



MISSISSIPPI LIBRARIES

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EDITORIAL STAFF

EDITOR

Tisha M. Zelner
Cook Library
The University of Southern Mississippi
118 College Dr. #5053
Hattiesburg, MS 39406-0001
tisha.zelner@usm.edu
601-266-6170

ASSISTANT EDITOR

Blair Booker
McMorrough Library
Holmes Community College
bbooker@holmescc.edu

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tcarr@mlc.lib.ms.us

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ulrmm@olemiss.edu

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The University of Mississippi
tharry@olemiss.edu

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jennifer.brannock@usm.edu

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Watkins Elementary School
trumpetdls@aol.com

INDEXER

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

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On the cover: "High Hopes" by Melissa Moak. The photograph "High Hopes" was taken under a large live oak tree near the Mississippi River Bridge in Natchez, MS. The photographer, Melissa Moak, is the library media specialist at the Mississippi School of the Arts in Brookhaven, MS.

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Mississippi Library Association

PO Box 13687
 Jackson, MS 39236-3687
 Office Hours: 9 a.m. – 1 p.m. M, Tu, Th, F
 E-mail: info@misslib.org
 Executive Secretary: Mary Julia Anderson
 MLA Web site: <http://misslib.org>
 Webmaster: Molly Signs McManus, signsmj@millsaps.edu

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 601-636-6411

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 662-841-9029

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 601-318-6170

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dlee@library.msstate.edu
 662-325-0810

Mary Julia Anderson**MLA Executive Secretary**

PO Box 13687
 Jackson, MS 39236-3687
 Phone: 601-981-4586 Fax: 601-981-4501
 E-mail: info@misslib.org

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Librarian
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rbernice@att.net
 662-759-0030

2010 SECTION CHAIRS**Tisha Zelner****ACRL Section Chair**

tisha.zelner@usm.edu

Alice Shands**Public Library Section Chair**

ashands@lowndes.lib.ms.us

Edith Leggins**School Library Section Chair**

edithleggins@bellsouth.net

Cindy Yu**Special Libraries Section Chair**

xinyu.yu@usm.edu

Harriet Kuykendall**Trustees Section Chair**

hkuykendall1@comcast.net

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PRESIDENT'S PAGE

As members of the Mississippi Library Association, we begin a new century of service this year, as we continue the association's mission to serve the professional development needs of librarians and library staff across the state. This will be a challenging year for us as we deal with tight budgets that require us to prioritize what we can do for our local library communities, as well as our library employees. But the worst of budget times can also be an inspiration. We can find creative ways to meet these challenges and rise to our commitments in ways that surprise even ourselves. I think it provides us with a unique opportunity to collaborate and share our collective experiences and expertise.

In addition to serving our library users with the best resources and services we can provide, we need to be mindful that those who serve also need to be given opportunities for training and professional development. There is constant change in our profession that tests our ability to meet the expectations of our communities of library users with better resources and methods of information delivery. Keeping abreast of what's new in librarianship by reading the professional literature, such as our own *Mississippi Libraries*, and taking advantage of regional and state workshops and programs sponsored by the Mississippi Library Commission or regional organizations like Lyrasis are ways to do just that. The MLA annual conference is obviously a great opportunity to achieve this goal and is a major initiative sponsored by the association. The number and variety of programs and events to attend, the selection of exhibits showcasing new products and services, and networking and discussing issues with colleagues, all serve this purpose well.

However, only 50-60% of our membership is able to attend the two or three days of annual conference each year. How do we address the professional development needs of those who must stay home to work? I wonder if MLA can do more dur-



Ann Branton

ing the spring and summer to provide one-day workshops and programs, sponsor a committee workday a few times a year, or offer other events that are useful in promoting the development of library skills and services.

In mid-January, I was invited to attend the Mississippi Association of Library Teachers (MALT) annual meeting in Columbia, Mississippi. MALT is a group of school librarians in south Mississippi organized to meet the professional interests of school librarians. Over sixty school librarians were in attendance for the one-day meeting, and five speakers were invited to present. One of the speakers was from the Mississippi Department of Education and another was a representative of ABDO Books who demonstrated a new acquisitions software product and sponsored lunch, as well. I was asked to talk about MLA and the School Library Section of MLA. I discussed why membership is so important and was able to respond to their questions and concerns. I was very impressed by their desire to have this annual meeting for school librarians, recognizing a greater need for programs over and above the school and children's programming provided at the 2009 MLA Annual Conference. School librarians obviously want and need more programming to meet their development needs. While a full day of school librarian programming may not be realistic at annual conference, this may be something that the MLA School Library Section (SLS) can take on as a project in the year ahead, as the section membership grows and the SLS leadership takes this opportunity to organize and plan a workshop for next spring.

Annually, the MLA Technical Services Roundtable (TSRT) sponsors a one-day workshop with two to five speakers on a variety of topics in cataloging, acquisitions, and collection development. Last spring, over sixty library employees in library

(continued on page 13)

Editor's Page

Tisha Zelner, Editor

The theme for this issue, as for previous spring issues, is technology in libraries. In the lead article, Michael Mounce writes about the implementation of an Ask a Librarian link in a subset of the subscription databases available to users of the Roberts-LaForge Library at Delta State University, a process utilizing technology to create a new avenue for reference assistance. In the second article, Tina Harry writes about the development of graphical branding for electronic resources at the University of Mississippi Libraries. Harry's description of the process suggests dos and don'ts for other libraries wishing to attempt a similar do-it-yourself project, a project that both uses and promotes technology in libraries. In the third article, Kristen Finch offers a comparative analysis of two education databases: *Education Full Text* and *ERIC*. Finch's article is of interest to reference and collection development librarians. The articles section wraps up with Alex Watson's "Tips for Conducting Citation Analysis in an Academic Setting." Citation analysis can be a valuable tool for collection development librarians and Watson offers helpful suggestions for anyone attempting to do so for the first time. The latter two articles are particularly timely as the prevalence of reduced library budgets

Tisha Zelner is assistant professor and head of information services at the University of Southern Mississippi; e-mail: tisha.zelner@usm.edu.

in the current economic climate makes the careful selection of appropriate resources more important than ever.

As each contributor to *Mississippi Libraries* shares with readers what he or she has learned or accomplished, they help to create a community. Whether the library where you work is large or small, urban or rural, academic or public or school or special, whether your job responsibilities are broad or narrow, your work has value and you contribute to the community embodied by *Mississippi Libraries* and the Mississippi Library Association. The broad nature of *Mississippi Libraries* exposes readers to topics that normally fall outside the scope of their professional reading and that novelty might become the spark that ignites your next successful project. This issue marks the beginning of my third year as editor of *Mississippi Libraries* and I continue to be inspired by all the wonderful things being accomplished in libraries throughout the state. It is great to be a part of this community and I encourage all readers of *Mississippi Libraries* to consider making a contribution to the collective growth and development of libraries in Mississippi.

Continuing a tradition begun several years ago, each issue of *Mississippi Libraries* published in 2010 will have a theme. The themes of the remaining three issues are as follows:

■ **Marketing, Promotion, and Outreach** – What has your library done to

turn potential library users into actual library users? What programs or services does your library offer to members of traditionally underserved populations? How do you measure the success of such efforts?

■ **Library Instruction and User Education** – Fall is "back to school" time.

What sort of instructional programming does your library offer? Do you have classes on information literacy or computer literacy? Have you developed a successful online tutorial? Have you written a guide or pathfinder that you're particularly proud of? We invite you to share your successes.

■ **Children's and Young Adult Collections and Services** – How does your library serve children up to the age of twelve or young adults from twelve to eighteen years old?

Tell us about your juvenile collection, graphic novel collection, storytelling programs, homework assistance service, or summer reading program. We want to know what brings children and young adults into your library.

I hope that one of these themes will inspire you to write an article for *Mississippi Libraries*. Please contact me with your article proposals and to request more information about the submission guidelines. ■

MISSISSIPPI
LIBRARIES

Ask a Librarian Link: Analyzing Its Usefulness

Michael Mounce

Abstract

The purpose of this article is to discuss an Ask a Librarian link and question form, which were added to fifty-one EBSCOhost databases at Delta State University (DSU). The article notes the low number of e-mails received from DSU students prior to implementing these features, discusses the implementation of the features in January 2008, and discusses the resulting increase in the number of reference questions received from DSU students via e-mail. Statistics are provided to show the increase in questions received via e-mail from DSU students. The article concludes by stating that the link and question form have improved the reference services provided to DSU students.

Introduction

Delta State University (DSU) is a medium-sized higher education institution in Cleveland, Mississippi, with a student enrollment of over 4,000 students.¹ At DSU's Roberts-LaForge Library, the reference librarians answer patrons' questions in person, over the telephone, and via e-mail. Patrons include DSU faculty, students, and individuals from the community. Reference librarians answer basic questions, how-to questions, and research questions. Basic questions include queries such as, "What are your library hours?" How-to questions include inquiries such as, "How can I access databases from off campus?" Research questions include those requiring the use of library resources, such as, "How can I find journal articles about geriatric nursing?"

Michael Mounce is reference and instructional services librarian and associate professor of library services at the Roberts-LaForge Library, Delta State University; e-mail: mmounce@deltastate.edu.

Over the last several years, the number of questions the DSU reference librarians received from in-person patrons and telephone patrons has remained substantial and has actually increased. In the 2002/03 academic year for example, the reference librarians answered a total of 6,120 in-person and telephone questions. In the 2008/09 academic year, the total number of in-person and telephone questions had increased to 9,264. With iPhones, text messaging, and a generation of college students who are not best known for interpersonal skills, one would think that e-mail inquiries would far surpass in-person inquiries. However, the number of questions the reference librarians received via e-mail has been low. For example, in the six-month period July-December 2007, the reference librarians received only one reference question from DSU students via e-mail.

To help increase DSU students' questions received via e-mail, the Roberts-LaForge Library implemented an Ask a Librarian link and question form into fifty-one of the library's EBSCOhost databases. These fifty-one EBSCOhost databases, such as *Academic Search Premier*, were chosen to have the Ask a Librarian link and question form because of the capability of inserting them into the databases. The link and question form in the databases gives DSU students the convenience of being able to e-mail the reference librarians a question while logged into an EBSCOhost database. The number of questions the librarians have received via e-mail from DSU students has increased as a result of implementing the Ask a Librarian link. In regard to non-DSU patrons, the link was implemented mainly for DSU students, since DSU students are our primary patrons. Also, DSU students need online reference assistance more often than non-DSU patrons, who usually receive reference assistance in the library. The purpose of this article is to discuss the implementa-

tion and use of the Ask a Librarian link and the resulting increase in DSU reference questions received via e-mail.

Official Library Documents and Ask a Librarian

Official documents of the Association of College & Research Libraries (ACRL) and the Reference and User Services Association (RUSA) emphasize the importance of reference librarians being available to online patrons. In *Standards for Distance Learning Library Services*, the ACRL suggests that "library services offered to the distance learning community must be designed to meet a wide range of informational, instructional, and user needs, and should provide some form of direct user access to library personnel."² The Ask a Librarian link in DSU databases provides online patrons with this type of direct access to the Roberts-LaForge Library reference service, the type of service that this ACRL document lists among the essential services for online students.³

RUSA's *Guidelines for Behavioral Performance of Reference and Information Service Providers* includes a section on approachability. In this section, the importance of being approachable to patrons in the library and online is emphasized. In regard to online environments, the document mentions "placing contact information for chat, e-mail, telephone, and other services in prominent locations to make them obvious and welcoming to patrons."⁴ In DSU's case, the term "contact information" is substituted with "contact link," and a prominent place for our Ask a Librarian contact link to DSU reference librarians is at the top of DSU databases.

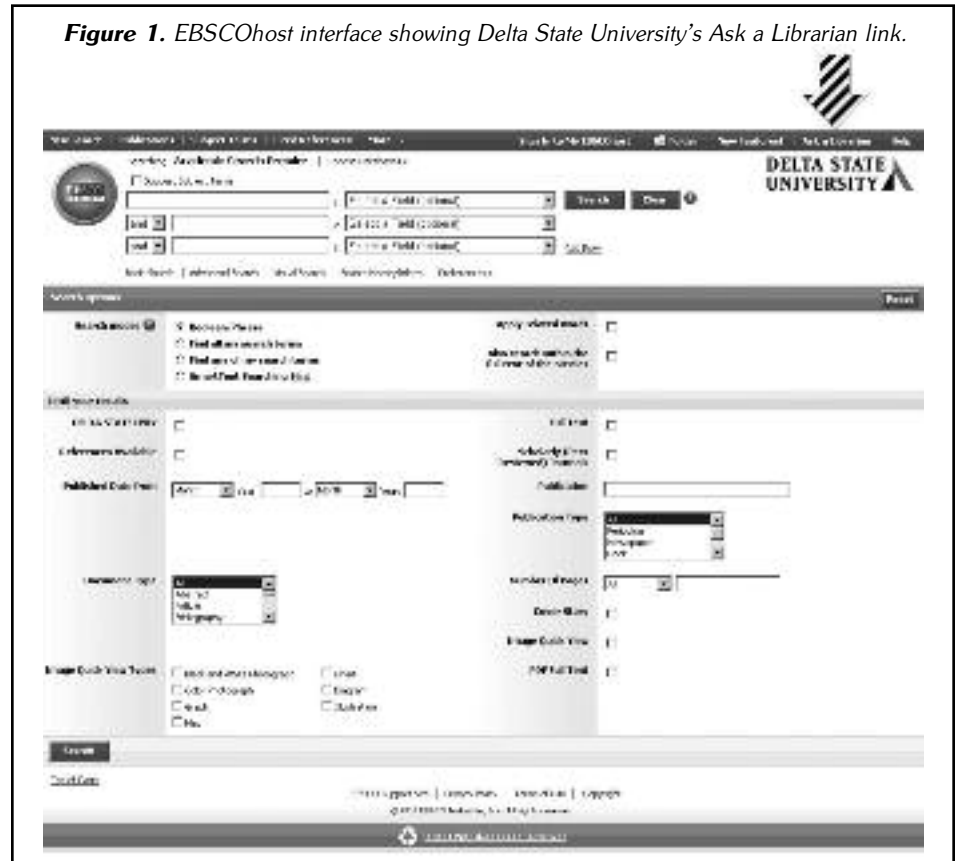
Implementing the Ask a Librarian Link

Before the Ask a Librarian link was implemented, DSU reference librarians were receiving a very low number of questions from DSU patrons via e-mail. Refer-

ence e-mail links were available on the DSU library's Web site, but were not being used often. To help increase the number of questions received via e-mail from DSU students, the DSU library implemented an Ask a Librarian link and an Ask a Librarian question form into fifty-one of the library's EBSCOhost databases in January 2008. The link was placed at the top of the databases and connected to a question form the user can fill out and submit. The completed question forms are sent to the DSU reference department's e-mail address so that all of the reference librarians will receive DSU students' questions. Students can get their questions to reference staff quickly and easily, especially from off campus, without having to log out of the database. It should be noted, however, that the Ask a Librarian link was not intended to replace the reference e-mail links on the DSU library Web site. Students can still use the Web site to find e-mail links.

The databases that received the Ask a Librarian link include general and reference databases and databases covering the subject categories of science and medicine, education, social sciences, humanities, and business. Examples of these databases include the general and interdisciplinary database *Academic Search Premier*, the nursing-related database *CINAHL*, and the education-related database *ERIC*. All of the databases containing the Ask a Librarian link are available to DSU students from off campus, and most of them provide full-text access to articles. The Ask a Librarian link is located in the upper right hand corner of each of these databases, as shown in figure 1.

Whenever a DSU student clicks on the Ask a Librarian link in an EBSCOhost database, the Ask a Librarian question form appears on the screen. The form was created to be very simple with minimal effort required for completion. A student simply types a name, e-mail address, and ques-



tion. Most of the questions received from students through the question form are how-to questions (i.e., "How do I perform a subject search?") and research questions (i.e., "I need some articles about gender segregation in schools and its effect on academic performance."). After typing in the question, the student then clicks the Send button, which is located at the bottom left corner of the question form. The reference librarians receive all DSU students' questions sent via the Ask a Librarian question form and a reference librarian responds in a timely manner. At least one reference librarian checks his or her e-mail every business day to ensure that students' e-mails are answered on the same day or next business day. See figure 2 for an illustration of the question form.

Results of Implementing the Ask a Librarian Link

As previously stated, the number of questions reference librarians received from DSU students was very low prior to implementing the Ask a Librarian link. For example, in the fall semester prior to having the link (July-December 2007), only one question was received via e-mail from DSU students. After the link was implemented into fifty-one of the DSU's EBSCOhost databases in January 2008, the number of reference questions received from DSU students via e-mail increased significantly. In the first fall semester after implementing the link (July-December 2008), DSU reference librarians received a total of twenty questions from DSU students via e-mail, fifteen of which were submitted through the link. In

the fall semester of July-December 2009, the total number of e-mailed DSU reference questions received was fourteen, eight of which were from DSU students utilizing the Ask a Librarian link. The total number of e-mailed questions from DSU students in the fall 2009 was lower than in the fall 2008. However, it should be noted that the fall 2009 numbers are higher than the fall 2007 numbers. Also, the reference librarians would have received only six e-mailed questions from DSU students instead of fourteen in the fall 2009 semester without the link. Table 1 provides data regarding the total numbers of e-mailed questions and Ask a Librarian questions from 2007 to 2009.

In the spring semester prior to implementing the Ask a Librarian link, DSU reference librarians received a total of seven reference questions from DSU students via e-mail. In the first spring semester after implementing the link, eight e-mailed questions were received from DSU students, seven of which were through the link. While this is not a large increase, it should also be noted that without the link being available to DSU students in the spring 2008 semester, there would have been only one e-mailed question received from DSU students in that semester. In the second spring semester since implementing the link (January-June 2009), there



TABLE 1.
Number of questions received via e-mail and the subset received via e-mail from the Ask a Librarian form in EBSCOhost.

	Questions received via Ask a Librarian	Total questions received via e-mail
January-June 2007	7
July-December 2007	1
January-June 2008	7	8
July-December 2008	15	20
January-June 2009	9	14
July-December 2009	8	14

was a total of fourteen e-mailed questions received, nine of which came through the link. Without the Ask a Librarian link there would have been only five e-mailed questions from DSU students in the spring 2009 semester instead of fourteen.

Conclusion

The Ask a Librarian link and question form in fifty-one of DSU's EBSCOhost databases have improved the service provided by the reference department. The purpose of adding the link was to increase the use of e-mail for asking reference questions. The numbers of DSU e-mail questions received before and after implementing the link and question form have shown that, without a doubt, e-mail correspondence has increased. Having the e-mail link to the reference librarians in several of DSU's EBSCOhost databases has increased the number of questions received, suggesting that the link makes use of e-mail student-friendly and encourages DSU students to e-mail reference librarians questions when they might not do so otherwise. Also, the link helps the librarians to better serve students.

Although the implementation of the Ask a Librarian link in EBSCOhost databases is still fairly new to DSU, incorporating it

into other DSU databases may be considered. The use of the link in regard to e-mailed questions received from DSU students will continue to be monitored. Hopefully, the statistics gathered so far are an indication that the link will continue to help increase reference questions received. ■

NOTES

- ¹ Delta State University Office of Institutional Research and Planning, "Delta State University Factbook 2008-2009," Delta State University, http://www.deltastate.edu/docs/irp/DSU_Factbook_2008-2009.pdf (accessed January 5, 2010).
- ² The Association of College & Research Libraries Board of Directors, "Standards for Distance Learning Library Services," Association of College & Research Libraries, <http://www.acrl.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm> (accessed January 5, 2010).
- ³ See note 2 above.
- ⁴ Reference and User Services Association Board of Directors, "Guidelines for Behavioral Performance of Reference and Information Services Providers," Reference and User Services Association, <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm> (accessed January 5, 2010).

Creating a Library Brand for Electronic Resources

Tina Harry

Abstract

The graphical branding of electronic resources reminds users that what they are using has been paid for by the library, and provides a visual connection between the e-resource and the library. This is especially important when the user accesses an e-resource without first going to the library's Web site. At the University of Mississippi Libraries, there are three different graphics that are being used to brand electronic resources: the WebBridge button, the Research Pro logo, and the e-resources brand. This paper looks at the creation of these graphics and what was learned from the process.

Introduction

As more of the library's resources move online, graphical branding has become increasingly important. A brand shows users that the resources they use have been paid for by the library and provides a visual connection between the electronic resource and the library. This is especially important when the user accesses an electronic resource without first going to the library's Web site.

At the University of Mississippi Libraries, there are three different graphics that are being used to brand electronic resources: the WebBridge link resolver button, the Research Pro federated search logo, and the library's e-resources brand. These graphics were created sequentially, so the lessons learned in one project could be applied to subsequent projects. This paper looks briefly at the first two graphics and what was learned from them that aided in making the e-resources brand. The

Tina Harry is associate professor and catalog and assistant automation librarian at the University of Mississippi; e-mail: tharry@olemiss.edu.

paper then goes into more detail on how the e-resources brand was created.

Technical Specifications

From 2005 to late 2008, the graphics were created on a Macintosh PowerBook, with a trackpad used for drawing input. For all the projects during this time, two programs that ran on Mac Classic were used: Adobe ImageStyler 1.0 and Art Dabblor 2.1. Adobe ImageStyler was produced in the late 1990s and later replaced by Adobe LiveMotion. Its main purpose was the creation of Web page buttons and graphics. Art Dabblor, made by MetaCreations in the late 1990s, offered different brush types (chalk, oil, etc.) and compatibility with third-party Adobe Photoshop plug-ins. The current Mac OS does not support the Mac Classic system or programs.

Two shareware programs were used: Graphic Converter by Lemke Software and Snapz Pro X by Ambrosia Software. Adobe Photoshop CS and Coral Painter 8 were also used when creating the possible e-resources brands. The more recent updates were done on a MacBook Pro using Adobe Photoshop CS4.

Project One: The WebBridge Button

The WebBridge button is used to connect users to WebBridge, our OpenURL resolver, from various online resources. The original graphic was a plain rectangle with a gradient background and the text "Get it!" In 2005, a library committee decided that this graphic did not convey that this was a link to our library, nor did it draw the user's attention. They wanted to keep the same text with the new graphic, and also wanted large and small versions of the button. The plan was that the large button would be used in as many databases as possible, and the other button would be available if a smaller graphic were required by the vendor.

Several button designs, with both large and small versions, were created and then organized on a Web page to present to the committee. They chose a design that incorporated the university's logo of a white building with several columns on a red background. Designs not chosen included pictures of the library building, the university's initials, and a series of printer marks used as decoration in the library.

It was quickly realized that when the buttons were shown in the database citation lists, the big button (134 x 48 pixels) was too large. While it definitely caught the eye, it also overwhelmed and forced attention away from the citations. The small button (94 x 30 pixels) was also too large for many databases, so a new button had to be made that was as small as possible. This new button (59 x 17 pixels) was as tiny as the building could be and still have distinguishable columns.



Figure 1. Large "Get It!" button.

Using a single, central location to display the design options worked well. The Web page allowed the buttons to be presented in a uniform format and prevented having to e-mail numerous revisions to the committee members. Another lesson learned was that, when designing these types of graphics, it is better to start small and increase the size as needed rather than the reverse. The larger sizes allowed for detail and image clarity that could not be squeezed into a smaller button. If the committee had seen the lack of detail on the smallest design, they may have chosen differently.

The "Get It!" version of the WebBridge button was used until May 2009. At that time, it was decided to change the wording to "Find It!" and to exchange the building graphic for the birds printer mark. This

printer mark is also used on the catalog's header, the favorite's icon (or favicon), and the LibX extension. The overall shape and colors remained the same. The smaller button was 72 x 22 pixels, and the larger button 97 x 32 pixels; both were created within a day and went live shortly thereafter.

Project Two: The Metafind/Research Pro Logo

During the final weeks of the WebBridge button project in 2005, a second set of graphics was requested to be used as a visual link for the various portals of MetaFind (now Research Pro), the federated-search application by Innovative Interfaces. These portals included the main MetaFind page (which had the public name of Library Search Engine), small pass-through boxes found on the alphabetical database listing page and on several subject guides, and four medium-sized search pages that had one tab each for articles, books, subjects, and reference searches.

Unlike the WebBridge button, this graphic's design was only discussed between the author and the head of technical services. She wanted a larger logo that could be placed on the main and tab pages and a matching tiny graphic to be added to the pass-through boxes.

The first design used a screenshot of the library home page and a magnifying glass, both of which could cause potential problems. First, the screenshot of the home page dated the graphic, and that element would have to be regularly changed to keep the look current. Also, a magnifying glass is used on several of the vendor-provided OPAC buttons, and this repetition of a theme might be confusing to patrons.

This project was set aside until the WebBridge button was finished, which provided much-needed time to think of a new design. Inspiration finally came one day when leaving the library and looking down at the floor. At both library entrances, there are identical floor murals of the university's seal. In the center of the seal is a large eye, which is a common symbol for searching and, in this context, had the benefit of being tied to the library building. Numerous pictures were taken of both murals,

with the best of them used to make the eye graphics. A small eye (37 x 14 pixels) became the graphic for the pass-through boxes. A larger eye was used to make the main logo (205 x 36 pixels).

The logo was in use for a year before needing revision. During this time, the library Web site went through a redesign, and the public name of the new Research Pro interface was changed to Quick Search. The logo was revised to use the new name and the dark blue color common on the Web site. The revision also reinforced the need for multiple backups, both electronic and paper, when the CD that stored the original files developed errors. The revised logo, and subsequent project files, had at least two electronic backup copies made, as well as a paper copy that included notes on colors, fonts, and programs used to make the graphic.

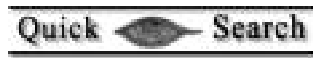


Figure 2. Quick search logo, first revision.

In March 2009, the logo was again revised to match the headers used in the catalog and ILLiad. Since this style required the eye to have a background, new pictures of the floor murals were taken to create the graphic. The color scheme and wording remained the same, and the existing header files were used as a template.



Figure 3. Quick search logo, second revision.

Project Three: The E-Resources Brand

The e-resources brand project, assigned in late May 2006, was to develop a graphic for use with all the library's databases subscriptions. This branding would help identify resources paid for by the library, especially for users who reached the databases using a search engine, course packet, or other non-library link. The library's brand at that time consisted of a low-quality image of a single line of red text, "The University of Mississippi

Libraries," that was taken from an old Web site header.

During the months of June and July 2006, a few hours every week were set aside to work on this project. The first weeks were spent doing some quick research into library logos, since this graphic would serve many of the same purposes. Some articles on creating logos were found and most of the graphics they described were created by a library committee working with a professional graphic designer. This made creating the brand seem a bit more daunting, but also provided a few possible design ideas. A Google image search for library logos and visiting library Web sites ended up being especially useful in providing possible design ideas that could be used with the brand.

After finishing the research, a sheet was made of recurring themes found among library logos. Not surprisingly, books, many opened with a fan of pages, were very common, along with computers, collages of traditional and electronic services, columns and pillars, library buildings, and the standard street sign. Many of these themes made it into the various brand designs, which were first drawn in a sketchbook. The most promising of these doodles were then recreated on the Mac.

By the end of July, sixty potential e-resource brands had been completed in electronic form. Of them, one used the WebBridge "Get It!" button and six featured the printer's marks used as decoration throughout the library building and Web site. Eighteen were text that either read, "University of Mississippi Libraries" or "UM Libraries," using a variety of fonts, colors, and layouts. The remaining thirty-five options were variations on the above, created by adding different graphical elements. There were several pairs of brands in this group that shared similar designs, but used a different font or other minor alterations.

Following the successful model established during design of the WebBridge "Get It!" button in 2005, a Web page was made with the possible brands placed into a table and numbered. A cropped screenshot of the current brand, as seen in a database, was placed above the table. The page also included a copy of an e-mail

sent to the all-employee library listserv in early August, asking people to look at the potential brands and respond with their favorite designs and comments. The goal of this informal survey was to weed down the list to a more manageable number. Library employees were given a little over a week to send responses.

After the week had passed, about a third of employees had replied. The responses were gathered and used to make three new Web pages. One page contained the graphics that received no “favorite” rankings or only negative comments; this accounted for twenty-five (42%) of the original options. Many of these designs had merged or warped lettering, odd colors, and other elements that, in hindsight, definitely would not have worked well. One of these rejected designs, in particular, continues to be a personal reminder to make graphics clear and easily understood. It had a circle with what was supposed to represent bookshelves and study carrels around it; one respondent gave a puzzled comment asking why we would use a brand that looked like a makeup mirror with combs.



Figure 4. An easily misunderstood logo – book shelves and study carrels or makeup mirror with combs?

Another page included those logos receiving one or two favorite rankings and it represented twenty-two (37%) of the original options. The last page presented the fifteen brands receiving the highest number of favorite rankings. Of those, the top seven included leaving the brand as a line of text (seven favorite rankings) and all six of the printer’s mark designs (each receiving six to twelve favorite rankings). As some respondents pointed out in their comments, the printer marks have been used in association with the library for decades, so it was unsurprising that many wanted the new brand to also use them in some form. The survey response also showed that, while some liked the idea of trying a new design idea for



Figure 5.

Top picks for new e-resources brand.

the brand, most preferred staying with colors and graphical elements already in use.

Following the analysis of the survey results, a sample sheet was made of the most popular brand options. The sheet included a couple lines of text in the university colors and all six of the printer’s marks designs, some of which had the layouts tweaked slightly. This handout and the three Web pages showing the number of picks each brand received were presented at the next E-team meeting. (The E-team is a committee of technical services, Web services, and IT librarians that coordinates electronic resources maintenance.) Members used the sheets to make notes during the meeting about what to keep or change for the brand and then turned them in later. However, due to changes in the E-team’s membership and the start of the library Web site redesign, this project was then set aside for over a month.

When the color scheme and fonts for the Web site redesign were finalized, the e-resources branding project was resumed. Following the redesign, the main colors for the Web site were now a dark blue and various shades of gray, so the most popular of the printer’s mark options (which had the four faded marks in a row for the background and the text “University of Mississippi Libraries” over them) were redone in those colors. After deciding that this made the marks impossible to see and the text hard to read, three different designs were tried. Two were very similar, with the row of marks to the left and the text in different layouts moved to the right. The third option had “Libraries” above the row of marks and “University of Mississippi” below it.

Next, different sizes of these designs were made at 100%, 75%, 50%, and 25% and placed in a Web page table that had columns for the image, percent size,

and pixel size. This table was presented to the E-team in November 2006. The third option and the 25% sizes were removed from consideration, and suggestions were made on how to best tweak the remaining choices. The final brand was created based on those recommendations. It is dark blue and contains the four printer’s marks on the left half of a rectangle and the text, “University of Mississippi Libraries” on the right half of the rectangle. “University of Mississippi” is in a smaller font size, with the larger “Libraries” below and drop shadowed. The three remaining sizes were kept in order to better accommodate various vendor requirements. The new brand went live in mid-December 2006 in a few databases and Quick Search and, since then, has been added to most of the library’s other e-resource subscriptions. Some of the vendors required a specifically sized graphic; usually making a copy of the smallest brand and adding white space around it was all that was needed to meet the required dimensions.



Figure 6. Final e-resources brand.

A project binder organized all the original designs, comments from librarians, notes on the revision process, and detailed copies of the final graphic. Along with the author’s own backups, a copy of the finished Photoshop file was given to the Web services librarian. A similar system of organization and backups for anyone undertaking this type of project is recommended.

Conclusion

Since their implementation, the Web-Bridge link resolver button, the Research Pro federated search logo, and the library’s e-resources brand have worked well in connecting e-resources with the library. The lessons learned about keeping detailed notes and numerous backups from their creation have helped in both the revisions. Later projects have also benefited from knowing to keep the graphics simple, easily understandable and recognizably library related. It also helps to have the courage to try something new or silly. ■

A Comparison Analysis of Education Databases: *ERIC and Education Full Text*

Kristin Finch

Introduction

With each passing year, the number of electronic resources available to researchers continues to grow. As the available options continue to multiply, it becomes more difficult for researchers to be aware of them all, much less understand and successfully navigate them. Research in the field of education has become particularly unwieldy in recent years, with dramatic changes in the long-standing resource *Education Resource Information Center (ERIC)*, and the appearance of new online resources created by other information provider companies. While *ERIC* has been the primary research resource for educators for decades, newer options such as *Education Full Text* have appeared as recently as the late 1990s.

Importance of the Research

For education and library and information science professionals alike, it is crucial to successful research to examine the characteristics, features, subject coverage, and search retrieval results of competing electronic resources to determine which choices offer the best overall benefit. The librarian should be able to direct student and novice searchers to the best online resources, and experienced education professionals should be aware of which

sources offer the best research opportunities and reliability.

Many researchers tend to rely on resources that are familiar and well-known to them, without exploring the options offered by newer, lesser known resources. As information currently accumulates in every professional field at a geometric rate, students and professionals should be aware of available resources and their potential benefit, or lack thereof, to any research endeavor.

Problem Statement

The purpose of this study is to compare the educational databases *ERIC* and *Education Full Text* to ascertain the utility of each as an educational research tool. Features including size, content, and coverage will be determined. Also, the search results retrieved from each database for a given set of five search terms will be compared and analyzed.

Research Questions

- R1. What are the size, coverage, and search features of each database?
- R2. What are the results retrieved from each database using the identical sets of search terms?

Limitations

1. This study is limited to the databases *ERIC* (EBSCO) and *Education Full Text* as provided by the University of Southern Mississippi Libraries.
2. Search results are limited to “peer-reviewed” and “feature article” to retrieve only major scholarly articles.

3. Searches are further limited to the time frame between 1994-2009 for abstracting results and 1996-2009 for full-text results.

Definitions

- *Abstracting results* – search results retrieved by conducting a search that returns only bibliographic information and an abstract of the article content.
- *Full-text results* – search results returned by conducting a search that returns only articles that are available in full-text, or complete, format accessible directly from the database or linked to an outside source for access.
- *Scholarly and peer-reviewed articles* – articles identified as “peer-reviewed” and/or “feature article” by the database; omits articles such as editorials, reviews, and conference proceedings.

Assumptions

It is assumed that the databases used in this study were indexed accurately and completely so that searches returned relevant results.

History and Background: *ERIC*

The *Education Resources Information Center (ERIC)* was created in 1966 as part of the U.S. Department of Education. As Kate Corby describes it, *ERIC* is “a freely available, Internet-based, bibliographic database listing journal articles, research reports, conference papers, books, and other similar materials on education-related topics. It provides high-quality indexing and some electronic full-text for the materials listed” (Corby 2009, 137). *ERIC*

Kristin Finch is a graduate student in the School of Library and Information Science at the University of Southern Mississippi; e-mail: kristin.finch@eagles.usm.edu.

began as the result of a plan by the national Office of Education to bring together education research and information from around the country into a single system that would index and provide access to educational resources (138). Due to firmly ingrained territorial natures of the individual states concerning educational matters, the *ERIC* creators decided to use a decentralized system of information management that allocated different subject areas to clearinghouses in various parts of the country. Initially, the clearinghouses were divided into twelve specific subcategories, which grew to eighteen by 1967. Corby argues that the decision to use the clearinghouse system and the lack of sufficient funding have been major factors in the development of *ERIC* (139).

From its start, *ERIC*'s organizers established a document delivery service called the ERIC Document Reproduction Service (EDRS) to provide research reports produced with government funds at cost. Initially, reports were provided on microfiche, but were eventually upgraded to electronic delivery in 1999. A few years later, ERIC administrators recognized the need for a quality index of education literature and began publishing the *Current Index to Journals in Education* to meet that demand. Both the document delivery service and the publishing of the index were turned over to commercial sources, which Corby states is another important factor in *ERIC*'s development (139).

Corby argues that the decentralized structure of the clearinghouse system created centers of subject specific expertise and invaluable contacts with those who provided information in their particular area of specialization. She also asserts that the lack of funding faced by the organization was actually helpful in one aspect. The host institutions of the various clearinghouses not only assisted financially by providing funds for staff and office space, etc., but attracted dedicated and enthusiastic professionals who often contributed work above and beyond their job requirements (140).

Lastly, the decision to partner with private companies provided independent evidence to those who doubted *ERIC*'s usefulness of exactly how many copies of its products the organization was selling (141).

In 2004, *ERIC* underwent a dramatic change in structure. As Tenopir explains, the overhauled version came about as a result of the Education Sciences Reform Act of 2002. The act eliminated the clearinghouse system altogether and centralized all information management into one source. The sixteen Web sites once maintained by each clearinghouse separately were taken down and one combined Web site for all information was created. The new *ERIC* would be guided by a group of content experts who advise the primary contractor, Computer Sciences Corporation (CSC). Further, the new system would supposedly allow for the inclusion of increased access to full-text items, and eliminate the earlier microfiche document delivery system (1).

As Corby states in her 2009 assessment of *ERIC*'s development over time, the changes implemented in the 2004 revision are soon approaching the five-year mark, which ends the initial contract with CSC. This is the time that researchers and information professionals should seriously consider the changes made over the last few years and decide whether they have been of help or harm. *ERIC*'s status as the primary provider of educational resources should be reevaluated in light of its own development since the overhaul in 2004, as well as against competing resources that are vying for user business in the current information marketplace (142).

History and Background: Education Full-Text

Considering the relatively recent creation of H.W. Wilson's *Education Full Text* database, no literature on the subject was found in the standard databases. According to a database description provided by the company, *Education Full Text* is "a bibliographic database that

indexes and abstracts articles of at least one column in length from English-language periodicals and yearbooks published in the United States and elsewhere" and claims to offer "more coverage than any competing database" (*Education Full Text*). The database was copyrighted in 1999 by the H.W. Wilson Corporation.

Literature Review

A search of the literature was conducted using a metasearch of appropriate databases accessible through the University of Southern Mississippi Libraries. The search found no comparisons of *ERIC* and *Education Full Text*, and no articles on the subject of *Education Full Text* whatsoever. While there was literature available about *ERIC*, most of the articles focused on the history of the database or described search techniques for use in various subject areas. Although no studies were located that compared *ERIC* to *Education Full Text*, there were a small number of studies that compared *ERIC* to other databases.

In 1988, Stieg and Atkinson conducted a comparative study of databases containing information on library science. *ERIC*, *Library and Information Science Abstracts (LISA)*, and *Library Literature* were evaluated on the coverage and indexing of each one to ascertain the level of bibliographical control present. The results indicated problems with each database, but the difficulties with each one varied greatly. The authors concluded that *Library Literature* was the best choice overall for library research topics, but that each database had its own strengths and weaknesses and should be evaluated on a user-need basis (58).

In another comparison study conducted in 1993, Amy Wells conducted a comparative analysis of *ERIC* and *LISA* and focused on how retrieval results were affected by database composition and authority control issues (2). Her study was a comparison of search results in both databases using the same search terms on a library science topic. Wells accessed the two databases through *Dialog*, which dif-

fers from the databases in this study in terms of search terms and strategies. The databases accessed for this study are designed with multiple search options including keyword searching, whereas *Dialog* requires precise command language in searches to retrieve relevant results. Wells examined characteristics of the databases including currency, acquisition policy, duplication, materials, precision and recall, and authority control. The results of her study indicated that *ERIC* was the overall best choice, even for a library and information science topic, despite *LISA*'s focus on this subject area (6). Wells drew much the same conclusions as Stieg, et al., despite the five-year time difference.

In 2000, a joint venture by Jack Black, Michelle Clifford, Kate Corby, Jody Bales Foote, Sharon Naylor, Julie Tharp, and Barbara Wales was undertaken to study and compare several education databases in education research. The study compared *ERIC* and *Education Abstracts* to eight other databases outside the field of education to determine the usefulness of *ERIC* compared to those databases on a given topics, including affirmative action, tenure, and school-to-work. The authors concluded that both *ERIC* and *Education Abstracts* should be consulted by education researchers, as both offer different types of material coverage with very little duplication of results. Further, they concluded that while *ERIC* proved itself the mainstay for education information, researchers should make the effort to consult other databases in different subject fields for a wider scope of topic coverage (19).

This study incorporates elements of all of the above studies, but most closely resembles the study conducted by Wells in that it examines two online research databases and evaluates coverage and search results.

Methodology

For this study, the information evaluated includes size, coverage, and search fea-

tures of two educational databases: *ERIC* and *Education Full Text*. Further, the search results retrieved in each database using an identical set of five different search terms is examined and analyzed. The search terms used are *gifted education*, *special education*, *advanced learner*, *gifted children*, and *gifted disabled children*. Searches were conducted to retrieve both abstracting and full-text results. In *ERIC*, the SmartText search feature was selected to retrieve results from all possible fields, which is not provided by the default search mechanism in its advanced search option.

In *Education Full Text*, the default search option in the advanced search option automatically searches all possible fields, and so was utilized for all the searches performed in that database. Further, the timeframe for the abstract only and the full-text searches were set to match the more limited range of years offered by *Education Full Text*. Abstract only searches were set to 1994-2009 and full-text searches were set to 1996-2009 for both databases during searches. The accumulated data were compiled using Microsoft Word tables to organize and display results.

Results

R1. What are the size, coverage, and search features of each database?

ERIC: Size, Coverage, and Search Features. *ERIC* contains more than 1,282,000 records and links to more than 314,000 full-text documents. Items in the database are drawn from two sources, the *Resources in Education (RIE)* file of document citations and the *Current Index to Journals in Education (CIJE)* file of journal article citations from over 750 professional journals. It also provides access to about 850 *ERIC* Digest records in full-text available. Also provided are indexed articles and monographs from about 1,000 journals and about 2,200 education digests. *ERIC* not only offers education materials,

but also information on careers, language, and information and technology. The timeframe covered by *ERIC* is from 1966 to the present with monthly updates in coverage. Of the more than three thousand journals and digests included in *ERIC*, about one thousand of those are available as full-text. Full-text coverage only provides the entire journal cover-to-cover for selected journals. The remainder is covered selectively based on relevance.

ERIC provides several methods of conducting searches, including basic and advanced searches with drop boxes to choose selection fields. Users can choose to use keywords as search terms or create Boolean searches for precise results. Another interesting and useful feature is the visual search option, which arranges search results in columns or boxes that branch off into different search paths while keeping the search path visible to the user. This allows searchers to easily see which topic and articles have been viewed during the search without the need to backtrack. Also, *ERIC* offers the option to search in natural language using the SmartText feature. This search method is based on algorithms that perform searches of the entire text of an item for broad retrieval of results. In addition, *ERIC* provides several choices for limiting search results including full-text, peer-reviewed, date published by range, educational level, intended audience, availability on microfiche, journal name, *ERIC* number, journal or document, publication type, and language. Users may also choose to search a given index directly, and a thesaurus is provided to assist in search term selection. To help searchers manage their results, *ERIC* offers the option to store saved items in a folder, which then allows the user to save, print, e-mail, or export results into a bibliographic software program.

Education Full Text: Size, Coverage and Search Features. *Education Full Text* indexes more than 770 periodicals beginning in 1983 and about four hundred are peer-reviewed. Full-text of articles is avail-

able from over 350 journals starting in 1996, and abstracts are provided beginning in 1994. Wilson provides a complete searchable listing of journals covered in the database in their online Journal Directory. *Education Full Text* also provides over fifty journals emphasizing special education. In addition, it indexes English-language books on education that were published in 1995 or later. The recent acquisition of full-text of twenty-nine additional sources from Springer and twelve years of full-text from the library trade magazine *Wilson Library Bulletin* expands on materials in English on an international basis.

The search features offered by *Education Full Text* provide fewer options than those offered by *ERIC*. It provides the customary basic and advanced searches using search boxes with drop down menus to

select fields, and the choice to sort by relevance, date, author, journal issue, journal name, publication year, and title. Users may also choose to browse by topic. A thesaurus is provided to assist in search term selection. In addition, users may store items in a search history, and print, e-mail, or save results. Exporting and citing results is also offered. Limiters are provided for publication date (any year, within the last twelve months, and by year range) and article type (full-text, PDF, peer-reviewed, non-peer-reviewed), as well as the option to expand results by searching the full-text of documents. Drop down menus are available to select document type (feature article, review, etc.) and physical description (charts, illustrations, etc.). In addition, links are provided to view database descriptions and the journal directory.

R2. *What are the results retrieved from each database using the identical sets of search terms?*

ERIC: Search Results. In order to determine the broadest scope of retrieved items per search, the SmartText feature was selected in *ERIC* so that all fields, including the article texts, would be searched for keywords. Users should note that the default search boxes perform a Boolean search of the search terms entered and does not search article texts. This default search method yields up to thousands fewer results than the SmartText feature produces. For this study, the search terms used were *gifted education*, *special education*, *advanced learner*, *gifted children*, and *gifted disabled children*. The results were limited to peer-reviewed journal articles for both the abstract-only and the full-text results. Abstract-only results were limited to the timeframe 1994-2009 and full-text results were limited to the timeframe 1996-2009. This provided periods of time to evaluate which were covered by the each of the databases to achieve more relevant results for comparison.

Education Full Text: Results

Searches were performed using the same set of search terms that were used in the *ERIC* searches. However, in *Education Full Text*, the default advanced search options automatically searches every field, including full-text. As seen by the figures in tables 1 and 2, *ERIC* returned considerably more results in every category than did *Education Full Text* for the same timeframe.

Discussion

The results of this study indicate that, for the given time frame, *ERIC* contains a much larger number of items than *Education Full Text*. *ERIC* also offers more search options and limiting choices. Given that *ERIC* has been in existence and collecting materials since 1966, it also con-

TABLE 1. Number of items retrieved for each search term in *ERIC*.

Search terms	Items retrieved: Abstracts	Items retrieved: Full-text
Gifted education	70,734	36,062
Special education	71,194	36,400
Advanced learner	3,486	1,760
Gifted children	20,685	11,534
Gifted disabled children	21,071	11,746

TABLE 2. Number of items retrieved for each search term in *Education Full Text*.

Search terms	Items retrieved: Abstracts	Items retrieved: Full-text
Gifted education	1,406	1,034
Special education	16,971	8,235
Advanced learner	263	112
Gifted children	1,556	1,068
Gifted disabled children	11	9

tains a larger overall collection of items to search. The format of *ERIC* as provided by EBSCOhost also lends itself to easy searching and management of results through user-friendly interfacing.

While *Education Full Text* was easily navigated, it offered fewer search options and far less material coverage. Result management options were also more limited. Given the results of this study, *ERIC* is the better choice of databases for education related research.

Suggestions for Further Study

To gain a more comprehensive picture of the overall value of *Education Full Text*, further study could be conducted to compare the article titles to determine the amount of material overlap between it and *ERIC*. If little overlap were found, then *Education Full Text* would be a valuable resource to educators as a source of information not found in *ERIC*. Also, it would be beneficial to have the search results reviewed by a subject specialist to ascertain the level of precision of the search results as related to the education profession. ■

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PRESIDENT'S PAGE

(continued from page 1)

technical services areas from all types of libraries attended the TSRT spring meeting; sometimes there are a few from neighboring states Alabama and Louisiana. The speakers are typically library colleagues from within the state who have a particular expertise and want to share their experiences or demonstrate techniques of how-we-did-it-good through presentations. Not only do does the workshop have a full day of programming on topics in technical services, there is also time for participants to visit with each other over lunch. All agree there is too much going on at the annual conference to easily achieve that, but the spring meeting does include ample time to enjoy seeing other TS librarians and catch up on what's happening in our libraries.

This spring the MLA chapter of the Asso-

ciation of College and Research Libraries (ACRL) is sponsoring a mid-day program for academic librarians; members will have a spring meeting for the first time in many years, in addition to their fall conference luncheon. We have many common interests and concerns this year that relate directly to our state budget crisis. Academic librarians will be discussing what they can do to meet this grave challenge to the educational missions at our colleges and universities. I am delighted the ACRL leadership is sponsoring a program this spring.

Since the first MLA Executive Board meeting this past February, I have reserved the meeting room at the Mississippi Library Commission (MLC) for the entire day for the benefit of any MLA committee that wishes to have a business meeting to plan their activities for the year. Planning takes time and discussion; organizing with people in a group

setting when possible is a very productive use of time and creative energy. To date, the MLA Authors Award Committee and the Legislative Committee met for this purpose, as well as the co-chairs of the School Library Section. Other sections, roundtables, and committees who wish to take advantage of the meeting space may come to MLC in Jackson during the afternoons of May 7 or August 6. The MLC facility is also a perfect setting for planning a conference program for the 2010 MLA Annual Conference in Vicksburg.

I hope that the MLA sections and roundtables, in particular, will find opportunities to sponsor an annual spring or summer program in the future to provide an affordable one-day program or workshop in training or professional development for the MLA membership as a supplement to our annual state conference. ■

Tips for Conducting Citation Analysis in an Academic Setting

Alex P. Watson

Introduction

In a time of budget cuts and funding uncertainty, many libraries are seeking to assess how their information resources are being used with an eye toward potentially cutting high-cost, low-use items. A variety of tools exist in the information professional's arsenal for assessing usage; in university libraries, citation studies have often served this purpose.

By analyzing the resources that are cited in faculty and student papers, librarians can gauge patterns of use among patrons – data that is valuable not only in simple cost/benefit analyses but also in determining needs for education, outreach, and many other library functions. Some of the common issues and pitfalls inherent in determining methods for a citation study are discussed below, with specific references and examples from both published and unpublished studies.

Who to Study?

In an academic setting, two major groups will be utilizing library resources as cited references in research papers: students and faculty. As such, both are valid targets for citation studies, and both bring advantages and disadvantages to the library researcher.

A student citation study involves, by its nature, a greater number of papers and therefore a more robust data set. At the same time, the level of competency with regards to proper citation formatting and

use is likely to be far lower. Student citation studies also raise thorny privacy issues, since the papers were only intended for a small, limited audience. Nevertheless, students are often among the first stakeholders at an institution to embrace new technologies, and they are often the greatest users by volume of library resources.

Faculty research generally involves fewer papers with more exhaustive and competent citations. If students can be termed “basic users” of library information, faculty represent “power users,” more likely to be familiar with less obvious and user-friendly resources. Faculty information use may also be weighted toward more comprehensive and more expensive sources, and therefore citation analysis can be a decisive factor in whether or not certain expensive but low-use resources are maintained.

Ultimately, the nature of the data the library researcher hopes to harvest should dictate whether students or faculty are tapped for a citation study. To a certain extent, the nature of the institution must be taken into account as well: a community college library would naturally be more student-centered in its analysis, while faculty at such an institution may be performing research on their own, collecting their data would have less import to the library. By the same token, a research-focused institution with a large graduate population may benefit more from a faculty-centric approach.

Student Citation Studies

An excellent example of a comprehensive student citation study across multiple academic departments can be found in David H. Mill's “Undergraduate Information Resource Choices” (*College &*

Research Libraries 69(4): 342-55, 2008).

Student citation studies present a number of logistical problems. Privacy is an important issue with student studies, as most of the material involved was never intended for wider dissemination. Approval from the local Institutional Review Board or equivalent human research protection program is essential, as is permission from the relevant departments. In many cases, anonymizing individual students' works, removing bibliographies from their papers, or both may be required to gain approval or surmount privacy concerns.

The mechanics of collecting documents from students to analyze are also fraught with potential pitfalls. While many programs now use e-portfolio systems in which student papers are stored and from which they can easily be exported, many still rely on paper copies or informally submitted electronic copies. As such, communication between the researcher and the department(s) in question is essential: without constant reminders, many faculty will forget to make their students' works available to the researcher. Without strong leadership in a given program, the researcher may be forced to approach instructors individually and make different accommodations to privacy and efficiency for each.

As such, recordkeeping is essential. Researchers should present participants with a detailed timeline, archive department or instructor responses to requests for student papers, and develop a spreadsheet or database into which metadata as well as citations may be entered. A considerable amount of time should be budgeted for collection as well, with a definite cutoff point at which collection will cease and analysis will begin.

Alex P. Watson is a reference librarian and assistant professor at the University of Mississippi; e-mail: apwatson@olemiss.edu.

For example, a recent student citation study conducted at the University of Mississippi sought to measure use of Web sites and Wikipedia among first-year composition students. To this end, student bibliographies were solicited from all first-year writing instructors teaching a course during the 2009 winter semester at the University of Mississippi.

The first-year writing program furnished e-mail addresses for all instructors who had taught one-hundred-level writing courses during spring 2009, and each of these instructors was asked to participate in the citation study by submitting bibliographies from student papers. There were nineteen instructors in all, split across three different first-year writing courses: English Composition I and II and Liberal Arts 102. Of the nineteen instructors, seven failed to respond or indicated that their courses did not include research writing. Twelve indicated that they would be willing to participate, and eight instructors actually contributed bibliographies, although one submission was unusable. While a low percentage of the whole, seven instructors with 237 bibliographies and a total of 1108 individual citations were sufficient for the purposes of the study.

Each participant provided original student bibliographies (or copies thereof) that had been stripped of the students' personal information. Students' original papers were not part of the requested materials due to privacy concerns, as many of the essays were personal in nature, and as such, no information about student topics was received. The citations were then coded based on the type of resource. This coding was based entirely on the information provided by students; many of the magazine and journal citations likely came

from databases provided by the university library, for example, but were not indicated as such and therefore counted as print journals.

That qualitative coding, alongside quantitative data in the form of derived statistics such as the percent of all citations that were electronic, formed the kernel from which useful conclusions about student citation behavior and resource usage could be drawn.

Faculty Citation Studies

An excellent example of a comprehensive faculty citation study in a single academic department can be found in Elizabeth Choinski's "Journal Use in Pharmacy: A Citation Analysis of Faculty Publications at a School of Pharmacy" (*Science & Technology Libraries* 27(3): 53-64, 2007).

Faculty citation studies offer a number of conveniences to researchers as opposed to student studies. Lists of publications are generally easier to obtain than student papers, as many departments maintain lists of recent articles for use in tenure and promotion. Many individual faculty members maintain up to date curricula vitae, often available on institutional Web sites or by request, which can be used to populate a list for study. Privacy is less of an issue, as well, since faculty publications tend to be in peer reviewed or professional publications intended for dissemination.

Still, there are a number of major challenges in compiling a faculty citation study, not the least of which is the need for a complete or near-complete list of all publications during a given time frame. Even when, as above, faculty report newly-published articles to their department or add them to a vita, the information can often be

frustratingly incomplete. Faculty members who depart midway through a study period also pose a problem, as do new hires who may not be fully included in any reporting system.

Once a list of faculty publications has been compiled, a further challenge is to procure copies of each article and render the citations and other metadata into an appropriate format. Many articles will be in esoteric and unusual publications that may be difficult to access; others may be in periodicals that have ceased publication. A good working knowledge of interlibrary loan and relevant discipline-specific databases is essential, as are good relations with the department, which may convince faculty members to loan personal copies out for study.

Database software such as Microsoft Access can be very useful in managing information at this stage by allowing data for each citation to be entered in a consistent manner. The vastly higher number of citations per document as compared to student papers makes orderly data entry essential; while many articles today are born digital, much of the data may still need to be typed by hand from paper copies.

As an example, a recent faculty citation study conducted at the University of Mississippi attempted to gauge faculty use of library journals by the School of Business Administration. The school furnished information in the form of Web sites that collect and display information about recent faculty journal publications. Using that data, which was subdivided into finance, management, marketing, and management information systems and production/operations management (MIS/POS) facets, it was possible to gain the titles and

places of publication of most faculty articles within the last four to five years.

The Web site data was often incomplete; as such, it was supplemented with information gleaned from other sources. Faculty vitae provided one key source of additional articles and were readily available from the School of Business Administration or the faculty themselves. Author searches across key business resources such as *Academic Search Premier* were also used to fill in publications absent from official lists and vitae. Some publications, such as conference proceedings, were not counted.

Once a master list of recent faculty publications had been gathered, the individual articles were tracked down using a variety of methods from database searches to interlibrary loan. Each article's bibliography was deconstructed and entered into a Microsoft Access database, which allowed it to be easily sorted and parsed. This database enabled usage trends and other important data to be coaxed from the results and provided the basis for further analysis and study.

Crunching the Numbers

In assembling a citation study, researchers need to be aware of how qualitative and quantitative analyses may help them to harvest useful material from the raw data that has been gathered. A combination of qualitative and quantitative analyses of data in a citation study is often the best way to proceed. For example, several published studies have combined quantitative data on the number and type of citations (with X% being electronic, X% being books, etc.) with qualitative analysis of the citations' relative "scholarliness" (a Web site might be coded as "low" while an authoritative text might be coded as "high").

Quantitative analysis can be greatly simplified through the use of statistical software such as SPSS or the free alternative PSCP, which can help remove the burden of complex mathematics from the researcher. In addition, such software can be extremely useful in comparing inter-operator agreement among coders for qualitative analysis, making sure that mul-

iple people coding the same data set are in agreement through the use of statistical analysis.

In designing a coding system for use in qualitative analysis, it helps to draw on existing systems to avoid reinventing the wheel. For instance, the student citation study example below adapted a coding system designed in 1997 by Jan Alexander and Marsha Tate of Widener University; that coding system was, in turn, adapted by Mary Ann Gillette and Carol Videon in a later article. Aspects of the original code, Gillette and Videon's revisions, and original innovations were incorporated into the coding system in the example below, which was used to sort Web sites based on their type and purpose, rather than their domain ("Seeking Quality on the Internet"

Teaching English in the Two Year College 26 (2): 189-94, 1998).

Conclusion

Despite the many logistical difficulties inherent in gathering and processing data, citation studies are nevertheless an important tool. Through knowledge of some of the methods above, and the problems which accompany them, librarians in academic institutions can make important contributions to scholarship and their individual institutions. As technologies and resources change, and as new generations of students enter the system, the need for competent and recent citation studies will likely never disappear. ■



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Pearl River Community College
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News Briefs

Tina Harry, Editor

Author David Wiesner and Others Visit the University of Southern Mississippi

The University of Southern Mississippi School of Library and Information Science hosted the forty-third annual Fay B. Kaigler Children's Book Festival on April 7-9, 2010, at the Southern Miss Thad Cochran Center. The highlight of the festival was the presentation of the Southern Miss Medallion, awarded to an author or illustrator for his or her body of work. The 2010 Southern Miss Medallion winner is David Wiesner. Illustrator of more than twenty books for children, Wiesner is only the second person to have won the Caldecott medal three times. His books include *Tuesday* (1992); *The Three Pigs* (2002); and *Flotsam* (2006). Two of his other titles, *Sector 7* (1999) and *Free Fall* (1988), were Caldecott Honor Books.

Lulu Delacre, bilingual author and illustrator of children's books, has won multiple awards for her work. Most recently she received a Pura Belpré honor for *The Storyteller's Candle: La Velita de los Cuentos* (2008).

Charles Ghigna (a.k.a. Father Goose) is an award-winning poet and children's author of more than forty books. His poems for children have appeared in numerous textbooks and anthologies and in magazines such as *Highlights*, *Ranger Rick*, and *Cricket*.

Maureen Johnson is the author of six books for young adults including *The Key to the Golden Firebird* (2004), *Suite Scarlett* (2009), *Thirteen Little Blue Envelopes* (2005), and *Let it Snow* (2008), written with Lauren Myracle and John Green. Her books are read worldwide and have been translated into ten languages.

Dan Yaccarino is the illustrator of more than a dozen children's books. He is also the designer of the Backyardigans animat-

Tina Harry is associate professor/catalog and assistant automation librarian at the University of Mississippi; e-mail: tharry@olemiss.edu.

ed television characters and the creator and producer of Nick Jr.'s Oswald series. His most recent children's books include *Go Go America* (2008) and *The Fantastic Undersea Life of Jacques Cousteau* (2009).

In his decades-long career, Richard Peck has produced dozens of fiction titles for children and young adults. He is the winner of multiple awards, including the Edgar Allen Poe Award (*Are You in the House Alone?*); a Newbery Honor (*A Long Way from Chicago*); the Newbery Award (*A Year Down Yonder*); and the Margaret A. Edwards Award. He was the 1991 recipient of the USM Medallion.

Frank McGarvey has been telling tales around central and southern Ohio for more than sixteen years. He is particularly well-known for his ghost stories.

Walter M. Mayes (a.k.a. Walter the Giant Storyteller) is a performer, writer, children's literacy advocate, and educator, whose rally cry is "Love, food, shelter, clothing...BOOKS!" He is the first Coleen Salley Storyteller at the Fay B. Kaigler Children's Book Festival.

For more information, please visit www.usm.edu/bookfestor phone 601.266.4228.

– Submitted by Karen M. Rowell, assistant director of the Fay B. Kaigler Children's Book Festival, University of Southern Mississippi

in a series of events including a panel discussion about writing. The participants included: Kaye Dacus, Annalisa Daughety, Lila Guzman, Eddie Jones, Sandra Robbins, Martha Rogers, and Donn Taylor, and their writings include devotions, financial management, romance, mystery, young adults, and poetry. The questions were created by the student members of the BMC Scribblers Writing Club and Dr. Teresa Arrington, professor of modern languages, moderated the discussion, which was held in Garrett Auditorium. Afterwards, the authors were available for a book signing at the library.

Other events included visiting business, English, and education classes on campus, as well as speaking at the campus' Kappa Kappa Iota and Koinonia luncheons. Several of the authors spoke with fourth through sixth grade students at Blue Mountain Elementary School and the English 4 class at Blue Mountain High School. The authors were also invited to participate in brown bag lunches at the Bruce Public Library and the Pontotoc Public Library. The Friends of the M.R. Dye Public Library in Horn Lake hosted an afternoon authors' signing event.

– Submitted by Sue Ann Owens, director of library services, Blue Mountain College Guyton Library

Meet the Authors at Guyton Library, Blue Mountain College

On January 19-20, 2010, Meet the Authors was hosted by the staff of Guyton Library, Blue Mountain College (BMC). Members of the American Christian Fiction Writers were invited to participate



Sandra Robbins, Martha Rogers, Donn Taylor, Kaye Dacus, Annalisa Daughety, Eddie Jones, and Lila Guzman participate in a Meet The Authors panel discussion about writing moderated by Dr. Teresa Arrington at Blue Mountain College. Photo by Danny McKenzie.

Grand Re-Opening at Bay Library

The wait is over for customers of the Bay St. Louis-Hancock County Library as the 18,000 sq. ft. headquarters branch at 312 Hwy. 90 in Bay St. Louis formally re-opened Friday, January 29, 2010, at 4:00 p.m. The grand re-opening ceremonies began at 1:00 p.m. with a special showing of the film, *Mississippi Son*, which documents local residents' experiences with Hurricane Katrina. At 3:20 p.m., a special after-school puppet show by A Abrakadoodle, with string marionettes, was presented in the new glassed-in children's area. A formal ribbon-cutting followed at 4:00 p.m.

The building, which suffered wind and water damage from Hurricane Katrina, has undergone an extensive renovation. All of the damaged sheet-rock, ceiling tiles, carpet, and flooring have been replaced, and a new roof and HVAC system were installed. Many of the massive sheet glass windows in the library were also replaced and sealed, and both the exterior and interior received new paint. According to library executive director Patty Furr, "This project has put our building back in tip-top shape, and we hope to get many good years of service from the beautiful new space." Most of the library furniture was damaged by flooding and a new light maple design was chosen to replace it.

The floor plan of the new space is completely different, as well. "This new design



Officials cut the ribbon re-opening the Bay St. Louis-Hancock County Library marking the completion of the Hurricane Katrina Repair Project. Pictured from left are Carroll Gordon, Toni Larroux, Sharon Alexander, Dolly Lundberg, Sharman Smith, Steve Seymour, Rocky Pullman, John Moak, Patty Furr, Les Fillingame, David Maria, Suzi Lee, Tony Wayne Ladner, Lisa Coward, Stephanie McConnell, Gene Taylor, and Ray Kidd. Photo by Mary M. Perkins.

is based on a bookstore model," according to Furr. "Our library customers are telling us that they value both comfort and convenience in their library space. We have very comfortable lounge chairs, spacious booths where patrons can plug in a wireless laptop or read the paper, and a new 'action alley' with all of our newest selections right up front. Customers can stop in, pick out the latest DVDs, CD books, and bestsellers, check them out, and be on their way."

A library café offers different types of coffee, cappuccino, chilled juices, and baked goods for the public to enjoy. There is also a new twenty-four-person public computer center. "Our computer workstations stay busy all the time," Furr continued. "We hope the new fully automated computer center will help lessen or even eliminate the wait time to use a library computer." A new print management and PC reservation system keeps track of each customer's time and logs off users as their time is completed. Printing in both color and black-and-white is also available for a nominal fee.

The new library space also contains the Margaret Hicks Shadoin children's area, which has been both enlarged and glassed-in to give children a larger space to enjoy and adult readers a much quieter space outside the children's domain. "Our customers' number one request on community surveys was to have a separate children's area with sound buffering," said Furr. "I believe that this new division of services will be an advantage for each age group." The new children's room features a fairy tale fantasy land called, "Once Upon a Time in Bay St. Louis" and was funded with a grant from the Foundation for the Mid-South. It contains a full-size, very realistic Bay St. Louis oak tree, which doubles as a puppet theater; the façade from a typical Bay St. Louis cottage; a child-sized gingerbread house; and shelf ends that feature Jack's Beanstalk and a larger-than-life Peter Rabbit and his carrot garden.

Library board of trustee chair Dolly



More than forty children attended the puppet show by A Abrakadoodle at the opening festivities for the grand re-opening celebration of the Bay St. Louis-Hancock County Library. Photo by Mary M. Perkins.

Lundberg commented, "We believe this new library space has something for everyone. We hope that the public will stop by and see the new space and sign up to get a library card to enjoy."

The new library is open to the public 9 a.m.-7 p.m. Mondays, Tuesdays, and Thursdays; 9 a.m.-5 p.m. Wednesdays and Fridays; and 10 a.m.-4 p.m. Saturdays.

– Submitted by Mary M. Perkins, public affairs/development officer, Hancock County Library System

Stride into Ragtime and Jazz at Mississippi State University Libraries

Music once again floated through the air at Mississippi State University Libraries and Lee Hall Auditorium when the glorious sounds of ragtime returned to MSU's campus for the fourth Annual Charles Templeton Ragtime Jazz Festival held March 26-27, 2010.

Fast becoming a one-of-a-kind musical celebration, this Mississippi State University-based festival – sponsored by MSU Libraries and the Charles H. Templeton,

Sr. Music Museum – features some of ragtime, jazz, stride, and boogie-woogie’s most accomplished performers. Concerts, mini-concerts, and lectures center on the unique Charles H. Templeton, Sr. Collection housed in the MSU Libraries. The collection – comprised of 22,000 pieces of sheet music, 15,000 playable musical items, and almost 200 musical instruments ranging from the 1880s to the 1930s – documents a distinctly American approach to the “business of music.” The collection’s sheet music, phonographs, Victrolas, memorabilia, and other artifacts transport festival attendees back to the late 19th and early 20th centuries.

Participants in the Fourth Annual Charles Templeton Ragtime Jazz Festival enjoyed high-energy concerts in MSU’s historic Lee Hall Auditorium and experienced intimate artist performances and lectures in MSU Libraries’ John Grisham Room. Complementing the music, the festival also highlights the rollicking culture of the times through tours of the Charles H. Templeton, Sr. Music Museum. Noted collector and historian David A. Jasen, author of definitive reference works on ragtime, put the music, the composers, and the culture into lively perspective.

Those who love music – and those who simply love a good time – consistently enjoy this signature musical experience. While the Charles Templeton Ragtime Jazz Festival is rooted in ragtime music, the phenomenal artists perform in a wide variety of styles, including jazz, stride, blues and boogie-woogie. Participants may join the festival for a day’s events, for a single evening’s concert, or for the entire two-day festival and its full schedule of spirit-lifting musical performances. A gift shop offers plenty of the performers’ compact discs to purchase.

The Fourth Annual Charles Templeton Ragtime Jazz Festival brought to Starkville five outstanding artists of the ragtime and jazz genres. Hailed by the press as one of the best ragtime pianists in the world, Frederick Hodges is sought after by today’s foremost orchestras, festivals, conductors,

and collaborative musicians. His artistry, virtuosity, and charisma have brought him to the world’s most renowned stages, leaving audiences around the globe captivated. One of the most highly regarded authorities on ragtime music, David Jasen is also a collector of books, recordings, piano rolls, sheet music, periodicals, and catalogs that cover the gamut of American popular music. An adviser to the Charles Templeton Ragtime Jazz Festival since its inception, Jasen brings an extraordinary knowledge of ragtime and its history, enriching the festival experience and providing a dimension rarely seen in other festivals. British-born Carl Sonny Leyland, returning in his second Templeton Festival appearance, is considered one of today’s great boogie-woogie pianists. He has lectured widely on the history of the blues and boogie-woogie piano and is known as one of the few pianists able to recreate the sounds of boogie-woogie giants such as Albert Ammons, Meade Lux Lewis, Pete Johnson, and Jimmy Yancey. Eighteen-year-old Adam Swanson, from Shenandoah, Iowa, is quickly becoming known as one of the world’s foremost performers of

American ragtime music. In May 2008, Swanson became the youngest-ever pianist to win Peoria, Illinois’ World-Championship Old-Time Piano Playing Contest. Terry Waldo is considered one of America’s premier performers and presenters of ragtime and early jazz. Known for his virtuoso ragtime and stride piano playing, charming vocals, and disarming wit, Waldo is the protégé of the legendary Eubie Blake, who called Waldo “an extension of my own musical self.”

The Charles Templeton Ragtime Jazz Festival is sponsored in part by a grant from the Mississippi Arts Commission, a state agency, and the National Endowment for the Arts, a federal agency. For more information on the annual Charles Templeton Ragtime Jazz Festival, please visit the festival’s Web site at <http://library.msstate.edu/ragtime/festival/> or contact Lyle Tate at 662-325-2559 or ltate@library.msstate.edu.

– Submitted by Angela M. Patton, library assistant, Mississippi State University Libraries ■



Canadian ragtime artist Mimi Blais shares musical insights with the attendees of the 2009 Charles Templeton Ragtime Jazz Festival held at Mississippi State University Libraries. Photo by Jim Tomlinson.

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People in the News

Tina Harry, Editor

On December 31, 2009, **Dr. Juanita Flanders** retired as dean of the Learning Resources Center of Hinds Community College. Dr. Flanders was an active contributor to the college, Mississippi Electronic Libraries Online (MELO), Mississippi Library Association (MLA), and Southern Association of Colleges and Schools (SACS). She served as president of MLA and as chairperson of the MLA 2-Year College Round Table (2-YCRT) and the Mississippi University Library Directors' Council. Serving as a mentor, she encouraged her staff to further their educations and professional endeavors. Dr. Flanders is enjoying her retirement by spending time with her children and grandchildren and traveling with her husband.

— ◆ —

Nancy Patterson joined the staff of the National Network of Libraries of Medicine's Southeastern Atlantic Region as their new community outreach coordinator. She earned her MLS from the University of Maryland in 2003 and came to NN/LM from her previous position as head of resource sharing at the University of Maryland, Baltimore's Health Sciences & Human Services Library (which also houses the NN/LM SE/A offices where she currently works). She will serve Mississippi by working with community and faith-based organizations to fund their approved consumer health education projects and to provide training on finding reliable health information online – all free of charge. NN/LM also provides the same services for libraries and health profession-

Tina Harry is associate professor and catalog and assistant automation librarian at the University of Mississippi; e-mail: tharry@olemiss.edu.

als – information is available on the NN/LM SE/A Web site: <http://nmlm.gov/sea>. Contact Patterson by e-mail at npatters@hshsl.umaryland.edu or phone at 410-706-2855.

— ◆ —

Recently, the Jackson-George Regional Library System promoted staff to new positions within the administrative services to fill vacancies for assistant director, youth services coordinator, and the position of assistant computer trainer.

Library director Carol Hewlett said, "Since public library use goes up during difficult financial times, we were feeling the stress on our human resources and definitely needed to fill these long-vacant positions. By doing this, we will once again offer more public computer training; establish a finer mandate to focus on library services to preschoolers, school-age children, and teens; and continue to enhance facilities throughout our system. We filled all of these positions from within by promoting three current employees. The fact that we found the talent, skills, and experience we needed right here among our own speaks well for our staff because we use the same criteria in-house as we do when we advertise outside our system."

Alisa St. Amant was selected to the assistant library director position. St. Amant was previously the technical services manager/cataloger in the administration office at Pascagoula Public Library. Her new duties will include facilities maintenance, expansion,



Alisa St. Amant

furniture and equipment, safety, coordination of daily delivery services, statistics, technology, and other library service issues.

Bethany Carlisle was selected to the youth services coordinator position to coordinate, plan, and implement all youth services activities and programming in the eight-branch system. The previous youth services coordinator, Mary Ann Louviere, retired in March 2010. Carlisle was promoted from the Vanleave Public Library where she worked as the youth services assistant for the branch.



Bethany Carlisle

Leanna Simpkins will fill a position in the library system that will enhance public computer training. She will work as the assistant trainer to provide the popular, free computer classes within the branch libraries. Simpkins was promoted from the Ocean Springs Municipal Library where she worked as library clerk.



Leanna Simpkins

For more information, visit the library Web site at www.jgrls.org. ■

About Books

Jennifer Brannock, Editor

FICTION

Black, Daniel. *The Sacred Place: A Novel.* New York: St. Martin's Griffin, 2008. 298 pp. \$23.95 (hardcover)

In 1955, Clement Johnson, a fourteen-year-old black boy from Chicago visiting his relatives in Money, Mississippi, walks into a local store to simply buy a cold drink, and his life is forever changed. If this plot line sounds familiar, it is; Daniel Black's *The Sacred Place* is a fictionalized version of the tragic Emmett Till murder.

Clement, like Emmett Till, is accused of "disrespecting" a white woman. By refusing to place the nickel he had placed on the store counter instead on the clerk's outreached hand, the boy unleashes a war of bigotry on himself and his family. Clement is inevitably abducted by the local sheriff and his cronies and the Johnson family is galvanized into action trying to save Clement's life. Jeremiah, the family patriarch, gathers members of the black community together, saying, "We are here to do something ain't neva been done long as I been livin' here Bring colored folks together." Decades of suffering from injustice, rapes, and murder bring the community together to stand in solidarity as a message to the white community of Money: "We jus come to talk to you 'bout how we been livin' in Money and to tell you how we gon live here from now on."

Daniel Black effectively weaves a powerful story that is painful yet hopeful. *The Sacred Place* teaches many lessons about the power of faith and family, and the importance of maintaining your dignity and pride even when doing so is a dangerous choice. The Mississippi of the 1950s is effectively portrayed as a cruel and harsh place for black families, but even so, many

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

of the characters in the book, both black and white, seem stereotyped. Most of the black characters are downtrodden, and the all of the whites are portrayed as ignorant, racist, and cruel. The supernatural elements in the book are sometimes distracting, reading more like a fairy tale than historical fiction. There are, however, many powerful moments in the story, making this book a recommended addition for both public and academic libraries.

Beth Richard
Assistant Librarian
Copiah-Lincoln Community College
Natchez Campus



Russell, Charlsie. *Epico Bayou.* Gulfport, MS: Loblolly Writer's House, 2009. 310 pp. \$14.95 (paperback)

Epico Bayou is a mystery, a work of historical fiction, and a romance novel. The mystery is the most important aspect of the book, with the history as the background for a romance between the hero and heroine. The book is set on the Gulf Coast near Handsboro and Mississippi City, Mississippi in 1897, two cities that were later subsumed by current day Gulfport. An interesting historical note at the beginning of the book details the history of the area and some of the political ramifications of that time period.

The book is populated by a large cast of characters: so many that I was frequently confused, even with the assistance of the "Guide to Characters" in the front of the book. I did not have empathy for most of the characters, which made it difficult for me to become deeply involved in the story. It is a complex mystery with a lot of action and too much that is resolved too quickly in the last few chapters. Nevertheless, the mystery and the historical setting are truly interesting.

Public libraries and academic libraries with extensive holdings in the history of

the Gulfport area should consider purchasing this book.

Sheryl Stump
Cataloger
Delta State University



POETRY

Kolin, Philip C. *A Parable of Women: Poems.* Itta Bena, MS: Yazoo River Press, 2009. 31 pp. \$12.95 (paperback)

This book of poetry is a moving work that illustrates the desires, hopes, and laments of women. It spans the past to the present, with the women varying from youth to elderly and from the forgotten to the blessed. Each poem delves deeply into the hearts of these women and draws out their deepest emotions.

While a relatively short collection of poems, I was moved by the way Kolin brought the characters' thoughts and emotions to life, making me want to know more about them. In "The Lady of the Viaduct," he tells about a woman, homeless and alone. I can't help wondering what events led up to her being in such a state. And in "Over Coffee," I was moved by the heartbreak the woman endured because her husband had grown tired of her. Even though many of the poems are more melancholic, it is not a deterrent since we all are touched by hardship at one time or another.

Not only would this book be a great addition to any Mississippi collection, as Kolin is a professor of English at the University of Southern Mississippi, but it would be an asset to any library's collection because of the variety of poems and his topic of choice.

Justine B. Willey
Library Media Specialist
Moss Point High School

— ◆ —

NONFICTION

Beckwith, David W. *A New Day in the Delta: Inventing School Desegregation As You Go*. Tuscaloosa: University of Alabama Press, 2009. 384 pp. \$29.95 (hardcover)

In the summer of 1969, the author accepted a teaching position with the public school system in Leland, Mississippi. At the young age of twenty-two, he was a recent college graduate with no experience as a teacher and minimal interaction with the black community. He had one semester to adjust to working as one of three white faculty members in the all-black school, Lincoln Attendance Center, before forced integration mid-year would draw even sharper dividing lines in the already separated black and white communities in the small Delta town.

School desegregation is not a new story, though the author's perspective on it is an interesting one. Beckwith did not take the job with any social cause or goals in mind, and through his retelling, the reader learns that many in the black community were as opposed to desegregation as were those in the white community. This is of particular interest as the mention of school desegregation often calls forth images of black students attending white schools. It can leave the impression that the black community wanted to be let into white schools. Beckwith does not try to editorialize the story as he relates it, and one does not get the sense that he has presented a revised history. This would be a good addition to any public or academic library collection.

Jennifer Hall
Head Librarian
Batesville Public Library

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Hogan, Wesley. *Many Minds, One Heart: SNCC's Dream for a New America*. Chapel Hill: University of North Carolina Press, 2007. 480 pp. \$34.95 (hardcover)

When presented with another book about the Civil Rights Movement, some might cynically agree with the popular distortion, "Rosa sat down, Martin stood up, and the white kids came down and saved the day." Yes, Wesley Hogan mentions Rosa Parks, Martin Luther King and white kids, but in her book, *Many Minds, One Heart: SNCC's Dream for a New America*, she focuses on the Student Nonviolent Coordinating Committee (SNCC). She informs the reader upfront that *Many Minds, One Heart* is not just a recollection of events and experiences, but an investigation into SNCC's conception, fruition, and dissolution, all of which basically occurred from 1960 to 1965. Hogan explores SNCC's emphasis and experiences employing grassroots organization, its commitment to nonviolent action, and the group's influence on other civil rights struggles occurring throughout 1960s America.

Throughout the Woolworth's sit-ins, the Freedom Rides, the voter registration campaigns, and the Mississippi Freedom Democratic Party, SNCC began and ended with the idea that democratic freedom was the outward expression of self-respect and liberty. Hogan utilizes private and special collections, oral histories, and other secondary sources to create a timeline that demonstrates SNCC's philosophy of nonviolence, collective reflection, living a democratic life, and the conflicts along the way.

Many Minds, One Heart: SNCC's Dream for a New America is an excellent addition for any public or academic library. Hogan's writing style is comprehensible and engaging. You don't need to be a civil rights scholar to follow the SNCC story with its successes and failures, but mostly its remarkable, yet widely unheard of, influence on its contemporaries and subsequent civil rights organizations.

Jennifer Delaney Rose
Public History Coordinator
Sunflower County Library System

— ◆ —

Houck, Davis W. and Matthew A. Grindy. *Emmett Till and the Mississippi Press*. Jackson: University Press of Mississippi, 2008. 213 pp. \$40.00 (hardcover)

While the events that transpired between Emmett Till and Carolyn Bryant in a small grocery store in Money, Mississippi in August 1955 seem to be clear to us today – Till whistled at Bryant, Bryant told her husband, Roy Bryant, and then he and his brother J.W. Milam kidnapped and murdered Till – as the events unfolded across Mississippi and national newspapers days later, the facts were reported with varying accuracy. For this book, Houck and Grindy examined over seventy Mississippi newspapers and traced the evolution of the Till story from a local kidnapping to a national civil rights catalyst.

The authors take the Till case day by day, comparing newspaper stories across the state for variations, inaccuracies, and contradictions. These differences stoked the fire for white Mississippians' attitudes about the case. For example, in one instance the *Clarion-Ledger* reported that Emmett's mother Mamie Till said, "Someone is going to pay for this. The entire state of Mississippi is going to pay for this," while the *Delta Democrat-Times* quoted her as saying, "The State of Mississippi will have to pay for this" (24). Out of context, the quotes were likely to inflame Mississippians; however, the authors claim that it's likely that Mamie Till was actually referring to the \$3,300 bill to bury her only child.

While it reads as a narrative, the book can also be used as a reference source, tracing the case as new facts emerge. *Emmett Till and the Mississippi Press* is a fascinating look at how journalism worked in 1955 and how much power the written word has. This book is recommended for public and academic libraries.

Tracy Carr Seabold
Reference Services Director
Mississippi Library Commission

— ◆ —

Magee, David. *The Education of Mr. Mayfield: An Unusual Story of Social Change at Ole Miss.* Winston-Salem, NC: John F. Blair, 2009. 224 pp. \$19.95 (hardcover)

Author David Magee is a native of Oxford, Mississippi, an alumnus of Ole Miss, a faculty son, and former city councilman, so one might wonder how he could write an unbiased historical biography addressing black and white relations in 1950s Oxford. Like many in Mississippi, Magee attended public schools only after they had been integrated; however, throughout his childhood, he witnessed adults' residual tensions from decades of strained race relations, and he struggled to make sense of it all. *The Education of Mr. Mayfield: An Unusual Story of Social Change at Ole Miss* attempts to fill in the gaps to help people understand where earlier generations have been, how they lived, and the social change they worked to either create or prevent. Magee does this simply and elegantly by chronicling the life of M.B. Mayfield, a gifted black painter and sculptor who is secretly mentored by an art professor at the all-white University of Mississippi. From there, the story unfolds naturally as our protagonists' friendship and working relationship develops, all while maneuvering the obstacles placed before them by the fact that they live in two very separate societies.

This book is an examination of the rigidly segregated, pre-civil rights era South, a time not frequently written about when chronicling the history of the University of Mississippi. The story begins a decade before anyone had ever heard of James Meredith, when the racial integration of Ole Miss was unconscionable to even the most liberal. Rather than a treatise on social change, as the title suggests, this book gives both black and white perspectives on segregation, both the overt and the unknowing cruelties, but also individuals' acts of kindness, the quiet acknowledgements that their social system was unjust.

Using very illustrative and easy-to-read language, Magee accomplishes with words what Mayfield and Dr. Purser did with paint and sculpture: he poignantly

illustrates rural Mississippi and its people as they were in the mid-twentieth century. Older readers, or those more familiar with Mississippi's past, may find the book beleaguered by the amount of historical exposition included, but for others, the details help to contextualize the memoirs. For instance, one tends to forget that William Faulkner's Nobel acceptance speech was, in Oxford, somewhat overshadowed by Ole Miss' inaugural Dixie Week, complete with lavish parties and a parade celebrating one of the last living Confederate generals. Faulkner was informed that he won his prize – celebrating his candid, honest writing about life in the South – shortly after Alvin Krebs, then-editor of the *Daily Mississippian*, survived threats of expulsion and even death after writing an editorial supporting the integration of Ole Miss. The way Magee juxtaposes these historical events illustrates the collision of Old South vs. New South sentiments, and somewhat mirrors the range of people's treatment and support of African-Americans and their quest for equal rights.

Readers will delight in the eight pages of color plates, plus numerous black and white paintings and photographs interspersed throughout the book. Ole Miss alumna will appreciate the paintings and photos of landmarks that have since fallen by the wayside. Well-indexed, the author also provides exhaustive source material. This book is suitable for all high school libraries, public libraries, and Mississippi academic collections.

Missy Murphey
Reference Librarian
University of Mississippi

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Nuwer, Deanne Stephens. *Plague Among the Magnolias: The 1878 Yellow Fever Epidemic in Mississippi.* Tuscaloosa: University Press of Alabama, 2009. 188 pp. \$34.95 (hardcover)

In 1878, Mississippi had emerged out of Reconstruction hostile and suspicious of any authority outside its state lines. Once the Union troops had left Mississippi soil, Mississippi reasserted itself as a sovereign

state, free of federal government restrictions. The populace shared a general and collective hostility toward all national interference of any kind in the management of state affairs. The yellow fever epidemic arrived in the summer of 1878 amid political turmoil and resentment toward any external influence or control. Any federal authority, no matter how benign, was suspect to the citizens of Mississippi. Without a central and cohesive state board of public health with uniform standards for sanitation and disease control, Mississippi was helpless to stop the yellow fever plague and the spread of this highly contagious disease. Well before scientific proof that mosquitoes caused the disease, no standard of public health was uniformly implemented in the state.

The story of the yellow fever plague is set against a backdrop of general distrust and political hostility toward anything federal, including the national public health guidelines. This resulted in a decentralized, disorganized public health system in Mississippi that proved to be the perfect storm for the disease to spread beyond the river ways to the rural interior of the state. The disease raged from the port of New Orleans to Memphis, east to Alabama and west to Louisiana. Over 16,000 cases of yellow fever were reported in Mississippi, of which there were 4118 known dead with 1149 deaths in Vicksburg alone.

The first victims of the plague were river folk, often poor and unable to seek traditional medical care. Ironically, poorer patients fared somewhat better, with care from those who practiced herbal medicines, than those treated by university-trained physicians, who often caused more harm due to harsh treatments that included blood-letting and dehydration. Only when the middle and upper classes were included in the number of dying were local measures taken to control the disease from spreading into the rural areas of the state. Sometimes quarantines were established in the counties, but these were irregularly enforced, though some had armed patrols.

As more and more citizens were infected, the economy slowed to a standstill, crops were not harvested, railroad traffic did not move in or through the state, and mass graves of whole families were filled.

The tragedy of the yellow fever plague inspired heroic acts of selfless service to the ill and dying. Family members, doctors, nurses, and clergy all ministered to the sick at great risk to themselves and their own families. Out of this terrible epidemic, Mississippi was humbled by its failings. The yellow fever epidemic of 1878 probably did much to reunite the state to

the nation, recognizing that it could not stand alone and survive. As a result, a stronger public health system was created by adopting federal guidelines for managing diseases of all kinds.

Plague is a human story, as well as a socio-political and economic story that tells how Mississippi took a difficult step forward to better care for its citizens. I highly

recommend this very well documented and highly readable work for high school, public, and academic libraries, and those special collections that focus on Mississippi history.

Ann Branton

Head of Bibliographic Services

University of Southern Mississippi ■

MLA Executive Board Meeting Minutes

October 21, 2009 • 9:00 a.m.
University of Southern Mississippi
Thad Cochran Center
Hattiesburg, MS

President Jan Willis called the meeting to order at 9:00 a.m.

Executive Board members present:

President: Jan Willis

Vice President: Ann Branton

Secretary: Marsha Case

Treasurer: Amanda Clay Powers

Immediate Past President: Jeff Slagell

ALA Councilor: Sherry Laughlin

Parliamentarian: Shirlene Stogner

Others present:

Melissa Moak, School Section Chair

Harriet Kuykendall, Trustee Section Chair

Jennifer A. Smith, Vice President-elect

Molly McManus, Treasurer-elect and Web Committee Chair

(Secretary Marsha Case and Trustee Section Chair Harriet Kuykendall were in route, arriving at 9:25 a.m.)

Approval of Minutes

The minutes from August 14, 2009, were read. Sherry Laughlin made a motion that the minutes be accepted as presented. Amanda Powers seconded the motion. Motion passed.

President's Report

Jan Willis reported that the federal government is asking state library associations

to assist in promoting its new Web portal, DisasterAssistance.gov, as a resource for citizens needing help after a disaster. The board concurred in having the following language posted online at the MLA Web site to promote this site for Mississippians, who well remember how they turned to libraries after Katrina.

"Disaster survivors who need assistance following a presidentially declared disaster that has been designated for individual assistance can now go to DisasterAssistance.gov to register online. DisasterAssistance.gov is a user-friendly Web portal that consolidates information about assistance available from multiple government agencies in one place, making it easier for survivors to research and apply for disaster assistance. As a community information and technology resource, libraries can help increase awareness of and provide access to the DisasterAssistance.gov Web portal. By raising awareness of the valuable resources available, providing access and encouraging survivors to access the portal, the Mississippi Library Association is joining the effort in making it easier for disaster survivors to learn about and apply for the aid they need following a disaster."

Treasurer's Report

Amanda Powers presented the treasurer's report. Shirlene Stogner made a motion to accept the report as presented. Sherry Laughlin seconded. Motion passed. Amanda also announced that she would be available at various times during the conference if needed.

Vice President's Report

Ann Branton and Sherry Laughlin presented an update on the MLA Annual Conference. Ann offered kudos to Sherry for the local arrangements and planning of the conference.

Past President's Report: None

ALA Councilor's Report: None

Section Reports: None

Roundtable Reports: None

Committee Reports: None

Old Business: None

New Business

Marsha Case submitted a proposal for changes in the eligible entries and guidelines for the Public Relations Awards.

The proposal is to change the **Entries** introduction paragraph to read: "Entries representing Mississippi libraries will be accepted in an organized format relevant to the project: scrapbooks, displays, audio/video tapes, slides, DVDs, online submissions, etc."

The second proposal is to change the first **Guidelines** bullet to read: "All entries are required to have a project abstract. Failure to submit abstract will render entry invalid. Online submissions require a written abstract to be submitted providing the appropriate links to entry and the information requested below."

Sherry Laughlin made a motion to approve the changes in the Public Relations Awards as presented. Ann Branton seconded the motion. Motion carried.

The next MLA Board meeting will be December 11, 2009, at 10:30 a.m. at MLC.

With no further announcements, Harriet Kuykendall made a motion to adjourn, with Jeff Slagell seconding. The meeting adjourned at 9:50 a.m.

Respectfully submitted,
Marsha Case, *MLA Secretary*

Minutes approved at MLA Board meeting
December 11, 2009.



December 11, 2009 • 10:30 a.m.
Mississippi Library Commission
Jackson, MS

President Jan Willis called the meeting to order at 10:38 a.m.

Secretary Marsha Case called the roll.

Executive Board members present:

President: Jan Willis
Vice President: Ann Branton
Treasurer: Amanda Clay Powers
Secretary: Marsha Case
Parliamentarian: Shirlene Stogner
Executive Secretary: Mary Julia Anderson

Others present:

Judy Hilkert, ACRL Section Chair
Melissa Moak, School Library Section Chair
Tracy Carr Seabold, Special Library Section Chair
Harriet Kuykendall, Trustee Section Chair
Jennifer A. Smith, Vice President-elect
Molly McManus, Treasurer-elect and Web Committee Chair
Sharman Smith, MLC Executive Director

Approval of Minutes

The minutes from October 21, 2009, were read. Corrections were made con-

cerning who made the motions to accept August 14, 2009, minutes. Also corrected was the statement about the Treasurer's Report and motions made. Two minor typos were corrected. Amanda Powers made the motion to accept the minutes as corrected and Tracy Seabold seconded. Motion passed.

President's Report

Jan Willis expressed thanks to Ann Branton and Sherry Laughlin for all of their hard work with the 2009 MLA Annual Conference.

Treasurer's Report

Amanda Powers presented the current balance sheet and profit/loss statement. Both are up-to-date and accurate. Investments reported are up-to-date as well. Most conference expenses have been submitted. Harriet Kuykendall made the motion to accept the treasurer's report as submitted and Tracy Seabold seconded. Motion passed.

Vice President's Report

Ann Branton reported that final conference details are being completed, reports finished, etc. Branton also reported that the University of Southern Mississippi recently received a grant from the Institute for Museum and Library Studies (IMLS) to recruit ten minority students for its fully accredited, online Master of Library Science program. A letter was presented from Dr. Jenny S. Bossaller requesting that MLA form either a committee or roundtable on diversity, stating that "part of the grant stipulates the formation of a diversity group within the Mississippi Library Association so that the students can learn about, and be part of, a group that lasts beyond their tenure as students, and will advocate for all minority groups in libraries across Mississippi." Branton stated that she would ask Dr. Bossaller to make a further presentation to the MLA Executive Board at its next meeting on February 5, 2010.

Section Reports

ACRL – Judy Hilkert reported that the group was pleased with the presentation at the annual conference stating that "green-

ing" libraries extended beyond just paper recycling. New officers were announced: Tisha Zelner, chair; Michael Mounce, vice chair/chair-elect; and Melissa Dennis, secretary/treasurer. Hilkert stated she would like to see more participation in 2010 within the group and discussed the national ACRL rules and regulations. She also announced that Juanita Flanders, district dean of Learning Resources at Hinds Community College would be retiring effective December 31, 2009.

School Libraries – Melissa Moak, co-chair (with Edith Leggins) reported that they would like more participation from school librarians at the MLA annual conference, but it is difficult for school librarians to get off work for more than one day. There were thirty-one requests for continuing education units (CEUs), most from school librarians. Moak expressed an interest in having more programs for school librarians on Thursday. It was stated that everyone needed to know that CEUs were available from other programs, not just school-related ones. She also proposed that MLA consider waiving registration fees for presenters. Branton suggested that she and Moak work on a letter to principals and school superintendents outlining the advocacy of school librarians and how MLA contributes. Moak reported that she is a member of a regional librarians' group, Mississippi Association of Library Teachers (MALT), which has been reporting good feedback.

Special Libraries – Tracy Seabold reported that she has been presenting workshops about Credo Reference, an online collection of over four hundred reference works. This is not an Internet source. She reported that the Special Libraries Section presentation at the MLA annual conference had lower attendance than in previous years. New section officers were announced: Cindy Yu, chair, and Joyce Shaw, vice chair. Seabold expressed a need to try to peak the interest of special groups.

Trustees – Harriet Kuykendall reported that the Trustees Section presentation at the MLA annual conference was given by

Randy Sherrod and was well-attended by eighteen trustees and directors. She has met with Barbara Price to set up state-wide workshops. She plans to use Jackson-Hinds Library System (JHLS) as a pilot program sometime after Christmas 2009. Kuykendall stated that she was currently taking an online trustee class.

Committee Reports

Fiscal Management – Jennifer Smith reported that the fiscal management committee had met and had worked on a tentative budget. The committee will meet before February 5, 2010, and have a recommendation at the next meeting.

Special Report

Sharman Smith, MLC executive director, reported that she intends to recommend to the MLC Board to give a \$20,000 grant to MLA for next year. MLC has reserved the entire rotunda floor (at State Capitol) on February 18, 2010, for Library Day. MLA will again sponsor Pie Day on March 11, 2010, passing out Mississippi products to the legislators. Smith stated that the governor's budget recommendation for MLC for 2011 calls for a \$3,000,000 cut. MLC is doing all it can to educate the state about libraries. MLC has to count on everyone's help with the legislature. She will meet with Jennifer Smith about the grant for next year. Sharman Smith would like to see MLA bring in a "name speaker" to get the blood pumping, to think differently. MLC/the grant's intent is to help attract higher caliber speakers.

New Business

A resolution on 2009 Reauthorization of the USA Patriot Act had previously been approved via e-mail on November 13, 2009. The resolution was presented to be officially ratified by the MLA Executive Board. Amanda Powers made the motion to ratify the resolution as presented and Ann Branton seconded the motion. Motion passed.

With no further announcements, Marsha Case made the motion to adjourn with Amanda Powers seconding. The meeting adjourned at 11:53 a.m.

Respectfully submitted,
Marsha Case, MLA Secretary

Minutes approved at the MLA board meeting February 5, 2010.

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December 11, 2009 • 11:55 a.m. Mississippi Library Commission Jackson, MS

President Ann Branton called the meeting to order at 11:55 a.m.

Marsha Case (past secretary) called the roll.

Executive Board members present:

President: Ann Branton
Vice President: Jennifer Smith
Immediate Past President: Jan Willis
Treasurer: Molly McManus
Secretary: Marsha Case (substituting)
Parliamentarian: Shirlene Stogner
Executive Secretary: Mary Julia Anderson

Others present:

Melissa Moak, School Libraries Section Chair
Harriet Kuykendall, Trustee Section Chair
Amanda Clay Powers, Past Treasurer

Approval of the Minutes

Minutes from the previous meeting were not available.

Vice President's Report

Jennifer Smith reported that she is beginning to work on plans for the 2010 annual conference in Vicksburg. Her working theme is "Outside the Lines – Mississippi Libraries Defining Ourselves." She plans to have conference committees in place by February 2010. It has been reported that Horizon Casino has been having difficulties and there is no other hotel close to the Convention Center. She will work with the Chamber of Commerce and Visitor's Center to get bids for hotels and/or buses. Her intent for the conference is to do something different – she'd like to meet Rita Mae Browne and the *Unshelved* comic people.

President's Report

Ann Branton stated that one of her focuses as president would be review and revision of the MLA Handbook. MLA has already found the ALA councilor, and possibly SELA councilor, terms of office to be out of compliance with these organizations. Kathy Wells will chair the Handbook Committee. Branton said that she would like to take road trips around the state to different library events and hopes that she will be invited to special library events. She wants to represent the library association and give it a familiar face. Branton also discussed placing a list of vendors who supported the MLA conference on the MLA Web site so that members would have easy access to vendors they may wish to do business with. Branton wants to promote school librarians and queried if writing to superintendents and principals would encourage greater school librarian participation in MLA and attendance to the annual conference. February 5, 2010, has been reserved for the next MLA executive board meeting and Branton asked committees to plan to meet on that day to begin the year's plans. It was announced that Susan Casagne is chairing the Legislative Committee and Carol Green the Nominating Committee. Alice Shands is chair of the Public Libraries Section.

There were no reports from the treasurer or immediate past president.

The next MLA Executive Board meeting is February 5, 2010, at 10:30 a.m. at the Mississippi Library Commission.

With no further announcements, Jennifer Smith made the motion to adjourn with Jan Willis seconding. The meeting adjourned at 12:11 p.m.

Respectfully submitted,
Marsha Case, MLA Secretary

Minutes approved at the MLA board meeting February 5, 2010. ■

MISSISSIPPI LIBRARY ASSOCIATION MEMBERSHIP FORM

Membership Year January-December 2010

New Membership Renewal

Name _____
Mailing address _____

City _____ State ____ Zip _____
Position _____
Library _____
Home Phone _____
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E-mail _____

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

Sign me up! I decline

A. MEMBERSHIP TYPES

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

\$0 to \$9,999	\$15 per year	\$ _____
\$10,000 to \$19,999	\$25 per year	\$ _____
\$20,000 to \$29,999	\$35 per year	\$ _____
\$30,000 to \$39,999	\$45 per year	\$ _____
\$40,000 to \$49,999	\$50 per year	\$ _____
\$50,000 to \$59,999	\$55 per year	\$ _____
\$60,000 or above	\$60 per year	\$ _____
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<i>Full or Part-time</i>	\$10 per year	\$ _____
Retired	\$15 per year	\$ _____
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Friend of Library	\$15 per year	\$ _____
Institutional Membership	\$45 per year	\$ _____
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A. MEMBERSHIP TYPES SUBTOTAL \$ _____



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B. SECTIONS

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BLACK CAUCUS	\$ _____
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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	\$ _____

D. SCHOLARSHIPS

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

GRAND MLA TOTAL

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

____ Check enclosed (Make payable to Mississippi Library Association and mail to MLA, P.O. Box 13687, Jackson MS 39236-3687). All dues include subscription to **Mississippi Libraries**.

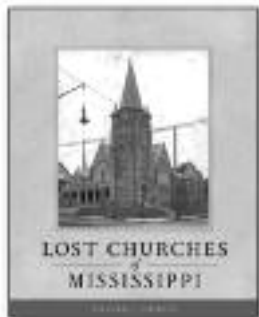
____ Please charge my MLA dues to my:
 VISA MasterCard

Account Number _____
Expiration Date _____
Signature _____

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

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

Must-Have Titles for Mississippi Libraries



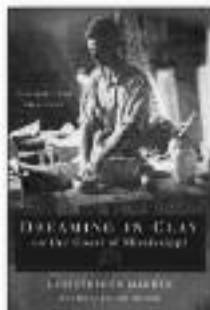
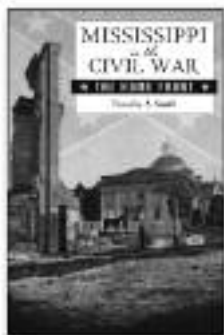
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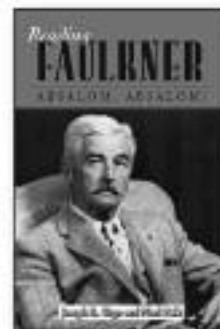


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