to succeed academically, how to socialize, how to do new things. These sessions must be perceived to be genuine and authentic in order to have the most effect on students. Students want memorable experiences and memorable teachers. Each GST section requires two mentors, and with an average of seventeen students per class, DSU usually has enough enrolled students to make twenty sections.

Twenty sections demand forty volunteer faculty and staff mentors. Such teachers include a diverse faculty and staff ranging from librarians and professors to administrative staff and campus police officers. Previous teaching experience is not required, as rookies are paired with veterans. A mixture of personalities working together for the good of the university shows students the importance of positive academic fusion–a message that cannot be understated! GST provides a friendly atmosphere where everyone is presented with various options for learning and interacting.

GST incorporates service learning. Every year during the week of September 11, each class participates in a community service activity set up by the Delta Center for Culture and Learning. For the past two years, this event has taken place at a local elementary school. The students' involvement in giving back to the community reflects the desire of the Delta as a whole to rebuild its poorest neighborhoods. When students are given first-hand experiences with the public, they are exposed to the culture, heritage, and geography in the society in which they are being educated. As well as providing

an opportunity to volunteer, the assignment honors the American spirit of charity after the events of September 11, 2001, and places students face-to-face with members of the Delta Center who can provide positive influences in their future volunteer efforts or service learning activities in other classes.

GST members in fall 2007 fulfill a photo scavenger hunt clue: "Pose with a Librarian." Left to right: Andrew Rogers, Shakena Dorsey, Melissa Dennis, Joelle Springer. Photo by Mollee Williams.

Keep it fun!

With no homework assignments or tough exams, classes use campus events (ice cream social, homecoming), awareness activities (CPR, how to prepare a resume), interactive department tours (health center, library) and college/community history to show students how to successfully navigate their college environment. GST classes can meet anywhere on campus or off. A goal to keep in mind is to find ways to introduce students to ideas and activities that minimize anxiety. College is stressful, and some students need programs that instill self-confidence both academically and socially. Let the students declare an outside activity day for disc golf and a picnic. Design campus trivia games like *Jeopardy!* or split the class into teams and send them on a photo scavenger hunt. Be creative with your co-mentor and see what other sections are doing or have done in the past. Teaming up with another section can be fun for planning events where crowds are welcomed such as: attending a sports event or musical, going to a brown bag lecture, watching a documentary, bowling, or just having a big pizza party. Having groups meet together not only allows more social opportunities (both for you and your students), but also encourages a commitment to campus-wide cooperation.

A librarian as mentor can promote library services by developing a fun orientation game such as a treasure hunt. By offering the game to all sections, the librarian multiplies the number of students involved. Designing the game for GST students and not other bibliographic sessions also keeps it special. Because sessions only last fifty minutes, finding ways to introduce students to ideas and activities that acclimate freshmen to basic library services are ideal. Scavenger hunts sometimes receive harsh criticism because they require students to do little critical thinking. However, research assignments are not the emphasis of GST. This class is designed to scratch the surface of basic learning principles so that as students develop academically, they can use the resources discovered in GST to succeed in college. Librarians may want to spend most of that time using interactive learning methods to offer a wide variety of ways the students can use the physical and electronic space. A library that supports fun, non-traditional activities will invoke positive attitudes about its space. Areas specifically designed for comfort, pleasure, and productivity will be remembered and reused.

Other departments will also take advantage of the fun factor, making class time exciting for students and mentors to learn new things together. Make the time with your students memorable. Even if it is for how you fell off your police golf cart while wearing "drunk goggles" as you demonstrated the effects of drunk driving with the help of campus security, your students will find ways to remember you. Our attitudes towards universities as a whole are highly developed from our experiences with departments, teachers, etc. A librarian who also mentors students and teaches a class has a greater opportunity to be remembered than one who only uses the library to interact with students.

Keep it together!

In their book: *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe* (2000), Dick Raspa and Dane Ward describe the five fundamental qualities required for collaboration: passion, persistence, playfulness, project, and promotion. GST is an extraordinary group effort, suited for librarians, where these "Five Ps of Collaboration" can be infused harmoniously with the goals of the program.

First of all, passion should be a leading factor driving any mentor to participate in the first-year experience. Collaborating with teaching faculty could arouse interest and inquiry into future partnerships, even course-integrated library instruction. According to Raspa and Ward (2000), "[I]nstructional faculty may be interested in exploring active teaching methods with library resources or may take a personal interest in collection development" (8).

In a first-year experience program, resistance may be felt from the students, the co-mentor, the administration, or the community. Librarians should not fall

apart in the face of a difficult situation. Persistence in holding the project together or switching activities at the last minute to accommodate the group may need to be initiated by the librarian. Individuals lacking the self-discipline needed to make the GST experience a success may look to their co-mentor for leadership. Prepare to be the leader in some aspects of the course; it will build self-confidence and conjure respect.

Playfulness is a necessary factor in setting up the GST syllabus. Librarians will have to let their guards down, have fun, and listen – really listen – to their mentor's and students' ideas. There is no room for epistemological presumptions. Raspa and Ward (2000) describe this component as being passionately engaged in the here and now, focused and yet relaxed (9). Good partnerships exist where tolerant listeners fuse trust and patience into their communication. Because many librarians and faculty are introverts, collaborations involving a new way of listening and interacting can be easier said than done. It will take both parties to make a connection, even if one has to coax the other into doing so.

If paired with academic faculty, librarians may gain knowledge of personal research and professional interest or of concerns from the classroom. If matched with administrative staff, librarians may learn about new student services or how the financial aid process works. Any gained information, whether from faculty or staff, gives librarians the capacity to assist students more effectively – an endeavor not to be taken lightly. We are all connected on campus in one way or another. It also works to your advantage to align with people of the same interests. Your collaboration could grow into a partner to write an article with, develop a course or instruction session, or even a new friendship.

Your co-mentor and you are not alone as volunteers in the project. Talk with other mentors teaching other sections to find out what activities work for them. Also, try to attend all of your GST classes and make the effort to get to know the students on a personal level, such as by attending social events or corresponding via Facebook. Participation is the only grading factor for the course. What better way to show your students that you take that seriously than through your own active involvement?

Finally, the last "P of Collaboration" involves promotion. Because you are building relationships with your students and co-mentor, take any opportunity to promote yourself, your library, and your university. Raspa and Ward (2000) encourage "institutions, departments, and individuals to undertake initiatives that enhance internal and external communication" (10). A positive attitude, encouragement, and a healthy dose of advertising are top ingredients in the recipe for successful first-year experience courses. Spending time with students will help determine how best to teach them about the library and how to use information resources. Developing effective instruction sessions and adding useful collection resources can also be results from frequent interactions with students in formal and informal situations.

Keep it up!

The rewards of making an impact on a young person's life are great. Lifelong friendships, learning and thinking skills, and confidence are honed throughout the college years. Remind colleagues of this when encouraging others to participate in the program. If schedules are a problem, group up with others in a similar situation and rotate on and off the program.

Keep in touch with your past or current mentors and use your connection to your professional networking advantage. When you need to plug library services, collection development issues or new products, who better to help you advertise than your co-mentors? Librarians themselves are the best resource promoted to students, as they can be the source used most repeatedly. If instruction is part of your job, mentoring with teaching faculty provides an excellent opportunity to propose integrating library sessions with current courses. Serving as a guest lecturer during special events in your co-mentor's courses is also a good way to embed information competency into the curriculum. When students can relate library services or information literacy to what they are doing in other college activities, that's learning. If they can relate this to their peers, that's retention.

Challenge other faculty and staff – especially newcomers – to begin a tradition of mentoring with the university's program. If the university does not offer a class like GST, find out what it does offer and ways that you can contribute to help students adjust to college life.

Conclusion

With the role of the librarian morphing from "custodian of books" to "information scientist," academic librarians are vying for educational connections that will facilitate status change in the world of higher education. This also encourages many librarians, once passive in classroom involvement, to pursue active teaching and bridge-building with the campus community. As the profession changes, so do its habits. Tailoring user services, instruction sessions, and sometimes entire departmental resources to the individual student and faculty member is widely becoming the norm. Librarians no longer depend on the campus to recognize that "we are the heart of the college," but rather seek to identify and cater to the needs of the individual in the most effective manner.

Joining a group teaching and mentoring environment is ideal for librarians in several ways. The Internet remains a valuable instruction tool in higher education. In terms of technology, many librarians are miles ahead of other academic faculty who may not interact daily with databases and electronic research options. Also, in regard to listening to student needs, librarians hold the upper hand on under-

standing that questions can provide a realm of solutions, according to how they are interpreted and presented. GST provides an outlet to systemically embed the most useful library resource across the curriculum: the librarian.

Librarians concerned with increasing student-faculty interaction and developing well-rounded academic hopefuls will find programs like GST to be outlets for unity. Other universities, like Indiana University-Purdue University at Indianapolis, employ "Instructional Teams" of a librarian, departmental faculty member, student advisor, and computer technologist to design activities for the one-credit college experience course. Other schools use guided textbooks for their first-year courses. We all have different goals, administration, and budgets. Librarians should find out what their university does for first-year freshmen and try to get involved. It may be as simple as signing up as a mentor, or it may be as challenging as applying for a grant to sponsor a trial instructional program. Whatever your situation, progress is sure to occur from seeking avenues of university service.

As of January 2008, Melissa Dennis will be the Outreach/Reference Librarian at JD Williams Library at the University of Mississippi. ■

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Academic Libraries...

(continued from page 85)

about the libraries in the state. Having only worked in academic libraries, articles opened up the world of public and school libraries. And having always been a reference librarian, I learned a little more about technical services – although a lot of what they do is still a mystery to me. And, of course, I met people from all over the state. We often corresponded by e-mail and phone before actually meeting at an MLA conference, and meeting new people has always been a plus for this job.

Tisha Zelner, currently the copyeditor of *Mississippi Libraries*, will take over as editor with the spring 2008 issue. The spring issue will focus on Library 2.0 – a timely topic for all types of libraries. Send articles suggestions to Tisha at tisha.zelner@usm.edu. ■

Visibility and Direct Contact: A Library Moves Forward

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Abstract
As times change, libraries have had to market their services and perform various forms of outreach in order to connect with their users. After Hurricane Katrina came ashore in August 2005, the University of Southern Mississippi Gulf Park had to relocate all of its services – including the library. These relocated services put the library in a new light – it was visible and it was accessible. The university's Gulf Coast Library is scheduled to move back to Long Beach in late 2007; after the move, the library plans continue the direct contact and visibility that developed during the temporary relocation.

Library Public Relations

The University of Southern Mississippi Gulf Park has always had a good relationship with its users, but, as with a lot of libraries, our usage was down and not everyone understood what we did. The library's relationship with the campus community before Hurricane Katrina was a very good one – in fact, faculty and students thought the library was really great. They just didn't come to the library and didn't know what we did. But much of this changed following Hurricane Katrina in August 2005; some might even call it a phenomenon. After Katrina, the University of Southern Mississippi Gulf Park had an outstanding library public relations opportunity: due to space limitations and tight quarters, the library became much more visible to both the university community and the community at large. It is an opportunity that we feel is unique.

Since September 2005 the Gulf Coast Student Service Center (GCSSC) building in Long Beach has housed the entire operation of the University of Southern Mississippi Gulf Park. The setup at GCSSC places the library on the most traveled path within the building. A literature search for libraries with similar setups did not retrieve information on libraries with this type of arrangement. Our unique experiences allowed us to present the library in a very different light.

Public relations are an important component of all library operations. Maureen Pastine, in an article in *College & Research Libraries News*, defines public relations as follows:

> Public relations means making the library visible. It is making the public aware of services, programs, operations, and activities, internal and external. A major purpose is to gain the support of the public. Through effective public relations programs, libraries can improve and enhance operations and services and better meet needs and demands. (864)

Visibility is an issue that surfaces repeatedly in library literature under the public relations umbrella. The idea of visibility is generally used in reference to marketing library services outward, outside of the library building. Kathy Dempsey suggests that it is time librarians stop laughing about their "invisibility" and start promoting themselves. In *Visibility: Decloacking the Invisible Librarian,* Dempsey delineates the topics covered in much of the rest of the literature and carefully spells out steps to increase library visibility. (78)

Most libraries do spend time, money, and endless effort educating their users about the services and resources available – we want our communities to know what we do and what we can offer. The Gulf Coast Library regularly puts forth a concerted effort, on all levels, to inform its community of its services and resources. Yet, following Hurricane Katrina and without much effort, our everyday functions were right where everyone could see them.

Awareness and access are usually the important factors under consideration. In *Increasing Awareness and Access to Special Collections and Archives at the University of Liverpool*, Maureen Watry says that planning considerations for their expansion "worked to create a space that will allow increased interaction between staff and users both formerly and informally." (93) Direct contact with library users is a recurrent theme throughout the library literature.

The library at the University of Southern Mississippi Gulf Coast before Hurricane Katrina. Photo by Nadine Wallace.

After Hurricane Katrina, the University of Southern Mississippi Gulf Park could not return to the damaged campus, including a three year old, 55,000-square-foot state of the art library building. One door of the library had been forced open by water pressure and water had quickly flooded the library. Without electricity to provide humidity control the black mold set in. Mold, which starts to grow within forty-eight hours without a drying process and humidity control, began to appear on walls, books, periodicals, files in file cabinets, microfiche and every other wet surface. Without immediate remediation, the mold did more damage than the water itself. It was days before university personnel could return to campus to assess the damage and

weeks before a generator could be brought in. Even then, fuel for the generator was not always available.

The generator outside the library. The generator helped regulate the temperature and humidity in the library. Photo by Karen Shaw.

As soon as roads were passable, university faculty and staff met to assess and make decisions about when and where to open the university. It was obvious that we could not return to the Long Beach campus for some time. The first few meetings were held in the parking lot of the Long Beach High School, where faculty leaders used the back of a pickup truck as a platform to address the assembled group. When a temporary facility was made available in an old hospital building that had sustained only minor damage, the meetings and activities were relocated. With temperatures in the high nineties and little rain, the facility was very welcome. This new facility is what became the Gulf Coast Student Service Center or GCSSC.

Post-Katrina Setup

The library was provided with some space in the GCSCC: a hallway, two small rooms, and one room that was large enough to house the public services unit. The larger room was converted into a circulation, reserve, and document delivery area and housed five staff members. With no time for set up and with most roads closed to delivery trucks, we faced a big challenge: where to get the necessary furniture, equipment, and supplies. Staff used seven tables, one file cabinet and two computers that were salvaged and brought over from the Long Beach campus. Each individual staff member had a table and straight back chair, and two tables and one chair were designed as the circulation desk.

The circulation desk at the GCSSC location. Photo by Karen Shaw.

Eventually we were able to acquire an old reception desk, a bookcase, and two cabinets. Without enough computers or phones, but with a few pieces of matching furniture and two salvaged computers, we were ready to open for the new semester. Full services were offered when classes began on October 10, 2005. The main portion of the library's collection was still in the library in Long Beach and a courier made daily trips to the Long Beach campus to retrieve materials for the students. The main collections were located on the second and third floors of the library, which did not suffer from the water that flooded the first floor.

The Phenomenon

Little did we know that the hallway in the GSCCS leading to the public services area would become the best public relations tool we ever had. The students work in a hallway designated as the public area; the reference desk is located at the end of the hallway where it joins the main hallway for the entire facility. The reference desk is in full sight of anyone walking the hallways of the GSCCS. Because all school services were contained in one building, the library became very visible. People would stop to ask not only what the library could do for them, but where and what else was in this building. The administrative staff made every effort to keep the library informed of classes, events, and activities so that we could pass the information along to our users.

A hallway is not an ideal space for students to work or for reference services to be offered, but students were so appreciative of having access to computers for research and finishing their assignments that they readily adjusted, and so did the

Students work on computers in the hallway of the GCSSC. Photo by Karen Shaw.

reference librarians. The point where the two hallways come together is the busiest point in the building – positioning the reference desk at this junction was better than a billboard along an interstate highway. It was obvious to everyone passing the reference desk that help was available. The desk became the central information point for directions, events, meetings, classroom locations, and of course, library services. Librarians were greeting, talking, and offering assistance to not only the students who would have come to the library before the hurricane, but to faculty, staff, administrators, construction workers, visiting dignitaries, community members, and, most importantly, the non-library using students. We were visible and connected to all passersby.

Direct Contact

All GCSSC operations were located in this one 50,000 square foot facility. Because of this, faculty and staff have begun to meet people they only knew by name or as a voice on the phone. Before, direct contact was rare since different services and offices were located in separate buildings on the Long Beach campus. Now, personal interaction has greatly increased. Dr. Ray Scurfield, Associate Professor, School of Social Work, wrote in a recent article:

> And yet a most amazing thing has happened in the midst of being squeezed into this single, rambling building retrofitted in six weeks to be a temporary campus. There is a remarkable and unprecedented sense of *community* amongst and across faculty and staff, colleges and

> programs, and students. Yes, we are extremely crowded. And I know *by far* many more people on a first-name and friendly basis in these six months than I knew in my previous seven years on the campus – and many other university employees have had the same experiences. (117)

For the library this "amazing thing" has had major repercussions: faculty and staff began to see, hear, and learn what the library does. They began to ask questions about what the library does, how we assist students, and what resources and services we have available. More faculty began to send their students to the library with specific assignments. Requests for bibliographic instruction have risen, and circulation numbers have increased. Document delivery, particularly between the USM campuses, has skyrocketed. Faculty and staff have begun to ask for services that the library has always offered, but they did not know existed. They have been surprised to find that we circulate laptops, that we have the remote controls for the equipment in the classrooms, that we bind and laminate materials, that we regularly update the library Web page, and that we will walk a lost student to the office or classroom where they need to be. After all, being in this old hospital means we do have odd hallways and funny shaped rooms.

Jerry Coleman, Instructor in the Geography Department, compared the present operation to a convenience store. Coleman says users feel everything should be at their fingertips, even library services. He would not like to see the library return to the previous situation where the librarians sat behind a high counter and were not part of the learning cycle. In the convenience store model, librarians are approachable and are a distinct part of the educational team. According to Coleman, library usage has increased for his students and he suggests that this open approach not only be continued but in some way be enhanced so students will feel more relaxed and less threatened in the library environment. (Coleman)

Conclusion

In the year and a half following Hurricane Katrina, the GCSSC expanded outward. Three doublewide trailers have been set up on the north side of the building and classrooms have opened there. Two former medical offices across the street have been refurbished and converted to faculty offices. Two buildings on our original Gulf Park campus have been restored and their classrooms are now in use. How will this branching out affect the benefits the library has garnered from its visibility and contact with faculty, staff and students?

The library staff is already looking at ways to keep, and even expand upon, the contacts we have made as this disbanding begins. The university was scheduled to return to the Long Beach campus at the end of 2007 but the library cannot afford to lose the advantages it has gained. We cannot afford to give up the direct contact we have established with faculty. We have successfully met the numerous challenges of providing library services following Hurricane Katrina. How will we continue to make our presence, our resources, and our services visible as the community disperses? The library in the GSCCS will remain, as many of our faculty offices are located here and it makes sense to keep this branch open. We will take some of our new outreach programs with us to the main campus – an electronic presentation that outlines our services as well as handouts given to students waiting for their ID cards. Programs such as these have been successful in our temporary facilities, and we hope to see the same success and more when we return to the main library.

For a while the goodwill and exposure we have garnered from our location at the juncture of two hallways in an old hospital will carry us forward. But we will not rest on our laurels. Direct contact and visibility shall now become our mantra. We will put forth more effort to publicize the library because of our success here, and we will draw on the experiences of the past year and a half to formulate strategies to keep ourselves in the eyes of the faculty and students. We will strive to shed our invisibility cloaks and ensure that the faculty and students see us, hear us, and learn from us. ■

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Library Meets Amazon.com: Building a Low-tech, Online Faculty Book Selection Tool

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Abstract
In an age when so many faculty members are pressed for time with family responsibilities, non-traditional class schedules and commitments to research projects, instructors at many institutions of higher learning no longer have time to spend on faculty book selection for the library. Many are very familiar with online book selection tools like Amazon.com and BarnesandNoble.com – many use them for building their personal libraries. Because of this, some faculty expect their local campus library to provide the same kind of technological solution for faculty book selection. This article discusses how the William Carey University library worked to meet these expectations.

At William Carey University in Hattiesburg, Mississippi, the library staff developed a low-tech, but effective way to give the faculty some online book selection capability when selecting titles for library purchase. A Web site [http://library.wmcarey.edu/screens/0708mainpage.html] was produced by library staff members using a simple template in Netscape Composer, which eliminated the need for any direct knowledge of other Web site development software or an understanding of HTML. Librarians serve as faculty liaisons for academic departments, and thus select and suggest books that they feel are worthy of recommendation in their subjects.

The usability and attractiveness of the site, combined with the marketing of this new collection development effort with faculty, have greatly increased interest in submitting book recommendations to the library. In the first year of use, 100% of all university subject disciplines were ordered by faculty from their respective departments. The Web site was so well regarded that other institutions with similar collection development goals opted to use it as their own after hearing about the site on listservs. Several now have links to the Carey site and have made it a part of their faculty book selection process. This participation by other libraries is particularly interesting in light of the reasons for creating the book selection Web site in the first place, which was the inability of Carey library faculty members to order books for the main collection without direct departmental faculty approval of each item.

When a librarian's opinion is not considered in purchasing books, the library can develop some serious deficiencies in the collection. In this case, a collection development policy that had remained in place for many years without being updated dictated that all purchases for any library – except those in reference – had to be selected or approved by a Carey faculty member. In other words, the only role that librarians played in the process of collection development of the regular collection was to be a cheerleader to those on the faculty who were granted book-buying authority. Often staff who found holes in the collection had to ask departmental faculty to give authorization for an order, wasting the librarian's time in the book-buying process.

In retrospect, this policy may have been necessary when professional librarians were scarce, and a large number of paraprofessionals and student assistants ran the library. However, since all five Carey librarians hold an ALA-accredited master's degree in library science and the majority have completed graduate-level coursework in the fields for which they are recommending books, the policy seemed out of date and unnecessary. This is particularly true in an age where sophisticated programs, such as OCLC's WorldCat Collection Analysis, are capable of producing reports on collection strengths and weaknesses on a book-by-book level. Many book vendors have software with equally sophisticated capabilities which can provide profiles to deliver specific lists of books by Dewey number designed to eliminate any such deficiencies. Thankfully, only a few institutions still adhere to the faculty-only policy for purchasing books, and today Carey librarians can now submit orders for books without faculty oversight. Whenever possible, the opinions of faculty members are still preferred for book ordering purposes, but those departments who do not care to submit book orders are now covered by a librarian's selections as well. Faculty opinion about purchasing books is still sought by means of the Web site, with the best books already selected for faculty perusal. The staff believes that the quality of the books selected has improved, as well as the quantity.

Web Site Development

The new Web site, which is now well into its second year of use, has increased the total amount of books suggested by faculty from a mere $40,000 before the site was used to more than $140,000 in the first year alone. The percentage of departments recommending books rose from 40 to 100%. As for the statistic most important to librarians, not one dollar of allocated book money remained unspent for want of a faculty book suggestion in 2006. All departments successfully submitted orders, and some departments had a record number of faculty members participating in the process as well. The library also has a strong policy about back orders. Any books that are slow in coming from the in-print dealer

are cancelled, and an out-of-print dealer will be used instead.

Several teams were involved in the creation of the new faculty purchasing Web site. A deep technical services background on the part of director of libraries, Patricia Furr and Webmaster, Pat Yuen, provided a foundation on which to develop the Web site concept. To succeed, they both felt that the Web site had to be as visually satisfying as any other shopping trip to an online bookstore and easy enough to use that any faculty member, regardless of their computer background, could click their way through the various screens. Finding the highest quality books in each subject field was an equally important task in order to give the new site the credibility it would need to succeed with faculty who wanted only the best books in their fields of study.

Screenshot of the main page for faculty selection lists.

Collection Development

Since most of the library staff not only have MLS degrees, but also credentials in second fields, the librarians were each assigned two to three subject areas. Staff members were given the latest Choice cards, professional journals with reviews, and publisher's catalogs from which to select the books for the subject areas that they were overseeing. Lists of fifty to seventy-five books per subject area were chosen by each staff member by marking catalogs, journals, and Choice cards. Since only one of the staff choosing books had experience building a Web page, Web authoring software such as Dreamweaver or Front Page was judged to be too complex. Instead a bare-bones Web entry program, Netscape Composer, was downloaded to each staff computer, and simple black and white forms with tables for each data entry item were built as templates in each subject area. The elements that staff members were required to input into the Netscape Composer table structure were the book's ISBN, author, title, price, and year of publication. Staff navigated to the Amazon.com description of the book and pasted the hyperlink into a link from the book's title to each site. When available, a second hyperlink to the online Choice review was also added in a separate column.

These subject-based forms were then given to Webmaster Pat Yuen and Director Patricia Furr who pooled their technical expertise to design an attractive master index page with colorful photographic icons for each subject area. Each individual content page was given a unique, dynamic color palette and header with subject-based photographic clipart selected from a program that alleviated any copyright concerns. Each subject page was then tweaked for the maximum aesthetic appeal to users. When all the pages were complete, library student assistants tested each of the links for smooth performance. A black-and-white order form was added to the site and included in a packet that faculty liaisons presented to each dean or department head in each subject area. Departmental faculty members received a packet and were encouraged to submit orders to their department head or dean as well. Individual faculty members who asked for help were also assisted when necessary. No faculty member was made to feel inadequate if electronic ordering was not their particular "cup of tea," but rather was presented with paper alternatives from which to build their individual lists. Each department was encouraged to submit book orders as a whole. Department heads were allowed to prioritize all faculty selections to ensure that

William Carey College Libraries 2007-2008 Education department book selection list.

departmental goals for instructional material were met.

Librarians worked tirelessly to promote the page and continued to encourage faculty to submit orders throughout the two month campaign in which the book selections were solicited. A contest was also conducted to encourage the widest selection of books possible. Each department submitting a book order during the campaign was entered into a drawing for a full breakfast buffet served by the library staff during the first year that the Web site was used. An equally positive incentive offered the second year was a $25 gift certificate to the bookstore of the faculty member's choice. Both campaigns proved to be extremely popular with the faculty and book orders quadrupled the first year and remained strong into the second year as well. Thanks to the contest and gentle reminders from the library liaisons, 100% of all the departments began submitting book orders. The library had no trouble justifying the full amount of the book budget in both years that the Web site was used. The majority of faculty users seemed to enjoy using the new interface, particularly in the second year when a one-click connection directly to the Choice review made it very simple to see an authoritative review of the title chosen. A more formal user survey is planned for next year's version in order to assess faculty members' acceptance of the new format.

Screenshot of the 2007-2008 physics book selection list.

When the Web site was shared on the COLLIB listserv and several other Web sites, other institutions began asking if they could use the site for their own faculty ordering. Several of these academic libraries have linked our page directly to their Web site, and now use our page as a selection tool with their faculty. At least one other institution replicated the idea and built their own site complete with their own librarian's recommendations. All reported that faculty enjoyed the high color, visually appealing Web site and the one-click access to the Amazon.com and Choice Review Web sites. The Choice one-click access was dependent, of course, on the institution having an IP site-authenticated subscription which granted their faculty access to the Choice review in question. If the institution using the one-click Choice Review had no subscription, these links were not operational; however, all schools were able to use the Amazon.com links as they required no subscription.

In the year following the first version of the Web site, Carey librarians wanted to create an attractive way for faculty to view an entire list of the books that were actually ordered with the book money allotted for each department. Since a new interface with different graphics is created each year, the library staff wanted to recycle the previous year's Web site as an interface that would automatically report all books actually ordered in a particular year without any further intervention by the library staff. To make this solution work, a special 690 MARC tag was added to each new book as it was cataloged to help sort the books by subject area as delineated below:

- 690 Academic discipline: Biblical Studies, 2007
- 690 Academic discipline: Mathematics, 2007
- 690 Academic discipline: Education, 2007

By creating the tags and using them year by year to populate each of the converted pages from the old faculty book selection page, faculty members were able to use the familiar pages to track the books ordered from the previous year while using the newly created page to order books for the second year. The MARC tags were a convenient shortcut to easily track the numbers of books and titles from each year without running a complicated report from the automation system. This Web site, which reports the 2006-2007 books that were ordered, is now found at the following URL: http://library.wmcarey.edu/screens/07newbooks.html.

William Carey University faculty book selection pages have proved to be much more successful than the library staff ever expected. They have helped the librarians use the maximum amount of acquisition funding available every year to rebuild the library circulating collection, especially in the main campus library. The faculty's involvement with book selection has also benefited the effort to rebuild the Katrina-devastated collection in Gulfport and the new nursing library in New Orleans. Both the ordering and reporting pages have created new interest in reading the latest

books that the library has ordered. As for the use of the new books, library circulation has doubled in the first two years of the new Web site development program.

Next year, a third version of the Web site is planned with as many technical improvements as the librarians can manage without having a library programmer or systems librarian on the staff. Converting the paper-based ordering to an e-commerce shopping cart system is at the top of the wish-list for next year's Web-based offering. This capability is expected to come when a new Web site with e-commerce features built into the site is launched later in the year. Although the faculty book selection Web site requires about a month of concentrated effort for each library staff member involved, seeing the results and watching the library shelves fill with new selections is certainly a pay-off for the amount of work involved. Fellow academic libraries are encouraged to link to the page and use the work that the Carey librarians have chosen to contribute to anyone who finds it useful to their collection development efforts. ■

LINKS TO EXAMPLES OF SUBJECTS COVERED IN THE 2007-2008 WEB SITE:

Main Page:
http://library.wmcarey.edu/screens/0708mainpage.html

Education:
http://library.wmcarey.edu/screens/0708education.html

Physics:
http://library.wmcarey.edu/screens/0708physics.html

Nursing:
http://library.wmcarey.edu/screens/0708nursing.html

Sports:
http://library.wmcarey.edu/screens/0708sports.html

2007 MLA Conference Coverage

Joi Phillips
Assistant Director of Library Services
Delta State University

The 2007 Mississippi Library Association Annual Conference was a huge success with over 500 people in attendance. It was held at the Vicksburg Convention Center in Vicksburg, Mississippi, October 23-26. The pre-conference activities began Tuesday morning with *Grant Writing 201* by Dr. Bettye Ward Fletcher of Professional Associates, Inc., and database demonstrations for MAGNOLIA. Later in the afternoon, Nadine Phillips of the Pine Forest Regional Library conducted the *Basic Book Repair Procedures* workshop for the eager do-it-yourselfers. Then the evening shifted to a night filled with music and excitement at the *Presidential Bash/Scholarship Fundraiser* honoring MLA President Catherine Nathan. Held at the Southern Cultural Heritage Complex, Terry "Big T" Williams and his band entertained the crowd with their musical talents at the event organized by Vice President/President-elect Jeff Slagell. Ticket sales from the event supported the Peggy May and Virgia Brocks-Shedd scholarships.

"Big T" Williams and band members performing at the Presidential Bash. Photo by David Brown, First Regional Library.

Wednesday, October 24

Wednesday marked the official start of the conference. The morning began with several committee and group meetings. Sixteen poster presentations were on display for the seventeenth annual poster sessions review. Nearly forty exhibitors were present. Bids for the annual Peggy May Scholarship Fund Silent Auction began at eleven o'clock and over $2,500 was raised by the end of the week. The Black Caucus Luncheon with Dr. Leatha B. Hayes was a grand success with nearly ninety attendees. Box lunches were available for other conference goers to enjoy while hearing about *MLA's Role in Accreditation* by Dr. J. Norton of the University of Southern Mississippi's School of Library and Information Science (USM SLIS).

Pauline La Rooy from the National Library of New Zealand was the keynote speaker for the First General Session. Afterwards, approximately two hundred people attended the *Afternoon Tea with Authors*, sponsored by the Friends of Mississippi Libraries. The tea featured the following authors: Jo A. Baldwin, Robert Dalby, Mary Anna Evans, Melody Golding, Joe Lee, Carolyn Estess Knott, Mary Carol Miller, Mary Rose Carter, Darden North, Marshall Ramsey, and Felder Rushing. Other attendees participated in Victoria Penny's *"Don't Just Sit There! Movement Activities for Children and Adults in the Library,"* and Kathy Sparkman's *"Boyz-n-Books Workshop and Buzz Session."*

MLA President Catherine Nathan and Vice President/President-elect Jeff Slagell at the opening of exhibits. Photo by David Brown, First Regional Library.

Thursday, October 25

Thursday began with two breakfast events, the *Public Libraries Breakfast* with Robert St. John and the Two Year College Round Table breakfast, *Rolling Down the River.* Mr. St. John entertained a packed room with his talk, "The History, Traditions, Eccentricities and Absurdi-

ties of Southern Food." *The Sisters in Crime: Mystery Authors Panel* was an overwhelming success featuring authors Roberta Isleib, Pamela Samuels-Young, Mignon Ballard, and Carolyn Haines. The luncheons were also a big hit with delicious food and informative speeches. David Lee King was the speaker for the ACRL section's luncheon and his talk entitled, "Hatfields, McCoys, and 2.0: Emerging Trends and Buy-in from the Top," gave attendees several ideas to take back to their home libraries. Author Kathi Appelt entertained listeners with her literary achievements at the Young People's Services Round Table Luncheon.

Thursday afternoon was filled with concurrent sessions. Eddie Spencer enlightened the audience with his story of overcoming obstacles in the *From Imprisonment to Freedom* program sponsored by the School Libraries Section. Doak Maddox discussed the life and works of Judith Sargent Murray. Cindy Etkin from the U.S. Government Printing Office discussed the *Future of the Federal Depository Library Program.* Tisha Zelner addressed the issue of libraries and plagiarism. Melissa Wright and Teresa Welsh conducted training workshops on the latest social networking technologies. Dr. J. Norton reported on the status of the SLIS program at USM.

The day culminated with the Mississippi Authors Awards Dinner. Dr. Andrew P. Mullins, Jr. was honored as the non-fiction winner for *The Measure of Our Days: Writings of William F. Winter* (2006), University Press of Mississippi. Former Mississippi Governor William F. Winter was present and addressed the audience with a memorable speech. Laura Evans was honored as the fiction winner for *The Redemption of Nettie Sykes* (2005), Xlibris.

Friday, October 26

Friday began with three breakfast events – *Special Libraries*, *USM Alumni*, and *MLA Past Presidents*. Jane Phillips

2007 MLA AWARD WINNERS

- **Carroon Apple Award**: Susan Mingee, Frazier Primary School
- **Mary Julia Anderson Award**: David Brown, First Regional Library System
- **Outstanding Achievement Award**: Sherry Mooers, Coldwater High School
- **Past President's Award (2005-2006)**: Molly Signs McManus, Millsaps College
- **Past President's Award (2006-2007)**: Savannah Kelly, Jackson-Hinds Library System
- **Peggy May Award**: Prima Plauché, Executive Director Emeritus of the Hancock County Library System
- **Peggy May Scholarship Recipient**: Sybyl Robinson, Hinds Community College
- **Virgia-Brocks Shedd Scholarship Recipient**: Billy Glasco, Mississippi Department of Archives and History

Public Relations Awards

- **Best effort by an individual library to publicize library services around a single theme or event**: Eudora Welty Library
- **Best coordinated effort of several libraries to publicize library services around a single theme or event**: First Regional Library System
- **Best year-round effort by an individual library to publicize library services in general**: Waynesboro-Wayne County Library
- **Best year-round coordinated effort by a group of libraries to publicize library services in general**: Columbus-Lowndes Public Library System
- **Best newsletter submitted by library group**: Warren County-Vicksburg Public Library

Public Relations Award for Best Newsletter Submitted by a Library Group. Jennifer Smith and Deb Mitchell from the Warren County-Vicksburg Public Library with MLA President Catherine Nathan. Photo by David Brown, First Regional Library.

Mississippi Authors Awards Recipients

- **Non-Fiction Category**: Andrew P. Mullins, Jr. for *The Measure of Our Days: Writings by William F. Winter* (2006), University Press of Mississippi.
- **Fiction Category**: Laura Evans for *The Redemption of Nettie Sykes* (2005), Xlibris.

from the Mississippi Department of Archives and History (MDAH) was the speaker for the special libraries breakfast and her speech highlighted books, maps, and photographs from the MDAH archival collection.

Amy Crumpton from Mississippi State University gave interesting design tips for making libraries more appealing in the *Curb Appeal @ Your Library: Inside and Out* program sponsored by the Friends of Mississippi Libraries. Kathleen Wells and Jennifer Brannock from the University of Southern Mississippi hosted *Rare Book Cataloging*, sponsored by Technical Services Round Table. Barbara J. Dean from the Federal Reserve Bank of St. Louis discussed procedures for data and archival collections.

The MLA Awards Luncheon was the last event of the conference. President Catherine Nathan and Vice President/ President-elect Jeff Slagell expressed their gratitude to everyone for their hard work and dedication for making the conference a success. After the 2007 MLA awards were given, Slagell was passed the gavel symbolizing the beginning of his presidency. With a few brief remarks and thank-you's from the new president, the conference adjourned with a tap of his gavel. Hope to see you at next year's conference in Natchez. ■

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EBSCO

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Trustmark Bank

Sponsors
Midwest Library Service
River Hills Bank
BancorpSouth

FRIENDS OF MISSISSIPPI LIBRARIES AWARDS

Ruby Assaf Presidential Award:
- Mrs. Virginia C. Scott, Friends of Handicapped Readers, Jackson

Honorable Mention
- Ms. Margie Harper, Friends of the Taylorsville Evon A. Ford Library, Central Mississippi Regional Library System
- Mr. Jim Stemen, Brandon Friends of the Library, Central Mississippi Regional Library System
- Ms. Renee Brooks, Pass Christian Friends, Harrison County Library System
- Ms. Michelle Parker, Friends of the Jones County Public Libraries, Laurel-Jones County System

Chapter One Award:
- Friends of the Floyd J. Robinson Memorial Library, Raleigh, MS; Central Mississippi Regional Library System

Honorable Mention
- Friends of the Florence Public Library, Central Mississippi Regional Library System

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About Books

Watson, Jay (editor). *Conversations with Larry Brown*. Jackson: University Press of Mississippi. 2007. 202 pp. $20.00 (paperback).

If you have not already read the late Larry Brown's books or stories, you might want to alternate your reading of his works with the articles in *Conversations with Larry Brown,* compiled and edited by Jay Watson. This volume in the University Press of Mississippi 'Conversations with' series contains seventeen of Brown's interviews arranged chronologically from 1988 to 2004. A late comer to writing at 29 and an early loss to readers with his sudden death at age 53 in November 2004, this collection of Larry Brown's interactions with interviewers and other writers presents a good picture of his growth from avid reader to published author.

The first two-time award winner of the Southern Book Award for Fiction, the 'conversations' with Brown do repeat some of the formulaic questions and answers of interviewers. Still, a good picture emerges of how Brown saw the craft of writing, and how connected his writing was to his community and characters from his life. Largely self-taught, Brown describes what he calls 'his apprenticeship' period when most of his writing was repeatedly rejected by editors. He recounts his need to make money through jobs other than writing, and gives credit to his wife, Mary Annie, for giving him time at home to write. Brown mentions writers that he admires and tells about auditing a University of Mississippi writing course in 1982 with Ellen Douglas. Brown said Douglas was a "really great teacher," who opened his eyes to wonderful writers that he had never encountered before.

Brown's job as a firefighter with the Oxford Fire Department included down time that he used for reading. The shift work nature of the job later allowed time for writing during his off hours. Dorothy Fitts', librarian at the Lafayette County-Oxford Public Library, description of Brown as an "extremely well-read, thoughtful, and very kind individual" comes across in these articles. If this title is not already in your library, it is recommended for all college, university, and medium to large public library collections with students and readers of Mississippi and Southern literature. Smaller public libraries or school libraries should purchase as needed.

Linda Hopper Jowers
Branch Librarian
M. R. Davis Public Library

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Pace, Sherry. *Historic Churches of Mississippi.* Essays and captions by Richard J. Cawthon. Jackson: University Press of Mississippi, 2007. 178 pp. $40.00 (hardcover).

Few Mississippians will be able to resist this book. Curiosity alone opens the book, but the luminous photographs seize the reader's attention. Pace captured every one of these 131 ecclesiastical matrons in her Sunday best, well-groomed, sunny, and hauntingly deserted.

Richard J. Cawthon provides a compact overview of church architecture in Mississippi from the 1820s to the 1920s, tracing the development of Neoclassical and Neomedieval styles and their derivatives. The essay goes beyond the photographs in the volume and begs to be expanded into a book in its own right with more illustrations, including buildings which no longer exist. As is, the information in the book might have been more effective if the text and photographs had been integrated and presented developmentally by architectural style rather than separated with photographs presented alphabetically by location. In lieu of a different organization, a few simple graphics would have helped to connect the photographs and textual information: a map, a timeline, a chart grouping the buildings by architectural style.

The inclusion of several synagogues among the "historic churches" was a welcome surprise, but there were disappointingly few examples drawn from historically African-American congregations. This volume presents the historic churches of Mississippi from the outside only, leaving the reader to wonder what lies behind the facades. Clearly, there is a need for a companion volume: Inside the Historic Churches of Mississippi.

Historic Churches of Mississippi is a must have book for every public and university library in the state and will be well-enjoyed on many a coffee table as well.

Olivia H. McIntyre
Collection Development Librarian
Northeast Regional Library, Corinth MS

— ◆ —

Marshall, Bev. *Hot Fudge Sundae Blues*. New York: Ballantine Books, 2005. 288 pp. $13.95 (paperback).

Hot Fudge Sundae Blues, written by Bev Marshall, covers the thirteenth year of Layla Jay's complicated life. Serious adult situations force the loss of innocence for Layla Jay. She and her family – grand-

mother, grandfather, and mother – face tremendous life-changing struggles which destroy more than they build.

Marshall develops her storyline around Layla Jay's aloneness, weaknesses, and strengths. Faced with her fears and secret guilt, Layla Jay forces herself to meet life head-on as her secure world crumbles around her.

Well-written in Layla Jay's voice, *Hot Fudge Sundae Blues* uncovers the loss of innocence of youth caused by the destructive nature of selfishness. Marshall's character developments of both Layla Jay and her mother prepare the groundwork for the changes that take place. Within this mother-daughter relationship, love, devotion, weakness, and strength play important roles for both as change becomes both enemy and friend.

Hot Fudge Sundae Blues is a story of the coming of age of a young woman with many strikes against her. It deals with very adult themes, suggesting a story for mature young adults and adults with a love for coming-of-age fiction. This book should definitely be considered by all Mississippi public and high school libraries.

Donna P. Fite
Purvis Branch Manager
Lamar County Library System

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Dalby, Robert. *Waltzing at the Piggly Wiggly*. New York: Berkley Trade, 2007. 320 pp. $14.00 (paperback).

Dalby, Robert. *Kissing Babies at the Piggly Wiggly*. New York: G. P. Putnam's Sons, 2007. 273 pp. $22.95 (hardback).

Enjoyable reading, these books are about the goings-on in the small historic town of Second Creek, Mississippi, which is located in the northern part of the Mississippi Delta. Full of eccentric Southern characters, the stories are humorous with a touch of mystery, surprise, and unusual weather conditions. The quirky and genteel characters are reminiscent of the "Miss Julia" books by Ann B. Ross.

Waltzing at the Piggly Wiggly, published in hardcover in 2006, introduces the readers to Mr. Choppy, whose local Piggly Wiggly is threatened by the new MegaMart, Laurie Lepanto, and her Nitwitts, a group of civic-minded, well-to-do, "mature" widows who enjoy "liquor, lunch and lollygaggin'." The Nitwitts have a scheme to save the Piggly Wiggly with the unorthodox idea of dancing in its aisles. While the lady customers dance with good-looking dance instructor Powell Hampton, the store's employees will do the grocery shopping. Although Powell is popular with the shoppers and the dancing is a hit, it is not enough to save the family-owned Piggly Wiggly. Adding to the mix is Floyce Hammontree, Second Creek's song-writing mayor and the surprise winner of the annual Second Creek Delta Floozie contest; a love interest from Mr. Choppy's past; CNN's coverage of the waltzing in the aisles; and a romance which culminates in a Piggly Wiggly wedding.

Kissing Babies at the Piggly Wiggly picks up where the first book ends. Laurie and Powell have returned from their honeymoon and, true to their promise, jump right in managing Mr. Choppy's (Hale Dunbar, Jr.) mayoral campaign. The citizens are tired of the backroom payoffs, lack of concern about the preservation of the historical downtown area, and the other self-serving activities of the current mayor, Floyce Hammontree. Although he is in his seventies and has spent his whole life working in the Piggly Wiggly, Mr. Choppy is ready to continue the civic activities of his father and devote his time and energy to helping his beloved town and its citizens. The two rival campaigns engage in a lot of baby kissing (some not in good taste), radio ads, a well-attended debate, and competition for "photo-ops." Involved in the fray are the Nitwitts, who Laurie persuades, with some difficulty, to create radio ads for Mr. Choppy showing that age does not affect accomplishment. (They do not want to reveal their ages!) The Nitwitts also cope with their own problems as illness comes to their group and old family problems are brought to light. Among the story's other unique characters are Lady Roth, frustrated want-to-be actress who portrays Susan B. Anthony for Mr. Choppy's campaign; Lovita Grubbs, local librarian – a.k.a. the "Book Sheriff;" and Mr. Choppy's long lost love, Gaylie Girl. And, of course, Second Creek's erratic weather plays an important part in the plot as election day dawns.

These books are engaging with heart-warming characters. Both titles are highly recommended for public libraries or any library with popular or Southern fiction in its collection. Hopefully, these are only the beginning of many more Second Creek stories. My one suggestion for the books is to follow the pattern of many current fiction books and add recipes for some of the delicious dishes mentioned in the book. The Nitwitts relish good food and drink and much of the fare sounds mouth-watering. This reviewer feels that libraries should support new authors, especially ones from Mississippi. Robert Dalby is the pseudonym for Robert Kuehnle, a bookseller who lives in Mississippi and has long supported Mississippi libraries.

Nancy Tenhet
Archives and Instructional Services Librarian
Hinds Community College ■

People in the News

Patricia Furr, Director of Libraries and Learning Resources at William Carey University, attended the Tenth Annual Leadership Institute for Academic Librarians at Harvard University, August 5-12, 2007, in Cambridge, Massachusetts. Sponsored by the Harvard School of Graduate Education, the Leadership Institute annually hosts more than 150 academic librarians from the United States, Canada, Europe, the Middle East, and Australia. Case study methodology and intense classroom discussion are used to encourage the development of new problem-solving skills and approaches useful to management of academic libraries worldwide.

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Mary Sinders-Boutar, is honored by the City of Waveland and the Hancock County Library System (HCLS) Board of Trustees for ten years of service as Waveland's representative on the Library System Board of Trustees. Her retirement was effective September 30, 2007. Waveland Mayor Tommy Longo presented a resolution from the City of Waveland and David Woodburn, HCLS Executive Director, presented a plaque of appreciation.

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From left to right: Paul Eddy, HCLS Deputy Director; Suzi Lee, The Library Foundation of Hancock County; Dolly Lundberg, HCLS Board of Trustees; Tommy Longo; Mary Sinders Boutar; David Woodburn; Lili Stahler, Alderman, City of Waveland; Linda McKay, HCLS Assistant Director of Operations; Sandra Sibley, HCLS Board of Trustees; and Michael Haas, Jr., HCLS Board Attorney.

MLA President Catherine Nathan, 2007 Peggy May Award recipient Prima Plauché.

Prima Plauché, retired Hancock County Library System Director, received the Mississippi Library Association's prestigious Peggy May Award during the 2007 Annual Conference in Vicksburg. The Peggy May Award was created to recognize individuals who exemplify outstanding achievement in library development at the local and state levels. During Plauché's thirty-one years as director of the Hancock County Library System (HCLS), it has become one of the most outstanding library systems in the state, and has been named one of the ten busiest. In 2001, under her leadership, the library system was the only public library in the nation to receive the National Award for Library Service from First Lady Laura Bush and the Institute of Museum and Library Services (IMLS). The criteria for this award were the library system's innovative programs and community partnerships.

From a small library system in 1975, Plauché was instrumental in expanding library service to four branches in Hancock County. She served on numerous state and regional committees and organizations, including the Mississippi Statewide Telecommunications Taskforce and the Mississippi Statewide Information Network Taskforce. These two groups laid the foundation for the development of improved statewide technology for libraries, including the Mississippi Information Network, which supports HCLS' public access computers. She was also instrumental in the development of MAGNOLIA, a state consortium of more than forty public access databases. In 1995 and 1996, Plauché served as co-chairman of the Mississippi Library Association's Legislative Committee. She served as president of the Mississippi Library Association in 2003. She served on the Hancock County Chamber of Commerce's Hancock 2000 Committee and the Education Committee, which established the Hancock County Community Education Program. She also served on the Mississippi Public Library Trustee Manual Committee, the Mississippi Public Library Continuing Education Committee and the editorial board of *Coast Magazine*. She most recently has served on the Library Accreditation Program and the Hancock County Governor's Commission on Recovery, Rebuilding and Renewal.

Hurricane Katrina destroyed the Pearlington Public and Waveland Public Libraries – both part of the HCLS. Plauché and her staff assessed the damages and implemented a program to provide essential library and community services immediately. She was instrumental in obtaining satellite telephones and wireless Internet service for the residents of Hancock County at the two remaining branches of the library system. Since

then, the library system has been providing a range of services needed by Katrina survivors.

After Hurricane Katrina, Plauché was named to a state delegation that traveled to Seattle, Washington, to meet with the Bill & Melinda Gates Foundation concerning damages to libraries in Mississippi. From that presentation, the Gates Foundation created the Gulf Coast Libraries Project, which has provided temporary facilities, computers and furniture in Pearlington and Waveland.

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Glenice Stone, a librarian at Northeast Mississippi Community College (NEMCC), has been chosen by the Cultural Arts Committee as Humanities Teacher of the Year. She will be recognized in February 2008 along with other Teacher of the Year candidates by the Mississippi Humanities Council. In connection with the award, Stone gave a public presentation at NEMCC on October 30, 2007, followed by a reception in her honor. She has served on the NEMCC Cultural Arts Committee for eight years, including two years each as chair and co-chair. During that time she wrote five grants and served as project director for five conferences.

Glenice Stone

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After thirty-five years at the University of Mississippi (UM), J.D. Williams Library, **Martha Swan**, head of Interlibrary Loan, is retiring December 31, 2007. Swan received her undergraduate degree from Southwestern/Rhodes College in Memphis, Tennessee, an MEd from the University of Texas at Austin, and an MLS from the University of Mississippi. She has been with UM since December 4, 1972. Swan started her career at the University of Mississippi in serials and, after serving eighteen years, moved to interlibrary loan in 1991. While at UM, Swan served under nine different directors including several interim directors. ■

News Briefs

For news and coverage from the 2007 Mississippi Library Association conference, see the conference coverage in this issue.

Winston County Library Celebrates Fifty Years in the Mid-Mississippi Regional Library System

The Winston County Library, which opened in 1934, is celebrating the formation of and fifty years of participation in the Mid-Mississippi Regional Library System this year.

The Winston County Library joined with the Attala County Library in Kosciusko to form the Mid-Mississippi Regional Library System in October 1957. The reasoning behind forming a regional public library system was to be able to provide better library services by eliminating duplication of administrative and technical personnel and offering library customers access to more library materials. Three other counties and eleven other public libraries joined the Mid-Mississippi Regional Library System: Leake County (1964), Montgomery County (1967), and Holmes County (1977). The Mid-Mississippi Regional Library System has received more state library association public services awards than any other public library system in Mississippi.

Report – Workshop on Metadata

Sponsored by the Mississippi Library Association Technical Services Round Table

Presented by Dr. EunKyung Chung, University of Southern Mississippi

Summary by Bob Wolverton, Mississippi State University Libraries

On May 4, 2007, the Mississippi Library Association's Technical Services Round Table sponsored a workshop on metadata, held at the Mississippi Library Commission building in Jackson. The workshop was attended by approximately forty librarians and led by Dr. EunKyung Chung, who is a faculty member in the School of Library and Information Science at the University of Southern Mississippi. There were two sessions in the workshop, with the morning session focusing on foundations of metadata and the afternoon session addressing the uses of metadata though small group exercises. Dr. Chung defined metadata as "data about data" and said that it describes, explains, locates, and makes it easier to retrieve, use, or manage an information resource. She indicated that there is no limit for the types of resources that can be described by metadata, and that metadata can be embedded in digital objects like an HTML document or PDF image or stored separately as in library bibliographic catalogs.

Metadata has a number of uses, and Chung stated that it can be used for resource discovery, organizing electronic resources, interoperability, digital identification, and archiving and preservation. It can also provide standard numbers to uniquely identify a resource. She then discussed the different types of metadata, including: descriptive metadata, administrative metadata, technical metadata, preservation metadata, structural metadata, and rights metadata. These metadata types can be helpful to users in finding, identifying, selecting, and accessing/obtaining information. They can also assist in managing the resource through tracking an item, controlling access to the resource, and managing intellectual property rights for objects. Dr. Chung then discussed the record structure of metadata, including its syntax, elements, and semantics.

Chung addressed the use of metadata in communities, including: library community, archival community, learning object community, e-commerce community, museum community, and multimedia community.

She also described the various metadata standards, including: Dublin Core (DC), Text Encoding Initiative (TEI), Metadata Encoding and Transmission Standard (METS), Metadata Object

Description Schema (MODS), Encoded Archival Description (EAD), Learning Object Metadata (LOM), Interoperability of Data in E-Commerce Systems (INDECS), Guidelines for Online Information Exchange (ONIX), Categories for the Description of Works of Art (CDWA), Visual Resources Association (VRA), and Moving Picture Expert Groups (MPEG) Multimedia Metadata.

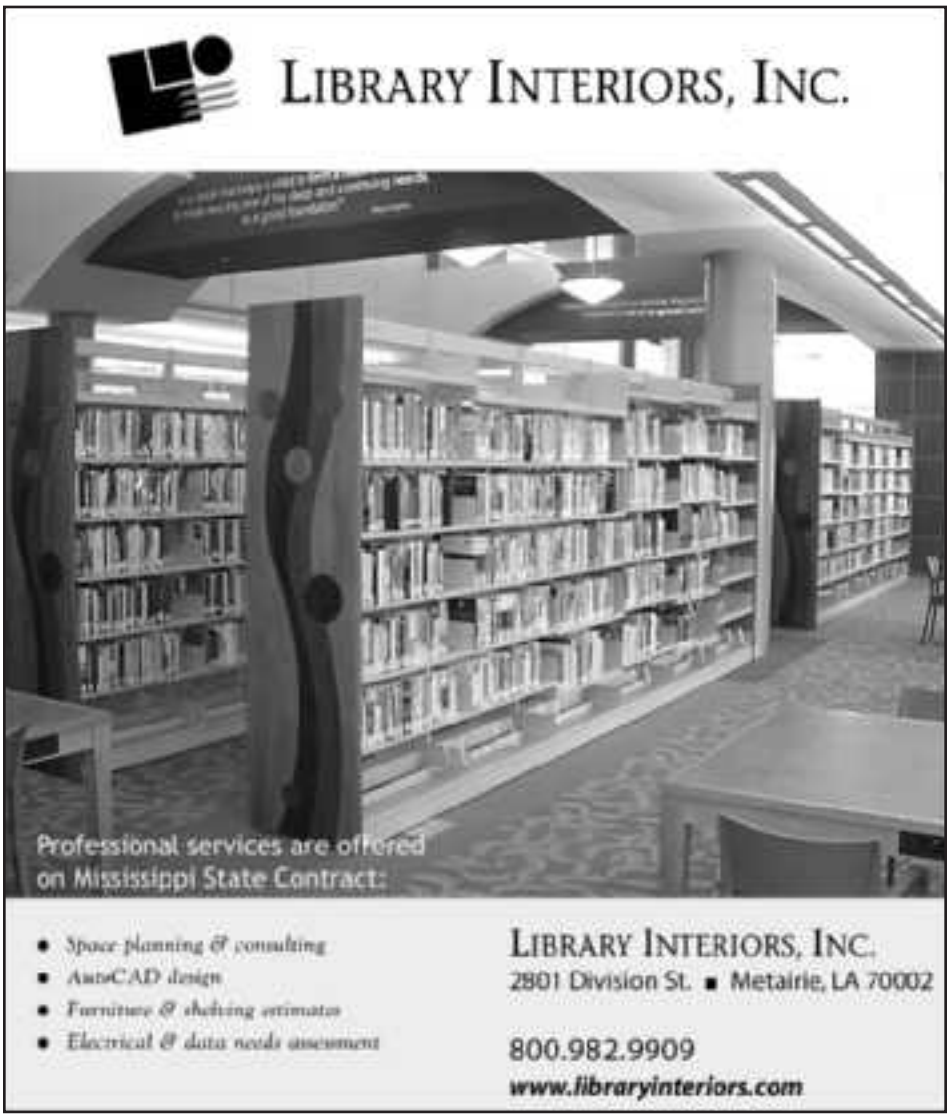
A discussion on Dublin Core took place next, focusing on its principles and practices. There are fifteen elements related to Dublin Core, including these content elements: title, subject, description, coverage, type, relation, and source. Intellectual property elements in Dublin Core include: creator, contributor, publisher, and rights. Instantiation elements in Dublin Core include: date, format, identifier, and language.

Dr. Chung discussed how to create Dublin Core records, incorporating each of these elements. This was followed by a discussion of what constitutes good metadata practices, including:

- Being appropriate for the materials in the collection, users of the collection, and intended, current, and likely future uses of the digital object
- Supporting interoperability
- Use of authority control and content standards such as controlled vocabularies
- Including a clear statement on conditions and terms of use for the digital resources
- Supporting the long-term management of objects in the collections

Workshop attendees were divided into groups, and each group was asked to assign Dublin Core metadata to a journal article and to images in a digital collection of photographs. The Dublin Core terms used by several groups were later presented to the rest of the attendees. While Dr. Chung mentioned that there is often no right or wrong way to assign metadata, the groups seemed consistent in how they assigned Dublin Core terms to the objects.

The number of digital objects on the Web continues to grow, and the use of metadata, including Dublin Core, can greatly assist users to better identify, access, and make use of digital information. Dublin Core proved versatile and relatively easy to use, and the workshop attendees appeared very excited about its possibilities in their libraries. ■



Treasurer's Report

MLA – Fund Balances as of September 30, 2007

ASSETS

Account	Description	Amount
1001	AmSouth Checking	57,846.77
100200	MLA Office Expenses	468.70
1002	AmSouth 5yr CD	17,148.64
1003	TNB P May Brokerage Account	14,808.45
1007	B Stearns/ P May Mutual Fund	4,224.00
1008	A/R NSF Checks	279.25
1009	Peggy May CD	12,207.44
10010	CD 9/07	6,786.46
	Fixed Assets	2,390.32
TOTAL ASSETS		**116,160.03**

LIABILITIES

Account	Description	Amount
2264	Deferred Lifetime Membership	4,900.00
	Other Current Liabilities	-891.74
Total Liabilities		**4,008.26**

EQUITY

Account	Description	Amount
2120	Peggy May Fund	24,399.72
2130	ANRT Fund	2,904.52
2140	2YCRT Fund	787.62
2150	GODORT Fund	2,001.33
2160	LIRT Fund	1,048.91
2170	YPSRT Fund	718.47
2180	ECTRT Fund	459.30
2190	TSRT Fund	1,237.27
2210	SCRT Fund	295.09
2220	NMRT Fund	444.84
2250	Black Caucus Fund	4,473.68
2260	Past President's Fund	149.16
2270	Property, Furniture & Fixtures	137.68
2280	Property, Equipment & Computers	72.66
3010	General Fund	35,482.08
3900	Retained Earnings	22,724.07
	Net Income	14,815.37
Total Equity		**112,151.77**
TOTAL LIABILITIES & EQUITY		**116,160.03**

MLA – Income as of September 30, 2007

Account	Description	2007 Budget	Jan-Sept 2007
General Income			
5200	Membership Dues	16,500.00	16,619.00
5201.5	Lifetime Memberships	2,400.00	0.00
5202	Interest – General Fund	700.00	648.66
5206	LSCA Grant		4,250.00
***Mississippi Libraries* Income**			
5221	ML Advertising	1,500.00	625.00
5222	ML Subscriptions	400.00	320.00
5223	ML Other Income		216.73
MLA Mid-Winter Income			
5301	Mid-Winter Registration	5,000.00	3,134.50
5303	Mid-Winter Grant		3,848.52
Peggy May Income			
5351	Interest Income – Peggy May	100.00	0.00
5352	Peggy May Donations	1,800.00	595.00
Section Income			
5403	School Section Income		24.00
5404	Special Section Income		60.00
5405	Trustee Section Income		48.00
5410	ACRL Section Income		584.00
5420	Public Library Income		522.00
Convention Income			
5510	Convention Registration	12,000.00	3,032.00
5515	Convention Registration – 2006		-48.00
5520	Convention Exhibit Fees	18,000.00	10,587.50
5530	Convention Donations	5,000.00	1,750.00
5535	Convention Donations – 2006		1,000.00
5540	Convention Gen. Sess. Income	5,000.00	740.00
5541	Convention Gen. Sess. Prior Yr.		64.00
5550	MS Author's Award Income	5,000.00	1,428.00
5560	Past President's Income		15.00
Convention Income *(cont.)*			
5570	Convention Grant Income	0.00	9,000.00
5575	ALA Comm. On Accreditation		20.00
5576	USM Alumni		75.00
Roundtable Income			
5610	ANRT Membership Income		30.00
5620	2YCRT Membership Income		93.00
5622	2YCRT Other Income		666.00
5630	GODORT Membership Income		27.00
5640	LIRT Membership Income		81.00
5650	ECTRT Membership Income		24.00
5660	NMRT Membership Income		33.00
5670	YPSRT Membership Income		78.00
5672	YPSRT Other Income		82.00
5680	TSRT Membership Income		96.00
5681	TSRT Workshop Income		615.00
5690	SCRT Membership Income		24.00
5695	Black Caucus Membership Income		117.00
5696	Black Caucus Workshop Income		44.00
5697	Black Caucus Other Income		352.00
5698	Black Caucus Scholarship Income		323.00
TOTAL INCOME		**82,400.00**	**53,443.91**

MLA – Expenditures as of Sept. 30, 2007

Account	Description	2007 Budget	Jan-Sept 2007
Operating Expenses			
6001	Executive Secretary Salary	14,820.00	9,398.38
6002	Bookkeeper Salary	3,000.00	2,250.00
6004	Payroll Tax Expense	1,364.00	897.36
6100	Accounting Fees	400.00	0.00
6210	Bank Charges	125.00	124.00
6220	Bank Credit Card Fees	500.00	370.27
6230	PayPal Fee	150.00	0.00
6320	Postage	1,250.00	314.00
6340	Office Expense	750.00	695.99
6350	Telephone	2,000.00	1,258.75
6360	Dues-ALA & SELA	200.00	155.00
6410	Travel-President	2,750.00	0.00
6420	Travel-Vice President	2,250.00	161.24
6430	Travel-ALA Councilor	2,250.00	2,059.14
6440	Travel-SELA Representative	750.00	0.00
6460	Travel-Executive Secretary	500.00	292.50
Section Expense			
6510	ACRL	750.00	10.00
6520	Public	750.00	40.00
6530	School	750.00	30.00
6540	Special	750.00	10.00
6550	Trustee	750.00	0.00
Committee Expense			
6610	Awards	225.00	0.00
6630	Legislative	500.00	256.71
6640	Membership	100.00	0.00
6650	NLW	6,000.00	7,861.57
6660	Scholarship	1,000.00	1,000.00
Convention Expense			
6710	Convention Exp-Exhibits	5,000.00	0.00
6720	Convention Exp-Gen. Session	5,000.00	0.00
6730	Convention Exp-Printing	2,500.00	0.00
6740	Convention Exp-Hospitality	300.00	0.00
6750	Convention Exp-Local Arrange.	2,516.00	1,310.00
6760	Convention Exp-Registration	350.00	154.00
6770	MS Author's Award Expense	5,000.00	60.00
Roundtable Expense			
6850	Roundtable Exp-YPSRT	0.00	20.00
6865	Roundtable Exp-TSRT	0.00	857.66
***Mississippi Libraries* Expense**			
6910	ML-Mailing	1,500.00	1,209.88
6920	ML-Miscellaneous Expense	100.00	0.00
6930	ML-Printing	14,500.00	7,387.00
6940	ML Editor Stipend	500.00	375.00
TOTAL EXPENSES		**82,400.00**	**38,628.54**
NET INCOME			**14,815.37**

MLA Executive Board Meeting Minutes

August 23, 2007, 2:10 P.M.
Warren County – Vicksburg Public
Library Auditorium • Vicksburg, MS

A quorum was present and the meeting was called to order by President Catherine Nathan at 2:10 p.m. after roll was called by Otha Keys, MLA Secretary. The following individuals were in attendance:

Catherine Nathan, President
Jeff Slagell, Vice President/President-elect
Susan Cassagne, Past President
Otha Keys, Secretary and MS Author Awards Co-Chair
Judy Hilkert, ACRL Section Secretary
Marsha Case, Public Library Section Chair and Awards Committee Chair
Jacqueline Quinn, Black Caucus Roundtable
Jennifer A. Smith, Local Arrangements Committee Co-Chair for Vicksburg Convention
Randy Sherard, Trustee Section Chair
Deb Mitchell, Legislative Committee Co-Chair and Local Arrangements Committee Co-Chair
Benjamin Petersen, Archives and History Committee Chair
Diane Willard, School Section Chair
Marybeth Grimes, ACRL Vice Chair
Joi Phillips, Conference Registration Chair

Minutes from the last meeting were read. Motions were entertained to accept minutes from the meeting on May 17, 2007. All minutes were approved and permission was given to have Molly McManus post them on the MLA Web site.

Carol Green was unable to attend, but sent a copy of the treasurer's report to be presented at the meeting. A motion was made by Susan Cassagne to accept the report and it was seconded by Diane Willard.

Catherine Nathan presented the president's report. She asked that the board entertain a motion concerning co-hosting the SELA conference. A letter from Dr. Gordon Baker of the SELA Conference (Site Selection) Committee was shared with the board to receive feedback about possibly co-hosting the MLA conference with us in 2009 or 2011. After a brief discussion of the issue, Susan Cassagne made a motion that we speak with him about our questions and concerns and present the information found at the next board meeting before making a final decision. The motion was seconded by Jeff Slagell with a unanimous vote by the remaining group.

Jeff Slagell gave a conference report and update. The conference hotel, Horizon, only had a few rooms left. He also brought registration forms to be finalized, which will go on the Web site on Friday. He shared that the conference will have a wide variety of events, including nineteen ticketed events and sixteen poster sessions, which will be on the Web site as well. The Southern Cultural Heritage Center will be the location for a scholarship bash, with the proceeds from this fundraiser being split between the two scholarship funds – Virgia Brocks-Shedd and Peggy May. The next order of business presented was the need to ratify an increase in fees. It was proposed that the conference registration fee be increased from $30.00 to $35.00 and the exhibitor's fee increase from $375.00 to $400.00. A motion was made by Marsha Case to accept the increases and seconded. The motion was passed and carried. Jeff also reported that he would be traveling to Jackson County to speak with school librarians about the upcoming conference, the following week, and the visit with Vicksburg's school librarians had been successful.

Jennifer Smith discussed the $14,500.00 LSTA grant for speakers, which helped to bring in a great group of people. She, along with Joi Phillips, and Deb Mitchell were given special thanks from Jeff and the board for all of their assistance in the conference planning, etc.

Susan Cassagne reported on the upcoming conference in Natchez. There are room allotments at the Country Inn and Suites, which is the Convention Center Hotel, and the Hampton Inn. She will be meeting with Walter Tipton at the Convention Center and the site committee would like to have a contract in place by October.

Mary Julia Anderson was not in attendance, but Catherine Nathan gave her report. Two applications have been received for the editorship of *Mississippi Libraries*. The applicants are Gabe Morley and Tisha Zelner (USM). A committee was appointed by Catherine to peruse the applications, interview both candidates during the conference, and to make a decision to bring back to the board. The committee includes Sherry Laughlin, Jeff Slagell, and Susan Cassagne.

Jacqueline Quinn reported for the Black Caucus Roundtable and stated that their MLA speaker at their annual luncheon will be Dr. Leatha B. Hayes, a Mississippi native and author of *Blossom Bit by Bit*, after their previous choice, Travis Hunter, cancelled. She also stated that all of the members of the roundtable were excited about the scholarship bash and were looking forward to it being an ongoing event.

Judy Hilkert and **Marybeth Grimes** gave a report for ACRL. Their speaker is David Lee King, who will discuss Library 2.0 and getting administrators involved.

Ben Petersen gave the report from the Archives and History Committee. He reported that representatives from USM are taking a proposal to their management team concerning the housing of MLA's archival materials, which are presently housed at the Warren County – Vicksburg Public Library.

Diane Willard, the School Section Chair made a motion to discontinue the Edward Ransdell Instructional Television Award, due to family constraints of the benefactor. The motion was moved, seconded and passed with a unanimous vote.

Marsha Case gave copies of her report. The speaker for the Public Libraries Section will be Robert St. John.

Catherine reported that she had talked to Prima Plauche, Membership Committee Chair. Prima has moved to Clear Point, Alabama. However, thus far there are over 500 paid memberships, with one new lifetime member. Catherine shared her e-mail address with the board, in case anyone wanted to contact her.

Announcements – The date of the next meeting of the MLA Executive Board will be Wednesday, October 24, 2007 at 8:00 A.M. at the MLA Conference in Vicksburg.

The meeting was adjourned at 3:15 p.m.

Respectfully Submitted,
Otha Keys, Secretary ■

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LIRT	$_____
(Library Instruction)	
NMRT	$_____
(New Members)	
SCRT	$_____
(Special Collections)	
TSRT	$_____
(Technical Services)	
2YCRT	$_____
(2 Year College)	
YPSRT	$_____
(Young People's Services)	
C. ROUNDTABLES **SUBTOTAL**	$_____

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Donation to Peggy May Scholarship	$_____
Donation to Virgia Brock-Shedd Scholarship	$_____
D. SCHOLARSHIP **SUBTOTAL**	$_____

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(Revised 12/07)

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Edited by Robin C. Dietrick
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$29.95 hardback

With Signs Following
Photographs from the Southern Religious Roadside
By Joe York
Introduction by
Charles Reagan Wilson
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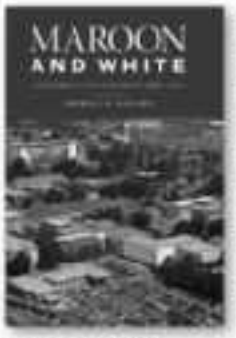

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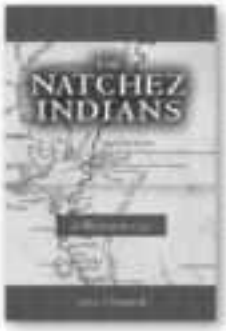

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