



# MISSISSIPPI LIBRARIES

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## Editorial Staff

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### MLA Reporter

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Circulation/Media Specialist  
University of Southern Mississippi Gulf Coast  
[Janessa.Ullendorf@usm.edu](mailto:Janessa.Ullendorf@usm.edu)

### Indexer

Kristin Rogers  
Electronic Resources & Discovery Librarian  
The University of Mississippi  
[kerogers@olemiss.edu](mailto:kerogers@olemiss.edu)

## Contents

President's Page.....	32
Information Literacy Instruction and Social Media.....	34
<i>Carrie P. Mastley</i>	
2020 Annual Conference Preview.....	47
SLIS Notes .....	54
<i>Teresa S. Welsh</i>	
News Briefs.....	55
People in the News .....	56
Book Reviews.....	57
<i>The Pawful Truth. A Cat is the Stacks Mystery</i>	
<i>Coming Out of the Magnolia Closet: Same-Sex Couples in Mississippi</i>	
<i>Hattiesburg: An American City in Black and White</i>	
<i>Between Remembrance and Repair: Commemorating Racial Violence in Philadelphia, Mississippi</i>	

On the cover: *Chi-Chi 2018* by Michelle Emanuel, University of Mississippi Libraries  
Using strips of wool cut to a quarter-inch wide, Michelle Emanuel began hooking *Chi-Chi 2018*, an oriental pattern designed by Jeanne Benjamin of New Earth Designs in Warren, MA, while taking a class from Benjamin at the Caraway Rug School in Sophia, NC, for a week in June 2017. When she finished it in September 2018, her cat Margot could not wait to sit on it.

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# President's Page

Hard to believe that it was only a year ago July that the Executive Board was touring the conference facility at the Westin in Jackson measuring spaces for registration tables, vendor booths and session rooms. Well, this year is certainly different! The Executive Board met this July for a second time in a virtual setting and could only use our imaginations to envision what our annual conference was going to look like this October. Though I think we will all miss the comradery and catching up with old friends at our typical conference, VP Mara Polk and her committee have a terrific virtual conference planned for us. After researching various platforms, they have chosen WHOVA software for hosting our virtual conference. WHOVA not only provides a platform for registering, scheduling and organizing participants and speakers (in PC and mobile formats), but offers an interactive virtual exhibitor hall with company profiles, videos, exhibitor coupons, online raffles, and passport/stamp gamification. We will use Zoom as the video platform for hosting our sessions. And since the virus has made us all Zoom gurus, switching to video presentations using Zoom should be a breeze! All sessions will be recorded, so if you miss a few, you can always catch up on them later. And the best part of all is, the registration fee for conference this year will be quite minimal - likely between \$15-25. So be sure to renew your membership and register early! Paula Bass has been busy sending all of us reminders to renew our membership. Total active membership is up



9% from this time last year to 381.

On the advocacy front, it has been an exceptionally busy time for MLA this year. The association spearheaded a number of legislative visits to the capitol and various letter writing campaigns to state and federal legislators. Though we saw few increases this year, things could have been a lot bleaker considering the budgetary consequences of COVID. Of the items advocated for, this is how we fared:

**Sought** - Level funding for the Mississippi Library Commission (MLC)

**Outcome** - 3 ½ % cut

**Sought** - Funding to maintain the LearningExpress Library

**Outcome** - No extra funding from the legislature, but the MLC is funding

**Sought** - \$1,350,000 for the MAGNOLIA databases

**Outcome** - Level funding at \$1,000,000. MS State University has been supplementing but needs our financial support

**Sought** - \$395,000 to MLC to restore loss of federal funds

**Outcome** - Not funded

**Sought** - A 10% increase (of \$330,000) in the Personnel Incentive Grant (which provides funds to ensure libraries can hire and retain qualified staff)

**Outcome** - Funding enough to maintain all positions from prior year

**Sought** - Reinstatement by MDE of standardized funding to ensure that every school library receives adequate and sustained funding

**Outcome** - No action at this time

**Sought** - Inclusion of libraries in the broadband provisions of the federal COVID-19 relief package

**Outcome** - No action at this time

As you see, much work still needs to be done. But I know it was because we were heard and seen that we did not fare worse. MLC and MLA want to thank all of the library employees and administrators who helped in efforts on these important issues.

Besides these visits and campaigns, the MLA Board made two statements on behalf of the association on Human Right issues which were widely distributed and printed by newspapers across the state.

The first, A Statement Condemning Racism & Brutality, was published by the board in response to the killing of a black man, George Floyd, by the police in Minneapolis. MLA's leadership felt strongly that our communities should know that our libraries are safe places for all people and that our libraries stand together against violence and hate in any form against people of color. Libraries are important role models in our communities and we should never shy away from taking a stance against racism, violence or injustice.

The second statement, issued June 23, 2020, was a Statement Concerning Removal of the State Flag. This statement issued on behalf of the association asked legislators to remove and replace the Mississippi state flag containing the confederate battle emblem with a flag that is more uniting and representative of all the citizens we serve. We encouraged our association members to contact their legislators and the governor to ask that the current state flag be removed and replaced. On June 29th, amid a storm of such requests from citizens and organizations across the state, the legislature passed a bill to remove the flag and established a commission to develop a new flag for citizens to vote on

this November. I thank the board and all library association members and library employees throughout the state who took a stand on these issues and made their voices heard.

As funding diminishes and becomes ever more unreliable, as COVID affects our communities in unanticipated ways, as education morphs into virtual worlds, and as jobs wax and wane - more than ever do we need people advocating for our libraries and the communities they serve. Our libraries - public, school, college and special - provide resources and tools our patrons need to succeed in school, in jobs, in business, in leisure and in life. Advocating, campaigning and promoting has been an important and effective role for MLA this year and one that libraries in our state should not take for granted. The association can't do it without your participation and support. We need more folks to be involved in our committees, sections and round tables, we need more of you to take leadership roles, and above all, we need all of your voices heard. So I'm asking you in this coming year to be more involved in MLA and its efforts. Take the time like our futures depend on it! Cause it just might.



**To join MLA, or to renew your membership:**

<http://mislib.org/membership>

**2020 MLA Executive Board Minutes:**

<http://mislib.org/page-1860567>

# Information Literacy Instruction and Social Media

## *A Survey of Mississippi Academic Librarian Attitudes*

Carrie P. Mastley

Assistant Professor/Manuscripts Librarian  
Mississippi State University Libraries

### ABSTRACT

This survey study explored Mississippi academic librarians' attitudes toward integrating social media into information literacy instruction and toward applying the *ACRL Framework for Information Literacy for Higher Education* to social media. Findings showed that most librarians believed teaching social media competencies and training students to be effective and ethical information handlers to be of importance. Findings indicated that librarians felt the *Framework* had applications to social media sites and that teaching these competencies in relation to social media would make students better information handlers. Even so, a very small percentage of librarians reported incorporating social media into their IL instruction. While results are not generalizable, this study gives some perspective on the extent social media are being incorporated into IL education and how well current IL models address these particular information environments.

### I. INTRODUCTION

Since Paul Zurkowski first introduced the concept of information literacy (IL) in 1974, much debate

has circulated regarding what IL should mean as well as what skills and competencies it should encompass. This debate stems largely from changes in the information environment, which is constantly in flux due to shifts in the ways in which information is created, managed, and used. In fact, according to Špiranec (2014), "[IL] is always a reflection of characteristics and features prevailing in the information environment within which IL is conceived, researched or put into action" (p. 56). One significant shift in the information environment occurred in 2004 with the introduction of Web 2.0, which ushered in social media sites that allowed for greater user interaction (Christensson, 2008). Overall, this collaborative information environment has significantly impacted how individuals interact with information. For instance, recent studies have shown that the American public relies heavily on social media as an information resource despite its unreliability; as of August 2017, 67 percent of all Americans, 78 percent of Americans ages 18-49, and 63 percent of Americans with some form of college education report that they retrieve news from social media despite the fact that these sites are seen as untrustworthy sources of information (Bialik & Matsa, 2017).

Given this new era in the information environment, several researchers have turned attention to how IL models and instruction could

address these collaborative resources; in fact, some recommend incorporating social media competencies into IL instruction in order to give individuals the necessary tools and skills to effectively consume, disseminate, and create information found on these sites (Godwin, 2007; Jones, 2007; Machin-Mastromatteo, 2014). In addition, the Association for College and Research Libraries (ACRL) has attempted to account for collaborative information environments in their *Framework for Information Literacy for Higher Education* (ACRL, 2016). Thus, over the past decade, a new subfield in IL research has emerged which discusses how Web 2.0 resources — including social media — fit into IL models and instruction.

However, while many of these studies question the nature of IL, investigate how users use social media, and offer ways to incorporate social media into IL instruction, very little research exists to measure librarian attitudes toward social media integration as well as their attitudes toward the applications of the *ACRL Framework for Information Literacy for Higher Education* to these resources. Without these studies, it is difficult to gauge to what extent social media is actually being integrated into real IL educational programming and it is harder still to understand how well current IL models can respond to user needs in the current information environment.

Therefore, a pilot study was undertaken to assess the attitudes of academic librarians in Mississippi. The results of this study may add to the collective understanding of the relationship between IL instruction and social media.

#### **PROBLEM STATEMENT**

The purpose of this pilot study was to explore Mississippi academic librarians' attitudes toward integrating social media into IL instruction and their attitudes toward applying the ACRL *Framework for Information Literacy for Higher Education* to social media sites. More specifically, the study looked at the percentage of respondents who feel social media competencies are integral to IL instruction; have incorporated social media into IL instruction; believe the ACRL *Framework for Information Literacy for Higher Education* has applications to social media sites; and think social media competencies make students better information consumers, disseminators, and creators.

#### **RESEARCH QUESTIONS**

The study addressed the following questions:

**R1.** Out of the respondent sample, what percentage of academic librarians feel that educating students about the handling of information in social media environments is a necessary component of IL instruction?

**R2.** What percentage of respondents have attempted or plan to incorporate social media education into their instruction?

**R3.** To what extent do academic librarians believe that specific concepts from the ACRL *Framework for Information Literacy for Higher Education* are applicable to social media

sites?

**R4.** What percentage of respondents believe that teaching social media competencies would improve students' ability to consume, disseminate, and create information?

#### **DEFINITIONS**

*Information environment:* “[I]nformation systems, codes, message networks, or media of communication ... that [give] specific direction to the kinds of ideas, social attitudes, definitions of knowledge, and intellectual capacities that will emerge” (Postman, 2013, p. 468).

*Information literacy:* “[T]he set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (ACRL, 2016, p. 3).

*Pilot study:* “Brief exploratory investigation to determine the feasibility and validity of procedures, measurement instruments, or methods of analysis that might be useful in a subsequent, more in-depth research study” (Leedy & Ormrod, 2016, p. 370).

*Social media:* “[A] group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content” (Kaplan & Haenlein, 2010, p. 61).

*Survey research:* “Descriptive quantitative study in which a large number of people are asked questions and their responses are tabulated in an effort to identify general patterns or trends in a certain population” (Leedy & Ormrod, 2016, p.

372).

*Web 2.0:* “Web 2.0 is [a] term that was introduced in 2004 and refers to the second generation of the World Wide Web.... Web 2.0 technologies provide a level of user interaction that was not available before. Websites have become much more dynamic and interconnected, producing ‘online communities’ and making it even easier to share information on the Web” (Christensson, 2008, para. 1-3).

#### **DELIMITATIONS OF STUDY**

To keep the current project feasible, and because it was designed as a pilot study, it explored the attitudes of academic librarians only within the state of Mississippi. This state was chosen due to its proximity to the researcher. Academic librarians seemed the ideal population since they have an established history with developing “learning outcomes, tools, and resources” for IL curricula (ACRL, 2016, p. 2). Furthermore, this study considered IL competencies only as they are defined by the ACRL *Framework for Information Literacy for Higher Education*, and it only explored how those IL concepts apply to social media information environments.

#### **ASSUMPTIONS**

It was assumed at the time of data collection that all participants would accurately and honestly identify themselves as practicing academic librarians in Mississippi and active contributors to some form of IL education at their respective colleges or universities. It was also assumed that all respondents would answer each question within the self-reported survey questionnaire honestly and accurately.

### SCHOLARLY SIGNIFICANCE

No comparable study could be located within the existing research literature. Thus, this study's findings may fill a gap regarding social media and information literacy. Academic librarians or individuals with ties to information literacy education or research may find results and recommendations garnered from the study of interest. These findings may aid individuals in evaluating their own attitudes toward social media and IL and may encourage researchers to launch subsequent studies on this topic.

## II. LITERATURE REVIEW

### OVERVIEW

Concern for social media's relationship with IL emerged in the early 2000s with the advent of Web 2.0. At this time, the ACRL *Information Literacy Competency Standards for Higher Learning* served as the authoritative model for IL instruction, but was often criticized for its emphasis on skills-based instruction and lack of "recognition of the role of community in shaping information and [IL]" (Foasberg, 2015, p. 703). Early researchers such as Godwin (2007) and Jones (2007) recognized the lack of emphasis placed on collaborative and community platforms (e.g., social media sites) in IL instruction and advocated for the inclusion of social technologies to show students how to analyze, assess, and create information within those contexts. Farkas (2011) stressed the importance of developing students' critical inquiry skills, especially in relation to collaborative Web environments. Furthermore, Mackey and Jacobson (2011) advocated for a metaliteracy framework,

which emphasized critical thinking skills and teaching students "to engage with multiple document types through various media formats in collaborative environments" (p. 70).

As a result of these discussions, the ACRL (2016) released its *Framework for Information Literacy for Higher Education* to account for the "often uncertain information ecosystem in which all [people] work and live" (p. 2). The ACRL drew heavily on several concepts and models, including the metaliteracy model, with an emphasis on consuming, disseminating, and creating information ethically in community environments (ACRL, 2016; Mackey & Jacobson, n.d.). As a result, a more flexible definition was born that understands IL as "a set of integrated abilities," which include the following concepts: Authority Is Constructed and Contextual; Information Creation as a Process; Information Has Value; Research as Inquiry; Scholarship as Conversation; and Searching as Strategic Exploration (ACRL, 2016, pp. 4-9). Overall, research indicates that this model has made strides to accommodate information found "in less formal spaces" (Foasberg, 2015, p. 713).

### KEY STUDIES

Within the last decade, research has illustrated the importance of integrating Web 2.0 technologies into IL instruction. For example, Kyung-Sum Kim has led numerous studies on student uses of social media. These studies show that different types of social media are used to fulfill different purposes, which include everyday-life information needs and academic information needs (Kim, Sin, & Tsai, 2014; Kim, Sin, & Yoo-Lee, 2014; Kim, Yoo-Lee,

& Sin, 2011). Overall, each study revealed that information evaluative strategies vary from one social media site to the next, and the researchers urged librarians to teach social media competencies to educate students to evaluate and use information effectively within collaborative information environments (Kim, Sin, & Tsai, 2014; Kim, Sin, & Yoo-Lee, 2014; Kim, Yoo-Lee, & Sin, 2011).

Other researchers have shown the positive learning outcomes of social media integration. For instance, Walton and Hepworth (2012) examined the differences between students engaged in traditional IL classroom instruction versus those who participated in social media learning (SML). Their results showed that SML participants were better equipped to evaluate information effectively, which may suggest that SML fosters critical thinking and IL skills (Walton & Hepworth, 2012). In addition, Magnuson (2013) studied the uses of Web 2.0 technologies within a graduate-level IL class. The researcher observed that Web 2.0 technologies improved student learning and enabled effective IL instruction, especially in terms of "information organization, retrieval, evaluation, and ethics" (pp. 246-250).

Another investigation includes Witek and Grettano's (2012; 2014) two-part study where the researchers created an IL model using social media to teach metaliteracy concepts. In part one, Witek and Grettano (2012) analyzed Facebook features alongside the ACRL *Information Literacy Competency Standards for Higher Learning* and several parallel characteristics were

found: feeds aligned with access and control; sharing aligned with evaluation and synthesis; and commenting aligned with collaboration and discourse. In part two, Witek and Grettano (2014) observed how social media affected students' information-seeking behavior. The study's data were read through the ACRL *Information Literacy Competency Standards for Higher Learning* and Mackey and Jacobson's (2011) metaliteracy framework. The researchers found that the current information environment has become "social and decentralized" and emphasized the importance of developing a metaliteracy to achieve the IL skills necessary for navigating social media environments (Witek & Grettano, 2014, p. 206).

Researchers have also questioned student motivations for sharing information on social media to formulate appropriate IL interventions. Chen, Sin, Theng, and Lee (2015) surveyed college students about their behaviors and motivations regarding misinformation sharing. The researchers found that most respondents shared misinformation, social motivations (e.g., gathering opinions and collaborative understanding) influenced sharing, and students of all educational levels shared misinformation (Chen et al., 2015). Thus, Chen et al. (2015) recommended that IL instruction draw on these motivations to teach students the consequences of sharing misinformation across social media. Furthermore, recent literature also seeks to understand students' perceptions of IL skills in social media environments. For example, Al-Aufi, Al-Azri, and Al-Hadi (2017) randomly surveyed 1,142

undergraduate students to measure these perceptions and found that there was a moderate awareness of concepts related to information evaluation, ethics, and privacy. Thus, Al-Aufi et al. (2017) stressed the importance of "developing contextual training programs" to reinforce IL in collaborative information environments (p. 163).

### **SIMILAR RESEARCH**

Though several studies illustrate the need for or outcomes of including social media in IL instruction, few studies show academic librarians' attitudes toward this relationship. Luo (2010) conducted research on academic librarians who have incorporated Web 2.0 tools into IL instruction; in this study, Luo (2010) utilized an online questionnaire as well as semi-structured phone interviews in order to collect data in relation to librarians' uses of and attitudes toward these technologies. In addition, Aharony and Bronstein (2014) also utilized an online questionnaire to investigate Israeli academic librarians' attitudes toward current IL concepts. Aharony and Bronstein (2014) collected both quantitative and qualitative data to measure whether or not respondents believed IL as a concept should be redefined and how Web 2.0 has influenced IL. Finally, Kim and Sin (2016) also used a Web-based questionnaire that collected responses from undergraduate students and academic librarians concerning how each population used and evaluated social media resources. The results reported from each population were then analyzed in order to compare actual student behavior to what librarians perceived to be appropriate uses of social media and effective

strategies for evaluating information found on these sites (Kim & Sin, 2016).

These previous studies have shown how academic librarians use social media to facilitate instruction or reinforce IL concepts, beliefs regarding how Web 2.0 has influenced IL instruction, and attitudes toward the uses of social media and student evaluative strategies. However, they have not assessed academic librarians' attitudes toward the inclusion of social media into IL instruction in relation to teaching students to be better information consumers, disseminators, and creators in these environments. Furthermore, these studies do not consider IL's applications to social media through the lens of the ACRL *Framework for Information Literacy for Higher Education*. While the current study used similar methods as these previous studies, it distinguishes itself in these two central ways in hopes of filling this gap in academic scholarship.

## **III. METHODOLOGY**

### **DATA COLLECTION**

The current study collected data by means of an online survey questionnaire, which was created and managed using the Qualtrics survey platform (see Appendix for survey). The questionnaire comprised ten items, and each item aligned with the study's research questions as follows: items 1-2 aligned with R1; item 3 aligned with R2; items 4-9 aligned with R3; and item 10 aligned with R4. Furthermore, these items were largely informed by the six IL concepts outlined in the ACRL *Framework for Information Literacy for Higher Education*. Responses were recorded using a Likert scale, where

respondents were asked to mark the extent to which they agreed or disagreed with given statements.

The target population for this questionnaire was academic librarians who work in college or university libraries across the state of Mississippi. Within the state, there are approximately 32 college and university campuses from which participants were drawn (NCES, n.d.). In short, the study relied on non-probability, convenience sampling to collect data. Thus, the results garnered are not a representative sample of all academic librarians, but instead act as a pilot study that may lead to larger, more generalizable research in the future.

To distribute the online questionnaire to this population, an invitation was sent via email across the Mississippi Library Association's (MLA) listserv, which is the primary communication channel of this organization (MLA, n.d.). Other listservs included the American Library Association's ACRL Framework for Information Literacy for Higher Learning Education and the Information Literacy Discussion List (K-20). Data collection took place over the course of three months, December 2017-February 2018. Within this timeframe, 154 academic librarians completed or partially completed the questionnaire.

#### **DATA ANALYSIS**

Data collected from this questionnaire were recorded and analyzed using the built-in descriptive statistical analysis tools available from Qualtrics to promote accuracy. Qualtrics automatically calculates responses and provides a data summary, which includes a count of total participants and response

counts and percentages for each item's answer selections. After data collection ended, these numbers were assessed to identify patterns in relation to the proposed research questions. Finally, all data were downloaded and stored in a password-protected computer.

#### **PRIVACY AND ETHICS**

Though this study used data collected from human subjects, there were no known risks to participants. Even so, several precautions were taken to conduct research ethically and protect respondents' privacy. This project was submitted to the University of Southern Mississippi's Institutional Review Board for approval and was approved in December 2017 (protocol number 17111605). By completing the questionnaire, respondents agreed to the following terms: they read the statement providing information regarding informed consent and questionnaire procedures; they voluntarily agreed to participate; and they were at least 18 years of age.

#### **LIMITATIONS**

Given that this pilot study was conducted using a convenience sampling method, the participant sample is not representative of all librarians. The study does not provide findings in relation to college or university libraries outside of Mississippi, public libraries, school libraries, or special libraries. Therefore, the results of this research are not generalizable to librarians outside of Mississippi or academic librarianship. Finally, the study relied solely on self-reported data from human subjects. As a result, these findings may have been swayed by the participants' understanding of the

questions, subjectivity, or personal biases. For example, respondents may have over- or underreported the degree to which they agreed or disagreed with certain statements to deliver what they perceived to be more socially acceptable responses. Even so, these results may have the potential to shed light on attitudes of Mississippi academic librarians that may prompt others in the field to reflect on their own attitudes. Furthermore, these results may serve as a catalyst for open discussion regarding this topic as well as a springboard for further scholarly inquiry.

## **IV. RESULTS**

### **R1. Out of the respondent sample, what percentage of academic librarians feel that educating students about the handling of information in social media environments is a necessary component of IL instruction?**

The first objective of this study was to determine what percentage of academic librarians find social media information handling to be an important component of IL instruction. Among the 130 respondents of this question, 90 (69.23%) agreed that it was a necessary component, while 31 respondents (23.85%) somewhat agreed and 9 (6.92%) neither agreed nor disagreed. No respondents disagreed or somewhat disagreed with the statement. Respondents were also asked to what extent they believed in the importance of teaching students to consume, disseminate, and create information on social media effectively and ethically. As noted in Figure 1, from 120 respondents, 104 (86.67%) agreed, 14 (11.67%)

Figure 1. Importance of Teaching Students to Consume, Disseminate, & Create Information Effectively & Ethically in Social Media

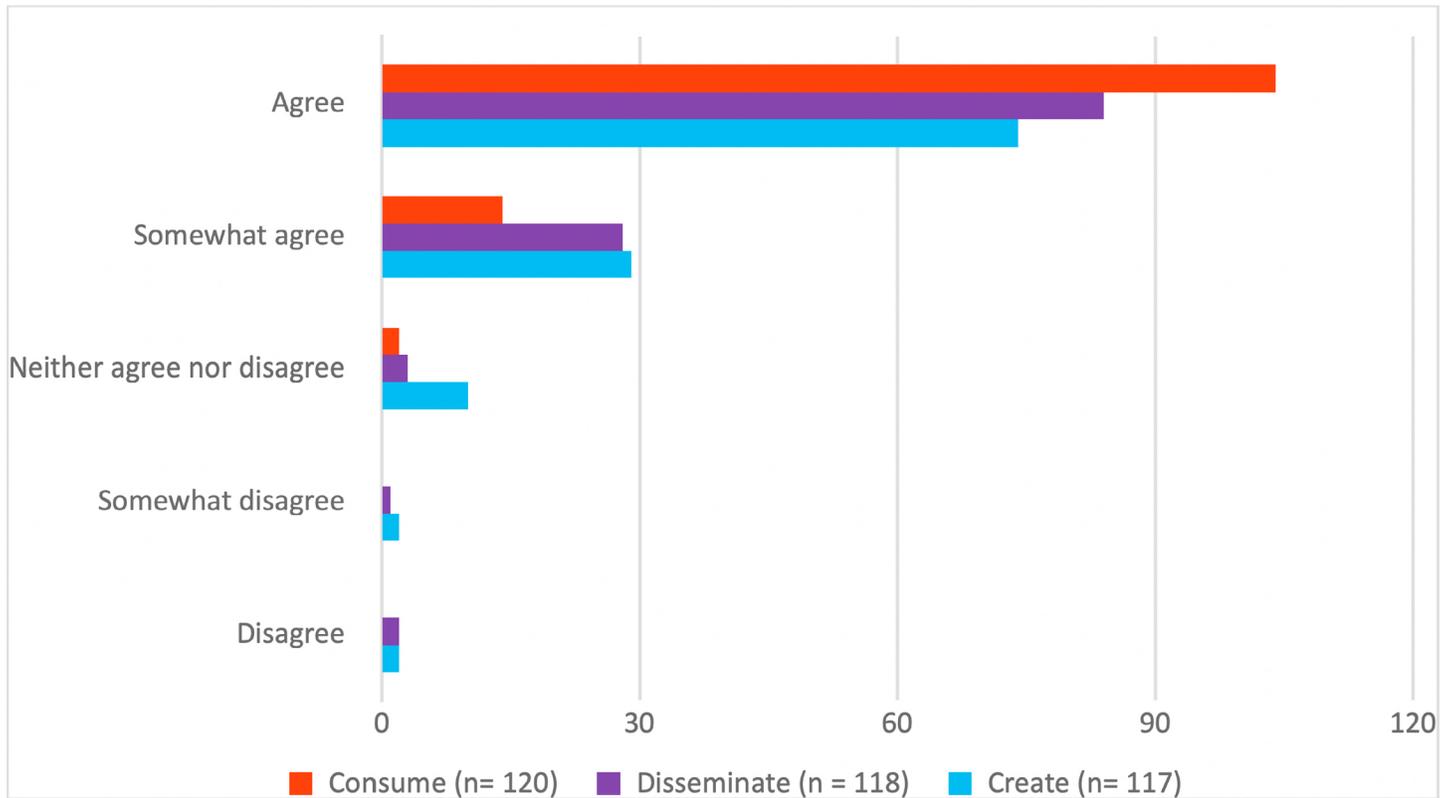
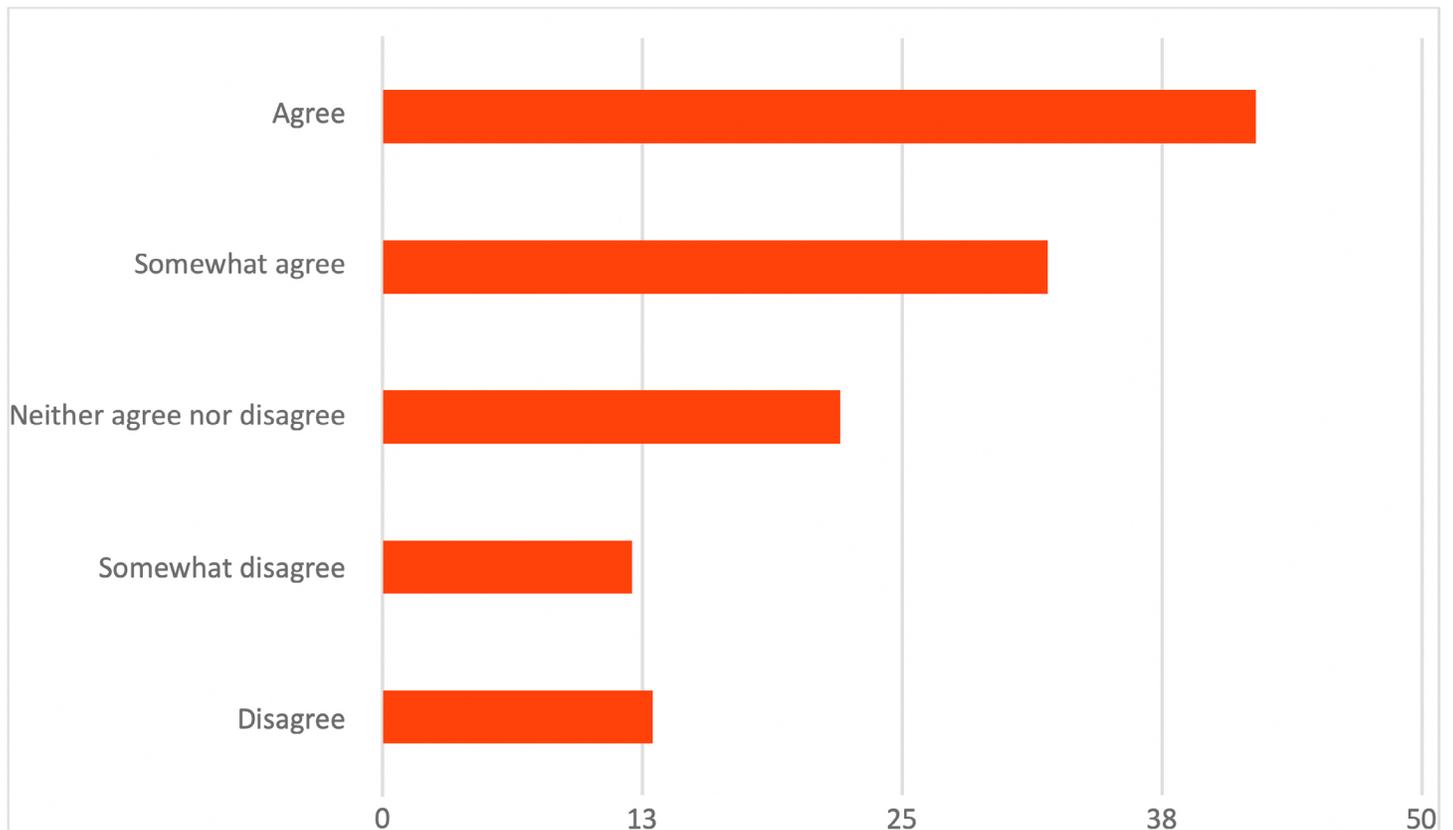


Figure 2. Incorporation of Social Media Education into IL Instruction (n= 121)



somewhat agreed, and 2 (1.67%) neither agreed nor disagreed that teaching students to be effective and ethical information consumers to be of importance. From the 118 respondents reporting on disseminating information, 84 (71.19%) agreed, 28 (23.73%) somewhat agreed, 3 (2.54%) neither agreed or disagreed, 1 (.85%) somewhat disagreed, and 2 (1.69%) disagreed that information dissemination was an important skill to teach. Finally, when asked about the importance of teaching students to be effective and ethical information creators, 117 respondents reported the following: 74 (63.25%) agreed, 29 (24.79%) somewhat agreed, 10 (8.55%) neither agreed nor disagreed, 2 (1.71%) somewhat disagreed, and 2 (1.71%) disagreed.

### **R2. What percentage of respondents have attempted or plan to incorporate social media education into their instruction?**

The study's second objective sought to gauge the percentage of respondents who have incorporated or plan to incorporate social media education into their IL instruction. Figure 2 shows that among the 121 respondents who completed this question, 42 (34.71%) agreed and 32 (26.45%) somewhat agreed that they have included or plan to include this component. However, 22 (18.18%) neither agreed nor disagreed, while 12 (9.92%) somewhat disagreed and 13 (10.74%) disagreed that they have implemented or plan to implement social media competencies.

### **R3. To what extent do academic librarians believe that specific concepts from the ACRL Framework**

#### **for Information Literacy for Higher Education are applicable to social media sites?**

The third objective of the study focused on measuring academic librarians' attitudes toward applying the ACRL *Framework for Information Literacy for Higher Education* to social media information environments. Figure 3 illustrates the varying degrees respondents agreed or disagreed with the ACRL's six IL concepts. The first concept that respondents were asked to consider includes Authority Is Constructed and Contextual (ACRL, 2016, p. 4). A majority of respondents — 66 (56.9%) — indicated that they agreed that this concept had applications to social media environments, while 27 (23.28%) somewhat agreed, 20 (17.24%) neither agreed nor disagreed, 2 somewhat disagreed (1.72%), and 1 (.86%) disagreed. When asked about IL concept two, Information Creation as a Process, 79 (69.3%) and 29 (25.44%) respondents agreed or somewhat agreed that it had applications to social media sites (ACRL, 2016, p. 5). The remaining respondents indicated neither agreeing nor disagreeing (4 or 3.51%) or somewhat disagreeing (2 or 1.75%).

The third IL concept is Information Has Value (ACRL, 2016, p. 6). A majority of respondents also indicated that they believed this concept was applicable to social media sites. For instance, 87 (76.99%) respondents agreed, while 19 (16.81%) somewhat agreed. Other respondents indicated neither agreeing nor disagreeing (4 or 3.54%) or somewhat disagreeing (3 or 2.65%). Likewise, most respondents also reported agreeing that IL

concept four, Research as Inquiry, was applicable (ACRL, 2016, p. 7). Eighty-five (75.22%) respondents agreed, 14 (12.39%) somewhat agreed, 5 (4.42%) neither agreed nor disagreed, 7 (6.19%) somewhat disagreed, and 2 (1.77%) disagreed with the given statement. In addition, Scholarship as Conversation was mostly seen as an appropriate IL concept (ACRL, 2016, p. 8). Eighty-three (74.77%) respondents agreed and 17 (15.32%) respondents somewhat agreed that this concept applied to social media environments. Conversely, 3 (2.7%) respondents neither agreed nor disagreed, 5 (4.5%) somewhat disagreed, and 3 (2.7%) disagreed with its appropriateness. Finally, a bulk of respondents reported their agreement with the relevance of IL concept six, Searching as Strategic Exploration (ACRL, 2016, p. 9). Eighty-six (77.48%) respondents reported agreeing with the statement, while 18 (16.22%) somewhat agreed. The remaining 8 respondents reported neither agreeing nor disagreeing, somewhat disagreeing, or disagreeing — 2 (1.8%), 3 (2.7%), and 2 (1.8%) respectively.

### **R4. What percentage of respondents believe that teaching social media competencies would improve students' ability to consume, disseminate, and create information?**

The final aim of this study included determining the percentage of academic librarians who believe teaching social media competencies would improve students' ability to consume, disseminate, and create information. Data included in Figure 4 indicate that most respondents

Figure 3. ACRL Framework for Information Literacy for Higher Education has Applications to Social Media Environments

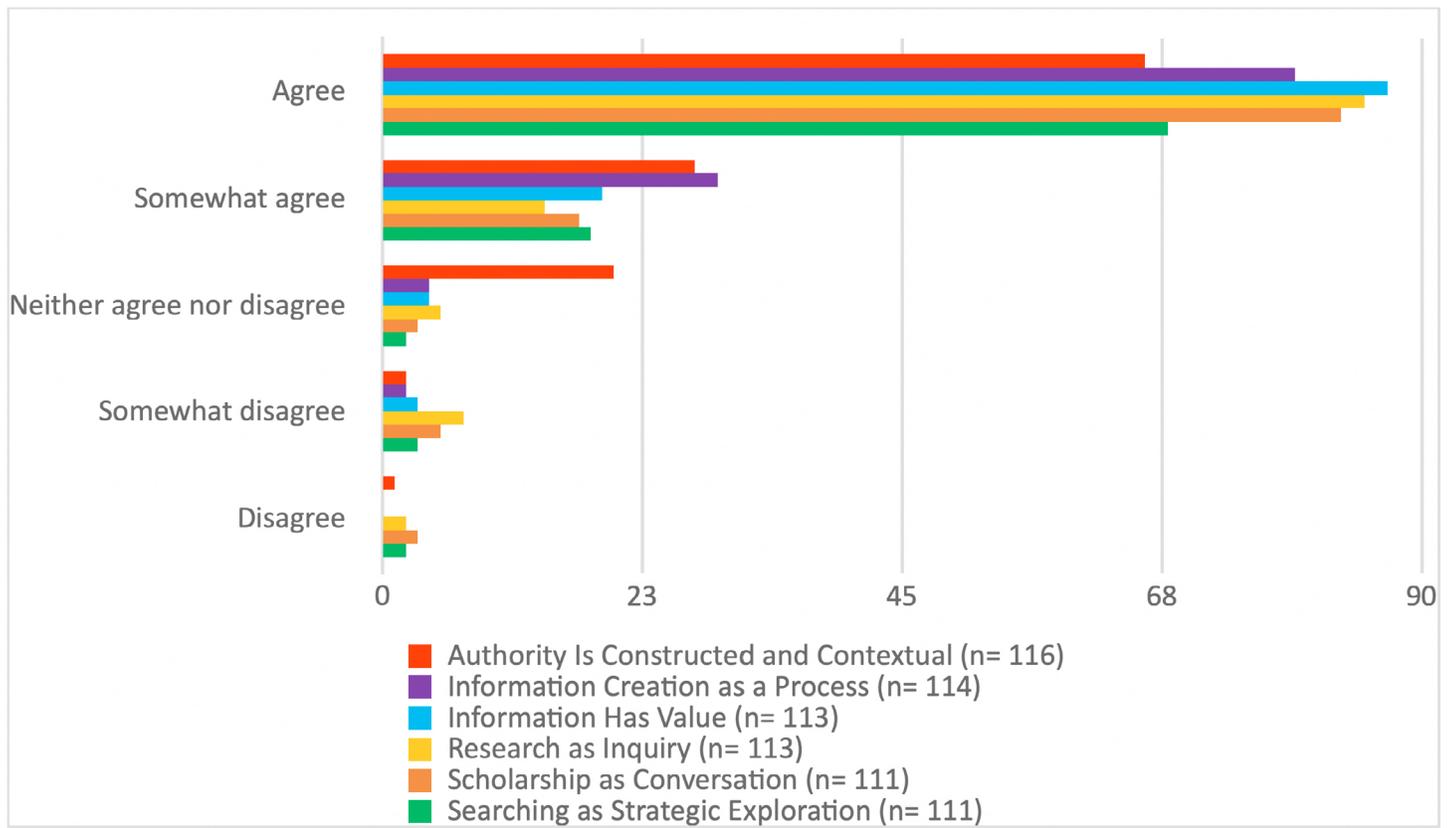
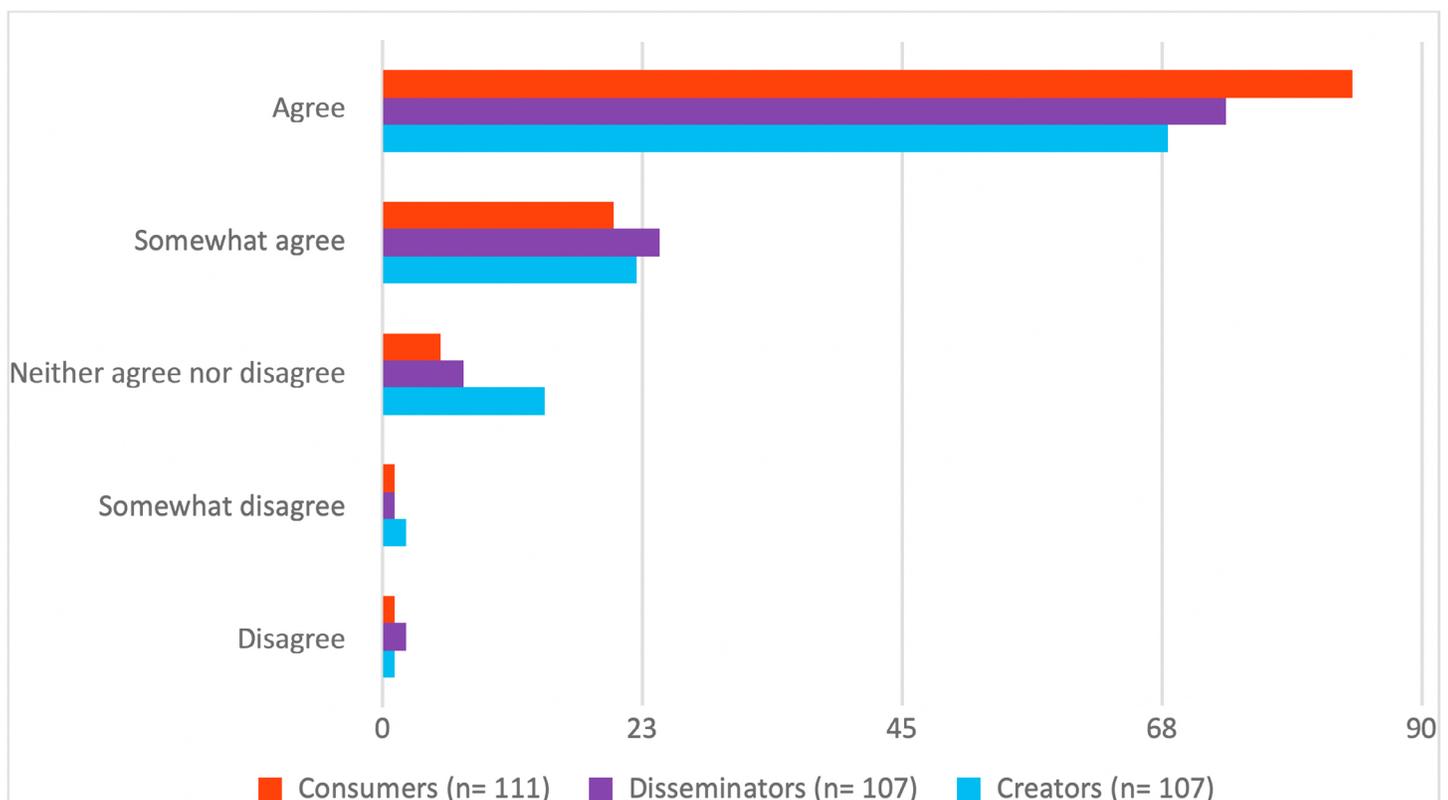


Figure 4. Teaching Social Media Competencies Improve Students' Ability to Consume, Disseminate, and Create Information



agreed that these competencies would make students better information consumers (84 responses, 75.68%), disseminators (73 responses, 86.2%), and creators (68 responses, 63.55%). Some respondents also reported somewhat agreeing that these concepts would improve information consumption (20 responses, 18.02%), dissemination (24 responses, 22.43%), and creation (22 responses, 20.56%). Respondents who neither agreed nor disagreed submitted 5 (4.5%) responses for information consumption, 7 (6.54%) responses for information dissemination, and 14 (13.08%) responses for information creation. A smaller portion of respondents indicated somewhat disagreeing or disagreeing with each given statement. Few respondents reported somewhat disagreeing that teaching social media competencies would make students better information consumers (1 response, .9%), disseminators (1 response, .9%), and creators (2 responses, 1.87%). Similarly, few respondents disagreed that teaching these competencies would make students better information consumers (1 response, .9%), disseminators (2 responses, 1.87%), and creators (1 response, .9%).

## V. DISCUSSION AND CONCLUSION

### DISCUSSION

The results of the current study point to several implications. The first research question focused on understanding academic librarians' attitudes toward implementing social media instruction into IL education since previous literature has stressed the importance

of teaching social media-based IL skills (Goodwin, 2007; Jones, 2007). On the whole, most respondents (69.23%) agreed that social media was a necessary component. A majority of respondents also agreed on the importance of teaching students to consume (86.67%), disseminate (71.19%), and create (63.25%) information effectively and ethically across social media sites. These findings echo what has been reported elsewhere in the literature. For instance, the results of Aharony and Bronstein's (2014) survey study indicate academic librarians view Web 2.0 integration into IL instruction as positive. Likewise, it seems the majority of the current study's respondents agree that the incorporation of social media competencies should be a critical component in IL instruction.

When asked if they have included or plan to include social media into IL instruction, some respondents, but not a majority (34.71%), agreed that they have or would. This finding is similar to Luo's (2010) findings in regard to academic librarians' uses of Web 2.0 technologies in IL courses, which found that around 38 percent of respondents actively used Web 2.0 technologies to illustrate IL concepts. It seems that, even though social media usage has increased almost 20 percent since 2011, academic librarians are still exhibiting low interest in actually implementing social media competencies in IL instruction (PRC, 2018). Thus, while a large majority of librarians agree that social media competencies are important, many (65.29%) could not definitively indicate that they had included or would include these competencies in their

instruction.

The literature regarding the ACRL *Framework for Information Literacy for Higher Education* suggest the framework may better address the complex issues social media sites present in relation to IL than its precursor, the Information Literacy Competency Standards for Higher Education (Foasberg, 2015; Mackey & Jacobson, 2011). The current study explored academic librarians' attitudes toward the new IL framework's social media applications. For each of the framework's six IL competencies, most respondents indicated agreement that each competency had relevant applications. These results imply that current academic librarians agree with researchers such as Foasberg (2015) and Mackey and Jacobson (2011) in that the new framework offers a means to address less formal information environments. In other words, respondents overall indicated their belief in the ability of the ACRL *Framework for Information Literacy for Higher Education* to account for social media-based information.

Posed as a follow-up question, the last research question focused on understanding the degree to which librarians agreed teaching social media competencies would make students better information consumers, disseminators, and creators. Again, a majority of respondents indicated their agreement with each attribute: consumers, 75.68 percent; disseminators, 86.2 percent; and creators, 63.55 percent. The findings support the findings of previous studies. For instance, Walton and Hepworth (2012) found that students who participated in

social media learning became better information evaluators and critical thinkers. Further, Magnuson (2013) noted improvement in students' "information organization, retrieval, evaluation, and ethics" when Web 2.0 tools were integrated into IL instruction (p. 250). The current study's findings suggest that a majority of academic librarians agree and feel including social media in IL instruction may make students better information handlers in terms of consumption, dissemination, and creation.

### CONCLUSION

Scholarly literature exploring academic librarians' attitudes toward the inclusion of social media competencies in IL instruction is scarce, so it is difficult to pinpoint whether or not social media are being incorporated into IL education and how well IL models address these particular information environments. The current project sought to fill this knowledge void by exploring Mississippi academic librarian attitudes toward social media as well as the ACRL *Framework for Information Literacy for Higher Education*. Findings showed that most librarians believed in the importance of teaching social media competencies as well as the importance of teaching students to be effective and ethical information consumers, disseminators, and creators. The findings also indicated that librarians felt the ACRL *Framework for Information Literacy for Higher Education* has applications to social media sites and that teaching these competencies in relation to social media would make students better information consumers, disseminators, and creators. These findings support other results noted

in the literature (Magnuson, 2013; Walton & Hepworth, 2012). Even so, results showed that a very small percentage of librarians were actually incorporating or planning to incorporate social media into their IL instruction, a finding also reported in current literature.

Though the current study's findings have offered a better understanding of academic librarians' attitudes toward this topic, they are not generalizable to the greater LIS community. Thus, more research would provide better context to these findings. Studies that implement similar methodology as the current study but use a larger, more geographically diverse respondent sample could be undertaken to offer more complete results. Further, other studies could address other types of librarianship (e.g., school, public, special, etc.) to formulate a better understanding of how the greater LIS community feels toward social media integration. While the current study does not offer a broad view in relation to this subject, it may offer other researchers an effective means by which to conduct more exhaustive quantitative survey studies. In addition, the current project's results may prompt librarians to reflect on their own attitudes as well as their professional practice. One hopes that this study will encourage open discussion within the LIS field as well as inspire subsequent studies to improve the field's combined understanding of IL issues and to develop educational programming that promotes IL across both formal (e.g., library databases) and informal (e.g., social media) information platforms that pervade today's complex information environment.

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## APPENDIX. Questionnaire Tool

**1. Please mark to what extent you agree or disagree with the following statement:**

Educating students about the handling of information in social media environments is a necessary component of information literacy instruction.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**2. Please mark to what extent you agree or disagree that each term completes the following statement:**

It is important to teach students how to \_\_\_\_\_ information on social media effectively and ethically.

	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree
Consume					
Disseminate					
Create					

**3. Please mark to what extent you agree or disagree with the following statement:**

I have included or plan to include social media into my information literacy instruction.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**4. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

The authority of information creators is constructed (i.e., different communities may acknowledge different authorities) and contextual (i.e., information needs may determine what level of authority is required).

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

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**5. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

The ways in which information is researched, created, revised, and disseminated affect the end product and the value of information in different contexts (e.g., academic, professional, personal, etc.).

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**6. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

Information has layers of value and may be used as a commodity as well as to educate, to influence, and to understand and negotiate the world.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**7. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

Research inquiry is a repetitive, collaborative process that requires the asking of new questions whose answers may result in debate, discussion, and/or new questions, which further develops understanding in any given field.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**8. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

Scholarship/research is an ongoing conversation that is made up of diverse insights and discoveries and requires familiarity with evidence from diverse perspectives and the realization that any given question may have more than one answer.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

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**9. Please mark to what extent you agree or disagree that the following information literacy concept is applicable to social media sites:**

Information searching is a nonlinear, repetitive process. It requires evaluating diverse information sources and the ability to adapt to new understandings and search challenges.

Agree    Somewhat agree    Neither agree or disagree    Somewhat disagree    Disagree

**10. Please mark to what extent you agree or disagree that each term completes the following statement:**

Overall, including social media into information literacy instruction will make students better information \_\_\_\_\_.

	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree
Consumers					
Disseminators					
Creators					

Your response has been recorded. Thank you for your time spent completing this questionnaire.

**Note:** Information literacy concepts found in questions 4-9 were adapted from the Association of College and Research Libraries *Framework for Information Literacy for Higher Learning* (ACRL, 2016, pp. 4-9).

**Reference**

Association of College and Research Libraries (ACRL). (2016). *Framework for information literacy for higher education* [PDF document]. Retrieved from [http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/infolit/Framework_ILHE.pdf)

# IMPROVE INNOVATE IMPACT



**VIRTUAL  
CONFERENCE**  
October 13-16, 2020

**mla**

# Keynote Speaker

Sharman Bridges Smith retired in 2013 after thirteen years as the Executive Director of the Mississippi Library Commission. Previously, she served as the State Librarian of Iowa for nine years. She was also the Assistant Director for Library Services at the Library Commission; Director of Lincoln Lawrence Franklin Regional Library in Brookhaven; and Manager of the Clinton [MS] Public Library. Smith currently serves as Chair of the Mississippi Humanities Council and a member of the MS Book Festival Board.



# Session Speakers

## ACRL

Speakers Elizabeth M. Downey, Blair Booker - **Composition and collaboration amid COVID.**

The Research Services Department at Mississippi State University Libraries offers a robust library instruction program to support all its users. The Freshman English Composition Program is the most frequent user of these services, averaging 72 individual “one-shot” face-to-face sessions per year. The 2020 COVID-19 Pandemic and the subsequent move to an all online format in the Summer Term turned this program upside down. To continue library instruction and research support, the instructional unit and the composition program worked quickly to find collaborative solutions for both an asynchronous learning environment and an uncertain Fall. Canvas and Springshare provided tools to create video tutorials, course guides, and virtual consultations in support of students’ research projects. These resources are easily shared with instructors in other disciplines.

**Blair Booker** joined the

Mississippi State University Libraries October 1, 2019, as the Distance Education & Instruction Librarian. She previously worked in the Mississippi community college system where she held various positions for 10 years. Aside from community college libraries, she has previous reference experience working for the Mississippi Library Commission.

She is a past treasurer of the Mississippi Library Association and is a graduate of the Mississippi Library Leadership Institute. She received her MLIS from the University of Alabama.

**Elizabeth M. Downey** is an Associate Professor, Instruction Librarian, and Communication Subject Specialist at Mississippi State University Libraries. She has previously published in *Reference and User Services Quarterly*, *The New Review of Children’s Literature and Librarianship*, *The Journal of Popular Film and Television*, and *Transformative Works and Cultures*, and serves on the board of the Popular Culture Association. Her research covers the intersections of



information literacy, popular culture, and social media.

## BETA PHI MU

Speaker Nicole Lawrence - **Do we really need public access and ownership: rethinking cultural heritage partnerships at the Digital Library of Georgia.**

The Digital Library of Georgia (DLG) has three requirements for partnering with cultural heritage institutions: be an organization, have public access, and own the collections. Do these requirements fit the scope of contemporary memory institutions or are they a disservice to community organizations and other entities that preserve history? This talk will focus on how the DLG is rethinking not just how we partner with organizations but who we partner with.

**Nicole Lawrence** is the Assistant Director for the Digital Library of Georgia.



## GAMING AND GRAPHIC NOVEL ROUNDTABLE

Speaker A David Lewis Ph.D.

Assistant Professor of Healthcare Business, MHS Program Coordinator, School of Healthcare Business, Massachusetts College of Pharmacy and Health Sciences - **Kismet & me: a comic book scholar rescues a golden age superhero.**

“Can you resurrect a forgotten superhero, even the first Muslim one, from the public domain for 21st century adventures and publication? That is what A. David Lewis, PhD asked himself in 2012 when he learned of “Kismet, Man of Fate” from the 1940s Bomber Comics. Now, after the successful publication of its first volume in 2018, Lewis discusses how he plans to stage a second volume, where his academic background aligns with the business of comics, and what the greater value of these time-lost characters may be.”

**David Lewis** is the Eisner Award-nominated author of *American Comics, Religion, and Literary Theory: The Superhero Afterlife* as well as co-editor of both *Graven Images: Religion in Comic Books and Graphic Novels* and *Muslim Superheroes: Comics, Islam, and Representation*. Featured on numerous podcast and television programs, Dr. Lewis is currently program coordinator for the MHS degree at the MCPHS University School of Healthcare Business where his teaching and research focus on Graphic Medicine, specifically the depiction of cancer in comic books and graphic novels. Finally, he is the acclaimed author of such comics as *The Lone and Level Sands* or the current *Kismet, Man of Fate*, telling the modern-day adventures of the WWII Muslim



superhero.

Speaker Author Paige Braddock - **Puppy problems!**

Getting a new puppy was inspiration for the series *Peanut, Butter and Crackers*, a graphic novel series for young readers. Paige will discuss the process for bringing an idea to life and creating characters based on actual dogs and a very plump cat. She also shares tips for writing and drawing graphic novels.

**Paige Braddock** is an Eisner-nominated artist and writer and the Chief Creative Officer at Charles M. Schulz Creative Associates. She has illustrated several *Peanuts* children's books; a new series for kids titled *Peanut, Butter and Crackers* (Penguin) will be in bookstores September 2020. Her other graphic novels for children include the *Stinky Cecil* series. She lives with her wife Evelyn and their two dogs and a cat in Sebastopol, California.



## FRIENDS OF MISSISSIPPI LIBRARIES

Speakers Krista Estes - **The Mississippi Hub Network and Friends of the Library.**

Learn how the Mississippi Hub Network at Volunteer Mississippi can help Libraries and Friends of the Library with volunteer outreach and training assistance. The Hub Network consists of regional, one-stop resource shops where volunteers can get involved in their communities and where nonprofits can find the resources they need. Regional Hubs help nonprofits recruit valuable volunteers and rally the community around important volunteer

initiatives. They offer training and technical assistance support to help make nonprofits, boards of directors, and volunteer programs stronger. Discover how the Mississippi Hub Network at Volunteer Mississippi can help build sustainability in your community organizations, like Friends of the Library.

**Krista Estes**, Volunteer Network Officer, Volunteer Mississippi, has more than 35 years' experience in nonprofit and volunteer administration, including 16 years as the Chief Operating Officer of Hands On Jacksonville, one of the nation's largest volunteer centers with an annual budget in excess of \$1 million. She has presented local, regional, and national workshops on volunteer programming, nonprofit management, and board leadership.



She joined Volunteer Mississippi in April 2010 to resource and develop community volunteer centers throughout the state. In 2018 this initiative expanded to become the Mississippi Hub Network. The network's 8 regional volunteer and nonprofit hubs engage citizens in meaningful volunteer work, help build capacity in nonprofit organizations, and help build disaster-resilient communities.

In addition, Krista produces the annual Governor's Initiative for Volunteer Excellence (GIVE) Awards, which honors some of the state's most outstanding volunteers. This awards program is produced through Volunteer Mississippi, in partnership with the Governor's office. Each year, the Governor and First Lady join Volunteer Mississippi in honoring award recipients

during a special luncheon celebration held in April to coincide with National Volunteer Week.

Krista and her husband, Michael, made Mississippi their home in 2009. Together, they have 4 sons and 2 grandchildren.

Volunteer Mississippi's mission is to engage and support Mississippians of all ages and backgrounds in service to their communities. Established in 1994 as the Mississippi Commission for Volunteer Service (MCVS), Volunteer Mississippi has worked to encourage a culture of citizenship, service, and responsibility. We foster community engagement and build volunteer capacity through AmeriCorps programming, volunteer and nonprofit hubs, and volunteer disaster response efforts.

### MASL (MISSISSIPPI ASSOCIATION OF SCHOOL LIBRARIANS) SECTION

Speaker Angela Mullins - **Digital school libraries: not as difficult as you think**

School librarians have been asked to create digital libraries. This is a daunting task with very little direction. This program will give school librarians the information and resources they need to begin their digital journey.

**Angela Mullins** is Library Media Specialist for the Simpson County School District.

### PUBLIC LIBRARY SECTION

Speakers Sitaniel Wimbley, Deloris McGee and Jenny Drake - **Presentation and discussion regarding how to identify behaviors of people who live with mental illness as well as self care tips for**

**well-being.**

Founded in 1989, NAMI (National Alliance on Mental Illness) Mississippi (NAMI MS) is a nonprofit grassroots advocacy organization dedicated to improving the lives of persons with serious mental illness and their families. In the presentation NAMI Family & Friends, you will learn more about mental health regarding family and you.

The seminar is led by trained people with lived experience of supporting a family member with a mental health condition. They will walk you through the following topics.

- Understanding diagnoses, treatment, and recovery
- Effective communication strategies
- The importance of self-care
- Crisis preparation strategies
- NAMI and community resources

**Jenny Vernita Wilson Drake** was educated in the Vicksburg Public School System and is



a graduate of Rosa A. Temple High School Class of 1970. She holds an undergraduate degree in English and a master's degree in Education from Mississippi College. Mrs. Drake retired from the Vicksburg Warren School District in 2016 with 37 years of employment as an English teacher. She is a past recipient of the 2000-2001 Vicksburg High School Teacher of the Year award, the National Negro Business and Professional Women's 2013 Educator's Award, and the Mountain of Faith Ministries "Women Empowering Communities" 2014 award for educators.

Currently Mrs. Drake is a member of NAMI serving as Vice- President

of the NAMI Vicksburg Affiliate, and she is a State Trainer for NAMI Family-To-Family and Family and Friends.

Mrs. Drake's philosophy is centered in the phrase "Let the work I've done speak for me." She believes that all who come under her instruction deserve the best she as an educator has to offer because teaching touches a life forever.

**Deloris Gaines McGee** is a community activist and advocate for health services in Vicksburg



Mississippi. In retirement she developed the South City Breast Cancer Support and Community Health Group with an emphasis on the complete body being healthy. She is a trained in many Volunteer positions in NAMI as a Facilitator, a Family to Family Education Teacher, a Family and Friend presenter and a Trained NAMI State Trainer. She is an active member of AARP

Deloris retired after 8 years serving as a Community Connector for Community Living Campaign in San Francisco, Ca where she developed many programs which are in existence today. She also worked for more than thirty years in Data Processing and Information Services.

Deloris graduated from Notre Dame de Namura University in Belmont, California with a degree in Human Service Administration. She served on many boards in San Francisco to make the community a better place to live. She received many awards for her community service.

**Sitaniel J. Wimbley** is the Executive Director for NAMI Mississippi. There



she coordinates events and support groups for people living with a mental illness as well as the families of individuals living with a mental illness. Over the last four years Mrs. Wimbley has gained extensive knowledge of NAMI and the Mississippi mental health system. In her learning journey she has also networked and promoted NAMI Mississippi in many professional meetings to gain valuable allies along the way.

Prior to NAMI Mississippi, Mrs. Wimbley spent years in the banking industry, but she knew that was not her intended calling. Today she helps to promote mental wellness all over the state of Mississippi. Mrs. Wimbley specializes in helping individuals living with a mental illness to overcome the stigma associated with mental illness. She is no stranger to mental illness and the stigma surrounding it as she was born to a mother who lives with bipolar schizophrenia. She considers herself a proud symbol of her mother's determination to overcome the stigma. In her free time Mrs. Wimbley enjoys helping her daughters in various extra circular activities. She is also actively learning to practice self-care.

## SOCIAL JUSTICE ROUNDTABLE

Speakers Mac Buntin, Meredith Wickham, and Dawn Zimmerer - **Equity begins with us: EDI strategies for public libraries**

Mississippi Librarians share practical steps, pitfalls, and learning experiences that have been part of their public library's journey to improve equity, diversity, and inclusion. Begins with a panel discussion

and will conclude with an engaging time of sharing and learning from and with the participants.

**Meredith Wickham** is the Director for First Regional Library System.



**Mac Buntin** is a Senior Library Consultant for the Mississippi Library Commission.

**Dawn Zimmerer** has an undergraduate degree with a double major in Theatre and Religion from Converse College in SC and an MLS from Southern Connecticut State University. She is the Youth Services Director for the Madison County Library System. Before moving to Mississippi in 2018 she was a Senior Librarian at The New York Public Library serving a large, diverse community in the Bronx. Her main gaming loves are D&D and Animal Crossing.



## SOCIETY OF MISSISSIPPI ARCHIVISTS

Speakers Jennifer Brannock, Greg Johnson, Victoria Jones, and Jessica Perkins-Smith - **Why the heck do y'all have that?!: unusual items in archives and the stories behind them**

With COVID-19 upon us, we are spending a lot of time planning for working with patrons, cleaning facilities, and trying our best not to get the virus. Living during this serious time, we often forget to think about the things that we love about our jobs and collections.

All libraries have the unusual books, letters, and other stuff that we just do not know what to do with, so we keep it. This lighthearted talk

will celebrate those bizarre things. Four librarians and archivists will showcase the things in their collections that make them scratch their heads. Rancid wine? Abraham Lincoln decoupage? Creepy talking dolls from the 1920s? You may remember a similar talk at MLA 2016, but fear not, this presentation will include new items. Believe us...there are plenty to go around!

**Jennifer Brannock** is Professor and Curator of Rare Books and Mississippiana at the University of Southern Mississippi. She has a BA in Art History and a MSLS from the University of Kentucky. In Special Collections at Southern Miss, she coordinates bibliographic instruction, supervises general reference activities, coordinates outreach efforts, curates exhibit, and conducts collection development and management activities for Mississippiana, Rare Books, and Genealogy. Her research interests include special collections outreach, reference service, and popular culture. She is currently working on a book proposal about Mississippi author Con Sellers, the lowbrow publishing industry, and midcentury ideas of gender and sexuality.



**Greg Johnson** is Blues Curator and Professor for the University of Mississippi.

**Victoria Jones** is Archives and Special Collections Librarian and Assistant Professor at the Mississippi University for Women.

**Jessica Perkins-Smith** is the University Archivist and Assistant Professor at Mississippi State University.

## SPECIAL LIBRARIES

Speaker Michael Angelo Caruso - **The secrets of proactive communication**

The secret to a smooth day is understanding others. The best to understand people is be more pro-active when communicating with them. Being a pro-active communicator not only helps you understand what someone is thinking, but also helps you anticipate behavior. It all starts with a positive attitude and refined interpersonal communication skills. Michael's Secrets of Pro-Active Communication is a fun program to help your team members sharpen their speaking and listening skills. <https://www.michaelangelocaruso.com/secrets-of-proactive-communication>

**Michael Angelo Caruso** teaches

leaders and salespeople how to be better presenters. He is a valued communication consultant to companies and organizations all over the world.

Michael has delivered over 2,000 presentations and keynote speeches on five continents and in 49 of the 50 states.

He is an internationally recognized expert about leadership, selling and improved customer service.

## TECHNICAL SERVICES ROUND TABLE

Speaker Joy DuBose, Assistant Professor, Mississippi State University; et al - **Tips and tricks for technical services**

The session will consist of several



presenters sharing ideas and tips that have been helpful to them in their technical services career, as well as the annual business meeting of the Technical Services Round Table, chaired by current Chair **Joy DuBose**.

## YOUTH SERVICES ROUND TABLE

Speaker Carrie-Ann Pierson - **Programming in Isolation**

Discussion of youth and family programming ideas for autumn and winter during and shortly after the pandemic/isolation. This will be programs for small groups, outdoor, virtual, hybrid, etc.

**Carrie-Ann Pierson** is the Teen & Adult services librarian at the Harrison County Public Library System/Orange Grove Public Library.

# Mississippi Author Awards

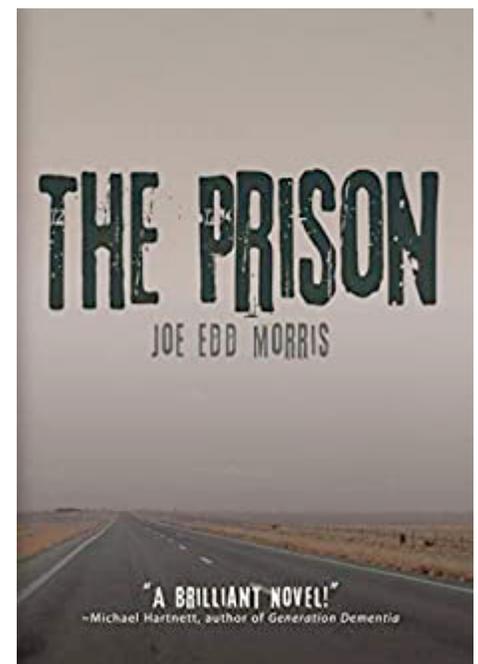
**Fiction - *The Prison* by Joe Edd Morris**

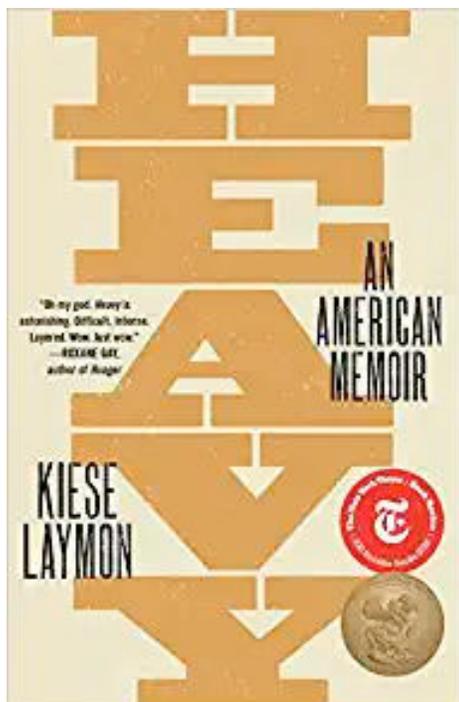
Joe Edd Morris was born in New Albany, Mississippi (birthplace of William Faulkner). His education includes degrees in philosophy (B.A. Millsaps College), theology (M. Div., Candler School of Theology, Emory University), and psychology (Ph.D., University of Mississippi) plus doctoral work in theology at Emory University.

In addition to his writing career, Joe Edd Morris is a licensed psychologist and jury consultant. He has maintained a private practice for the past thirty years, taught at

several universities and community colleges, served as a consultant to major corporations, and enjoyed the lecture/workshop circuit around the U.S. Prior to these opportunities he was a United Methodist minister serving churches in Mississippi, Georgia, Scotland, Colorado, and Washington, D.C. plus one year above the Arctic Circle as a chaplain on the DEWline.

He and his wife Sandi currently divide their time between homes in Tupelo, Mississippi, and Lake Junaluska, North Carolina. They have three grown children: Meredith, Anna Katherine, and Jason.





### Nonfiction - *Heavy: An American Memoir* by Kiese Laymon

Kiese Laymon is a Black southern writer from Jackson, Mississippi. Laymon's bestselling memoir, *Heavy: An American Memoir*, won the 2019 Andrew Carnegie Medal in Excellence in Nonfiction, the 2018 Christopher Isherwood Prize for Autobiographical Prose, the Austen Riggs Erikson Prize for Excellence in Mental Health Media, and was named one of the 50 Best Memoirs of the Past 50 Years by the *New York Times*. The audiobook, read by the author, was named the Audible 2018 Audiobook of the Year. *Heavy* was a finalist for the Hurston/Wright Legacy Award in Nonfiction and the Kirkus Prize in Nonfiction. It was named a best book of 2018 by the *New York Times*, *Publishers Weekly*, *NPR*, *Broadly*, *Buzzfeed*, *The Washington Post*, and *Entertainment Weekly*.

Three essays from Laymon's newly reissued book of essays, *How*

*to Slowly Kill Yourself and Others in America* were selected for inclusion in the Best American series and *The Atlantic's* best essays. Laymon's debut novel, *Long Division*, which will be reissued in 2021, was honored with the William Saroyan International Prize for Writing, and was shortlisted for a number of other awards, including *The Believer* Book Award and the Ernest J. Gaines Fiction Award.

Laymon is a Contributing Editor at *Vanity Fair* and *Oxford American*. He has written for *New York Times*, *Esquire*, *VSB*, *ESPN The Magazine*, *Paris Review*, *NPR*, *Colorlines*, *The Los Angeles Times*, *The Guardian*, *Ebony*, *Guernica*, *Fader*, *Travel & Leisure*, *Lit Hub*, and many others. A graduate of Oberlin College, he holds an MFA in creative writing from Indiana University. He is the Hubert H. McAlexander Chair of English at the University of Mississippi, and recipient of 2020-2021 Radcliffe Fellowship at Harvard. Laymon is at work on several new projects, including the long poem, *Good God*, the horror novel, *And So On*, the children's book, *City Summer*, *Country Summer*, and the film *Heavy: An American Memoir*. He is the founder of "The Catherine Coleman Literary Arts and Justice Initiative," a program aimed at getting Mississippi kids and their parents, more comfortable reading, writing, revising, and sharing.

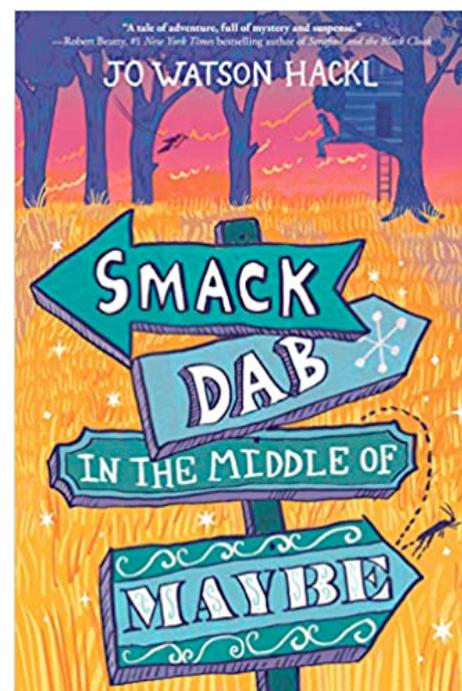
### Special (children's) - *Smack Dab in the Middle of Maybe* by Jo Watson Hackl

Jo Watson Hackl grew up just outside a ghost town in rural Mississippi where storytelling is a favorite form of entertainment. She spent

her childhood exploring the piney woods, inventing characters, and creating tiny worlds out of acorns, rocks, sticks and moss.

Now, she lives with her husband, children, and Pupper, who just happens to closely resemble the character of Percy in the book, in Greenville, South Carolina, where she writes next to a window overlooking the woods. She is also a lawyer with Wyche, PA., whose lawyers have worked to preserve over 100,000 acres of land for future generations. She graduated from Millsaps College and Yale Law School, and also founded [outdoorosity.org](http://outdoorosity.org), a resource celebrating the treasures and curiosities of nature with stories, know-how and inspiration to get readers outside. To build her skills in wilderness self-reliance, she studied with the generous and knowledgeable Alex Garcia of Earthskills, LLC.

Her debut novel *Smack Dab in the Middle of Maybe* is published by Random House Children's Books.



# SLIS Notes

**Teresa S. Welsh**

*Professor and Director*

*School of Library and Information Science  
The University of Southern Mississippi*

Greetings, dear scholars. The COVID-19 pandemic has focused on the need for healthcare at a distance such as tele-healthcare. Telemedicine, the use of two-way telecommunications technology, multimedia, and computer networks to deliver or enhance healthcare, can trace its beginnings to 1960s Space Age technology that was developed to monitor the health of astronauts.

In 1999, while a doctoral student at the University of Tennessee, I worked as a graduate assistant on two different telemedicine grant projects at the University of Tennessee Medical Center in Knoxville, one a study of telemedicine rural home healthcare and another on trauma telemedicine that linked ambulances and rural emergency departments with a Level I trauma center. A report on the projects, "Telecommunications and Medicine: The Development of Telemedicine in Improving Access to Health Care in Rural Areas of East Tennessee," is archived at <https://web.archive.org/web/20191229152559/http://ocean.otr.usm.edu/~w146169/telemed.htm>.

What we found in patient and provider surveys and interviews was that patients in rural or isolated areas had the greatest level of satisfaction with tele-healthcare but doctors and other health providers had the least. There was some reluctance to provide telehealth services at that time as it was a patient-centered,

rather than the traditional provider-centered approach (Dimmick et al., 2000; Welsh, 2002). The COVID-19 pandemic has changed the landscape since then, perhaps permanently, as telemedicine and telehealth become have become more widely adopted as a means of helping to "flatten the curve" or ease the strain of the pandemic on healthcare facilities.

## TELEMEDICINE AND TELEHEALTH

The U.S. Department of Health and Human Services defines telehealth as "the use of electronic information and telecommunications technologies to support and promote long-distance clinical health care, patient and professional health-related education, public health and health administration. Technologies include videoconferencing, the Internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications" (health.gov, 2020).

While some use the terms interchangeably, the DHHS definition of "telehealth" is broader, covering both clinical and non-clinical remote healthcare services; "telemedicine," on the other hand, is used to refer more specifically to remote clinical services. Their website, Telemedicine and Telehealth is located at <https://www.health-it.gov/topic/health-it-initiatives/telemedicine-and-telehealth>.

## TELEHEALTH AND TELEMEDICINE RESOURCES

Telehealth - <https://www.hrsa.gov/library/telehealth>

<https://www.hrsa.gov/library/telehealth-resource-centers>

Telehealth Resource Centers - <https://www.hrsa.gov/library/telehealth-resource-centers>

Telehealth PT Treatment Methods Library - <https://www.telehealthpt.com/telehealth-library>

## GENERAL HEALTH-RELATED INFORMATION SOURCES

Mississippi State Department of Health - <https://www.msdh.ms.gov>

Center for Disease Control COVID-19 info - <https://www.coronavirus.gov>

NIH Health Information (information by topic, health videos) - <https://www.nih.gov/health-information>

WebMD (search by symptom, health condition, medication) - <https://www.webmd.com>

Mayo Clinic (link to First Aid Guide, Symptom Checker) - <https://www.mayoclinic.org>

Physician's Desk Reference (search by drug name, health condition or disease) - <http://www.pdr.net>

## INFORMATION FOR SPECIFIC ILLNESSES OR DISEASES

### CANCER

American Cancer Society - <https://www.cancer.org>

National Cancer Institute - <https://www.cancer.gov>

### DIABETES

American Diabetes Association -  
<https://diabetes.org>

National Institute of Diabetes,  
Digestive, & Kidney Diseases  
- [http://www.niddk.nih.gov/  
health-information/diabetes](http://www.niddk.nih.gov/health-information/diabetes)

### HEART DISEASE

National Heart Association -  
<https://www.heart.org>

National Heart, Lung, & Blood  
Institute - [https://www.nhlbi.  
nih.gov](https://www.nhlbi.nih.gov)

### MEDICAL DATABASES

MAGNOLIA Consumer Health  
Complete database – available  
at Mississippi public libraries,  
public school libraries, public  
college and university libraries -  
<https://magnolia.msstate.edu>  
Full-text content covering all  
areas of health and wellness.  
Topics include aging, cancer,  
diabetes, drugs and alcohol,  
fitness, and more.

MedlinePlus - [https://medline-  
plus.gov](https://medline-plus.gov)

A service of the National Li-  
brary of Medicine, which offers

information on health condi-  
tions, medical tests, medica-  
tions, dietary supplements, and  
healthy recipes.

PubMed.gov - [https://pubmed.  
ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov)

More than 30 million citations  
from MEDLINE, life science  
journals, and online books.  
Citations may include links to  
full-text content from PubMed  
Central and publisher websites.

### MEDICAL LIBRARY PROFES- SIONAL ORGANIZATIONS

Medical Library Association -  
<https://www.mlanet.org>

Southern Chapter of the Medical  
Library Association - [https://  
southernchaptermla.wildapri-  
cot.org/](https://southernchaptermla.wildapricot.org/)

American Medical Informatics  
Association - [https://www.amia.  
org](https://www.amia.org)

International Medical Informatics  
Association - [https://imia-med-  
info.org](https://imia-med-info.org)

American Health Information

Management Association -  
<https://www.ahima.org>

Feedback and suggestions are  
welcome – send to [slis@usm.edu](mailto:slis@usm.edu) or  
[teresa.welsh@usm.edu](mailto:teresa.welsh@usm.edu) or call 601-  
266-4228. Visit [http://www.usm.  
edu/slis](http://www.usm.edu/slis) for additional information  
about the MLIS degree, Graduate  
Certificate in Archives and Special  
Collections, Graduate Certificate  
in Youth Services and Literature,  
Bachelor of Science degree in LIS, or  
minor in LIS. All classes are online  
and meet once each week during  
evening hours. Since the GRE test-  
ing centers are closed, applicants for  
the MLIS degree program may re-  
quest a GRE waiver for spring, sum-  
mer, or fall 2021.

### References

- Dimmick, S.L., Mustaleski, C., Burgiss, S.G., & Welsh, T.S. (2000). A case study of benefits and potential savings in rural home telemedicine. *Home Healthcare Nurse* 18(2), 125-135.
- Welsh, T. S. (2003). Organizational structure of telehealth care: An examination of four types of telemedicine systems (doctoral dissertation). The University of Tennessee, Knoxville. [https://www.  
academia.edu/956141/Organizational\\_Structure  
of\\_Telehealth\\_Care\\_An\\_Examination\\_of\\_Four  
Types\\_of\\_Telemedicine\\_Systems](https://www.academia.edu/956141/Organizational_Structure_of_Telehealth_Care_An_Examination_of_Four_Types_of_Telemedicine_Systems)

## News Briefs

### Hali Black

*First Year Experience Librarian  
University of Southern Mississippi*

### 24TH ATMOSPHERIC SCIENCE LIBRARIANS INTERNATIONAL (ASLI) CONFERENCE – CALL FOR PRESENTATIONS, PANELS, AND POSTERS

The 24th Atmospheric Science  
Librarians International (ASLI)  
Conference will be held 15-16 Jan-  
uary, 2021, in conjunction with the

American Meteorological Soci-  
ety's (AMS) Annual Meeting. For  
this year's conference, sessions will  
be virtual. The theme for the 101st  
AMS Annual Meeting is "Strengthen-  
ing engagement with communi-  
ties through our science and ser-  
vice." With this theme, the AMS has  
four goals: improve actions/decis-  
ions with respect to our environ-  
ment and keeping people safe; help  
us shape our science to be actionable

and improve our services; improve  
understanding of the value of our  
science and build support for fund-  
ing; and help us improve our re-  
search focus and its applicability to  
societal needs. As librarians and in-  
formation professionals, the mem-  
bers of the Atmospheric Science  
Librarians International engage  
with and serve scientists, students,  
governmental agencies and NGOs,  
by providing quality resources for

research and learning. We support our communities of users as they create and disseminate knowledge that is the foundation for actions and decisions. This knowledge is used by individuals and organizations to steward our world's human/environmental interface and enable everyone's security in the face of natural disasters. We are an important component in the access to quality information in all formats.

This year we will again include the popular session, "Technology Tools and Tips." These short talks are opportunities to describe any tool or innovation members have found useful. Talks on technology failures

and lessons learned are especially welcome, as are proposals from students using innovative strategies around information.

We welcomed papers on any aspect of these topics or any other topics that would be of interest to atmospheric science librarianship. The deadline for submissions was August 24, 2020.

ASLI will again co-sponsor a Joint Session with the AMS Board (EIPT) on Data Stewardship. Papers that describe innovative technological advances, curation and preservation of data, and solutions that help us understand and serve data needs in the field are most welcome.

Please contact the ASLI program chairpersons, Joyce Shaw ([joyce.shaw@usm.edu](mailto:joyce.shaw@usm.edu)), Elizabeth Fish ([efish@miami.edu](mailto:efish@miami.edu)), or Chris Sherratt ([gcsberra@mit.edu](mailto:gcsberra@mit.edu)) if you would like to propose a session topic, panel, or poster for this conference. Please submit presentation proposal abstracts to the ASLI program chair. In most cases, presentations are 10 minutes with 5 minutes for questions. Longer presentation will be considered, as well.

*Submitted by*

*Joyce M. Shaw, MA, MLIS*

*Head Librarian & Professor*

*Gunter Library/University Libraries*

*Gulf Coast Research Laboratory*

*The University of Southern Mississippi*

## People in the News

### Hali Black

*First Year Experience Librarian  
University of Southern Mississippi*

**Jeff Hirschy** joins the School of Library and Information Science faculty at The University of Southern Mississippi this fall as an Assistant Professor. Dr. Hirschy graduated from Huntington University with a BA in History in 2010, a MA in History from the University of Alabama at Birmingham in 2013, a MLIS from the University of Alabama in 2016, and a Ph.D. in Communications and Information Science from the University of Alabama in August 2020. His dissertation is titled *Civil Rights Collecting Institutions and the Facilitation of Community Engagement in the American South*. He has strong research interests in the history of the American South, archives, community archives,



social justice, public memory, public history, and community interaction with memory institutions.

Dr. Hirschy is active in community memory programs and community archives in Birmingham, Alabama and Tuscaloosa, Alabama, the Society of American Archivists, the National Council on Public History, and The Association for Library and Information Science Education (ALISE).



**Ashley Marshal** joins the School of Library and Information Science faculty at The University of Southern Mississippi as an Instructor this fall after having served as the Adjunct Librarian for a year at Delgado Community College in New Orleans, Louisiana. She received her Master of Library



and Information Studies degree this summer, and prior to that she received a MFCS in 2017 and a dual Bachelor's in Communications and English in 2015, all three from the University of Tennessee at Martin.

Ashley Marshall started as a Graduate Assistant for the Paul Meek Library at the University of Tennessee at Martin and recently served as a Graduate Teaching Assistant for the Southern Miss School of Library and Information Science, where she taught face-to-face and online courses. She also conducted a study that focused on *Funding for the Underrepresented*.

Ashley Marshall is planning to earn her Ph.D. in Information Science and is thrilled to be joining the School of Library and Information Science faculty at The University of Southern Mississippi!

## Book Reviews

**Michele Frasier-Robinson**

*Education and Human Sciences Librarian  
University of Southern Mississippi*

**James, Miranda**

*The Pawful Truth. A Cat is the Stacks  
Mystery*

New York: Berkley Prime Crime,  
2019. 289 pp. \$26 (hardcover)

It is undeniable that many (most?) people are curious about other people and their lives as evidenced by the plethora of reality television programs and entertainment magazines. Indeed, many of us are so curious, we are downright nosy. Perhaps that explains the appeal of cozy mysteries like Miranda James' eleventh book in the Cat in the Stacks Mystery series, *The Pawful Truth*. Cozies allow us to express our own curiosity as the fictional amateur sleuth inquisitively digs into the personal lives of their suspects to solve the crime – without the excessive violence, profanity, or sexual situations usually found in other mystery sub-genres. In the case of *The Pawful Truth*, mystery readers will enjoy this installment in James' series as the inquisitive academic librarian, Charlie Harris, accompanied by his Maine Coon cat Diesel, searches for clues to find a murderer among his college's faculty.

When he returns to school to audit a class, Charlie finds his early medieval history professor, Carey Warriner, to be a knowledgeable and effective instructor. But following a heated exchange he overhears between Warriner and a student named Dixie, Charlie soon learns that his professor, as well as

the professor's wife, have some very complicated relationships. After Dixie is killed, Charlie feels a responsibility to investigate. With the help of his secretary Melba, his girlfriend Helen Louise, and his housekeeper Azalea, Charlie delves into the case while trying to avoid stepping on the toes of Detective Kaneisha Berry.

The format is familiar and the cast of recurring characters are like old friends for anyone who has read the previous books in the series, yet the plot remains fresh with Charlie's foray into academia as a non-traditional student, the addition of new characters, and the acknowledged parallels between Shakespeare's *Othello* and the romantic entanglements of the suspects. By sprinkling in mentions of the characters and themes of the play, the author keeps readers guessing as to whether they are clues, red herrings, or foreshadowing of things to come.

With the preponderance of young, unmarried, often madcap, heroines as protagonists in modern cozies, James' choice of an older man with grandchildren allows the author to diverge to a more sedate atmosphere without losing any of the plot twists or humor. This delightful book is recommended for all audiences, especially those who love cozy mysteries.

*Tamara D. Blackwell  
Reference Services Librarian  
Bolivar County Library System*



**Marszalek, John F, III**

*Coming Out of the Magnolia Closet:  
Same-Sex Couples in Mississippi*

Jackson, MS: University Press of Mississippi, 2020. 256 pp. \$25 (hardcover)

In his first published book, *Coming Out of the Magnolia Closet: Same-Sex Couples in Mississippi*, John F. Marszalek III shares the details of his interviews with same-sex couples and their experiences living in Mississippi. The book offers these shared conversations of couples telling stories of their experiences, some heart-warming, others heart-breaking. The stories include couples sharing how they met their significant others and found love, their choices regarding whether or not to marry, and their personal experiences as sexual minorities in the Deep South. Marszalek describes his experience with "what began as interviews with a few couples led to interviews with couples across Mississippi and over several years." The narratives collected reveal an intricate relationship and complicated history between LGBTQIA+ couples living in the South and both the local and broader communities to which they belong. Among these rich, personal stories, Marszalek skillfully reveals his own narrative of meeting his future husband, finding love, and living as a gay man in Mississippi.

Marszalek explains that his idea for the book actually began as a "short-term research project," but he soon realized that "the stories contained in the hours and hours of transcripts were too rich to be contained in a journal article" which "led to a desire to tell the stories of real people whose strength in the

face of resistance, passion to make a better place for themselves and future same-sex couples, and love for each other.” In addition to personal narratives, Marszalek also considers scholarly literature related to this topic, including articles on queer studies, sociology, psychology, and history most of which are focused on the LGBTQIA+ experience in southern and rural areas.

*Coming Out of the Magnolia Closet* is situated for all readers to be inspired by the personal stories of both heartbreak and triumph, while the title also serves as an essential text for the scholarly community as well. This title is highly recommended for academic, public, and personal libraries for those seeking an uplifting and inspiring, yet honest glimpse into the lives of sexual minorities of Mississippi or anyone interested in learning about the experiences of same-sex couples living in the Deep South.

Hali Black  
First Year Experience Librarian  
University of Southern Mississippi



### Sturkey, William

*Hattiesburg: An American City in Black and White*

Cambridge, MA: Harvard University Press, 2019. 456 pp. \$29.95 (hardcover)

The city of Hattiesburg and its history from the Jim Crow era into the civil rights years is thoroughly dissected by Sturkey, a historian with a specialty in the history of race in the American South. Opening with the Historic Mobile Street Renaissance Festival, this study sets out to present the history of the city while

framing it from the points of view of the black community and the white community. Eight decades are covered in this powerful deep dive into the city’s history. The founder of Hattiesburg, Captain William Harris Hardy’s background and ultimate establishment of Hattiesburg (1882), is explored in depth. Hardy’s second wife, Hattie, would become the town’s namesake. According to the *New Orleans Daily Picayune*, “Of all the little towns and villages between Meridian and Lake Pontchartrain, Hattiesburg has advantages inferior to none.” The railroad and lumber industry would put Hattiesburg on the map.

Between tales of the origin and culminating prosperity of Hattiesburg are personal stories of individuals that came to settle in the area in the early years. This personal touch creates a book that is captivating with historical facts and endearing with personal narratives. One of those narratives include the story of Turner and Mamie Smith. The Smiths arrived in Hattiesburg in the spring of 1900. Both were teachers and instilled the value of education into all their children. There are many stories like the Smith’s that are retold in detail. Most of the settlers in Hattiesburg came from Mississippi, but many others came from Tennessee, Alabama, and Louisiana. Sturkey also incorporates many historical photographs from the McCain Library and Archives at the University of Southern Mississippi.

At the heart of this historical perspective is the focus on the Mobile Street neighborhood. This community became one of Mississippi’s most famous areas for black entrepreneurship and prosperity.

Business in this area escalated in the early 1920s at a time when the neighborhood experienced vast development. Sturkey does not shy away from the plight of the black community and the racist attacks inflicted upon them. He states that “Although certainly the most extreme, lynching was just one of the many common acts of racial violence that tainted black life in the Jim Crow South.” The Ku Klux Klan in the area are said to have been heavily influenced by the silent film, *Birth of a Nation* (1915) that depicts the establishment of the Klan. In the 1920s, “The Hattiesburg Klan published editorials and advertisements in the *Hattiesburg American* and held public invitation ceremonies at downtown parks.” At one point, the sheriff of Forrest County even deputized some local Klan members so they could investigate bootlegging in the Mobile Street neighborhood.

Sturkey has written a well-researched history of Hattiesburg. It is quite an undertaking to tackle the days of its origin to the end of the Jim Crow Era in the 1960s. The book also includes a thorough index that will come in handy for those researching specific people and time periods. This work is an essential addition to any library, be it academic or public.

Shellie Zeigler  
Library Consultant  
Mississippi Library Commission



### Whitlinger, Claire

*Between Remembrance and Repair: Commemorating Racial Violence in Philadelphia, Mississippi*

Chapel Hill, NC: The University of Northern Carolina Press, 2020. 304

pp, \$29.95 (hardcover)

In the book's introduction, the author, Claire Whitlinger provides a brief background of the 1989 and 2004 commemoration services held to honor James Chaney, Andrew Goodman, and Michael Schwerner. These civil rights workers were murdered near Philadelphia (Neshoba County) on June 21, 1964, while driving in Ku Klux Klan territory. Because James Chaney was African American, these murders resulted in the local community having two different memories of the event and the prior commemoration services. These conflicting memories provided Whitlinger the opportunity to conduct a study to determine the impact the commemoration services have had in slowly changing how the Philadelphia community now remembers the murders. Whitlinger's research identified several key factors that were the reason both the 1989 and 2004 commemoration services were successful. One result from the 2004 commemoration service was the inclusion of the trials of the suspected murderers. In

the book, Whitlinger only discussed the general outcome of Edgar Ray Killen's conviction for his role in the murders. The trial verdict combined with the two commemoration services had an impact on other civil rights events. Beyond the impact on other civil rights events, additionally, Neshoba County became viewed as an example of how to transform from a racially segregated county into a more diverse county. Whitlinger concludes, with historical analysis, by offering possible answers on how to organize a future civil rights event that will impact society such as the 1989 and 2004 commemoration services did.

Since Whitlinger's study covers several different parts of the 1989 and 2004 commemoration services, she ended the introduction with a helpful summary of what topics are addressed in each chapter. This was very beneficial because it helped the reader better understand how all the chapters are connected and how Whitlinger was able to provide that information. As a new resident to Mississippi, I found the first two chapters extremely helpful because

they described the result of segregation in a community and how these commemorations relied on each other to have such a successful impact. When Whitlinger discussed the Killen trial, she showed how the commencement services had a larger influence on civil rights than just on the once negative reputation of Neshoba County. Whitlinger's study also indicated that once the Killen trial joined the efforts of the commencement services, it helped pass Senate Bill 2718, changing Mississippi's education curriculum to now include education on civil rights. Whitlinger continued to gather information giving her further insight to answer more reflective questions. For example, if others followed the 2004 task force plans, could their event have the same impact? With civil rights events happening in today's society, the book provides historical information on how a few civil rights events can lead to desegregating a Mississippi county.

*Justin Easterday  
Education and Human Sciences Librarian  
University of Southern Mississippi*