MISSISSIPPI LIBRARIES

PRESIDENT'S PAGE

Mississippi was well represented at the National Legislative Day held on May 2, 2000, in Washington, D.C. Members of the Mississippi Library Association who attended with me were Deb Mitchell, Randy Sherard, Henry Ledet, Jo Wilson, Joe Tynes, Marion Francis, Jim Anderson and Richard Greene. Representing the Mississippi Library Commission were John Pritchard, Rahye Puckett, Glenda Segars, Russell Burns, and Keith Coleman. ALA conducted a daylong briefing on May 1 to inform participants of the key issues and messages for Congress. On May 2, librarians and library supporters from 49 states visited their congressional delegations on Capitol Hill to discuss these issues.

Rhonda Tynes

Our group lobbied for LSTA funding of $173 million, ESEA Title VI funding at $400 million, ESEA Title III funding at $903 million, and Reading Excellence Act funding at $286 million. Other key issues were database protection legislation, copyright and distance education, public access to government information, the continuation of the telecommunications E-rate discounts, and the possible federal mandate that would tie the E-rate to mandatory filtering in public and school libraries.

As we visited our Congressional delegation to discuss these issues, we were pleased to inform them of the progress made for libraries at the state level. The MAGNOLIA project is ongoing, LSTA grants totaling approximately $1.5 million were awarded to public and school libraries for technology improvements, and the Mississippi Library Commission will soon kick off the Plato project, a self-paced curriculum tool which will be available through public libraries.

A highlight of the trip was a reception at the Library of Congress, where John Y. Cole, Director of the Center for the Book, announced that the Library of Congress has approved a proposal from the Mississippi Library Commission for the creation of a Mississippi Center for the Book. Mississippi is the 40th state affiliate and the Center will have permanent quarters in the new state library building authorized by the Mississippi legislature last year.

The Center for the Book's major areas of activity are reading and literacy promotion, the role of books and reading in today's society, the international role of books, the recognition and celebration of America's literary heritage, and the history of books and print culture. On behalf of books and reading, the Center for the Book serves as an advocate, a catalyst, and a source of ideas, both nationally and internationally.

Overseeing Mississippi's Center for the Book will be a 13-member Board of Directors, selected by the Mississippi Congressional delegation and the Mississippi Library Commission. There will also be a 15-member Honorary Board of Advisors. Melanie Musgrove, Mississippi's First Lady, is lending her personal support to the project and Thurmond Boykin is the coordinator for Mississippi's Center.

Early Center for the Book projects will include the creation of a Web site, the Authors in Libraries and Writers Talking statewide programs, and the development of a statewide book festival.

The year 2000 is an exciting one for Mississippi libraries. I challenge all of you to become active members of MLA, thank our Congressmen and Legislators for their continued support, and help promote Mississippi libraries. Become a part of a winning team!

Contents

On the Cover: Reader figurines from the private collection of Carol Cubberley, Director of Technical Services, USM Libraries, The University of Southern Mississippi; Cover photograph by Barton Spencer, Head, Department of Electronic Resources, The University of Southern Mississippi.

MISSISSIPPI LIBRARIES

Z39.50: An Introduction in Non-Technical Language

By Cathy Nelson Hartman
Documents Librarian/
Electronic Resources Coordinator
University of North Texas
chartman@library.unt.edu

Ms. Hartman, a member of the Texas Z39.50 Implementors Group since it was formed in August 1998, wishes to recognize Dr. William E. Moen of the School of Library and Information Sciences at the University of North Texas, who has generously shared his knowledge of Z39.50 with her and many others.

One hears the term "Z39.50" wherever librarians gather and discuss current issues. But how many really know what Z39.50 is or what it can do for search and retrieval of information? Many librarians may find that, even though Z39.50 sounds intriguing, they need more information about it. This article attempts to answer basic questions about Z39.50. What is it? How will it benefit my library? Does it involve hardware or software or both? What level of technical expertise is required to implement a Z39.50 system? This introduction to Z39.50 addresses these questions in strictly non-technical language for the non-technical librarian. Then, for further study, resources containing more advanced information are cited at the end of the article.

WHAT IS Z39.50?

The answer to this question is simple. Z39.50 is the number assigned to a standard. The American National Standards Institute (ANSI) accredits the National Information Standards Organization (NISO) to develop standards for information industry participants such as libraries, publishers, and other information providers, and NISO assigns the prefix "Z39" to all their developed standards. For example, "Z39.79" is the standard for "Environmental Conditions for Exhibiting Library and Archival Materi-

als," and "Z39.9" is the familiar standard known as the "International Standard Serial Numbering (ISSN)."[1]

As the fiftieth standard developed by NISO, Z39.50 enables communication between computers for purposes of search and retrieval of information, i.e. the "Information Retrieval" standard. Two computers may use different operating systems that prevent direct communication between them, but the Z39.50 standard offers a common language so the two computers can communicate. It defines the technical specifications for the common language that both computers can understand. This common language may be referred to as a computer "communications protocol." Other examples of communications protocols include diplomatic protocols used by Department of State officials or business communications protocols used by companies with business interests in other countries. To achieve successful communications, government officials or company representatives from two countries must know and understand a defined set of communication protocols. Without understanding by both parties, communications fail. The Z39.50 "protocol" creates a common language that allows two computers to communicate successfully for purposes of searching for and retrieving information.

PURPOSE

Since the Z39.50 standard enables communication between computers, it can be used in several important ways in libraries. Most libraries now offer access to dozens if not hundreds of databases from library networks and/or from Internet sources. Because the access software for databases varies widely, searchers now must learn many different approaches to search and retrieve information. Search screens present the user with extremely different approaches for searching. Some offer a simple search box in which to type a search. Others offer many options that

must be reviewed and understood for a successful search. Symbols used for searching may vary greatly from database to database. For example, the Boolean search "and" may be achieved in different databases by use of the following words or characters: "and," "AND" (in some WAIS databases capitals must be used), "+," a simple space, or "&." Also, multiple databases cannot be searched simultaneously, so the user must search the first database, then log out of it before searching the next database. With Z39.50 software installed on computers, searchers have the distinct advantage of using one familiar interface to search many different databases individually or at the same time. This allows searchers to become proficient with repeated use of that familiar software.

BENEFITS

Z39.50 currently extends important benefits to libraries and holds potential for several additional implementation benefits. Most early work with the Z39.50 standard focused on library catalogs. As mentioned above, the use of one search interface to access multiple databases offers probably the most important advantage for persons searching many different library catalogs. Currently, staff and users in a library with a Z39.50 implementation may search other library catalogs with their own familiar catalog interface. The ability to search for needed resources without learning many different search interfaces for other library catalogs has implications for libraries for staff training and for services offered to library users. Also, multiple library catalogs may be searched simultaneously, avoiding the necessity of logging out of one database before searching the next. The Z39.50 Gateway to Other Libraries[2] at the Library of Congress (LC) allows searching of many libraries around the world that have catalogs available using a Z39.50 implementation. Additionally, the LC Gateway

lists catalogs of art and natural history museums/organizations and provides a test database of government information resources, the Government Information Locator Service (GILS). The Z39.50 Gateway presents one search interface to the user despite the many different library computer systems used by libraries and others represented on the LC Gateway site.

Catalogers may also appreciate another currently available Z39.50 benefit. Through use of the protocol, the Library of Congress bibliographic and authority files may be searched and MARC records retrieved for use in local catalogs. This access currently benefits many smaller libraries with budgets too small to purchase membership in cooperative cataloging projects such as OCLC. The required configuration information for search and retrieval of MARC records is available from the Library of Congress' Web site.[3]

Z39.50 holds excellent potential for additional benefits in libraries, including enabling resource sharing between libraries. In December 1999, Version 1.0 of a "holdings schema"[4] was released by the international Z39.50 group called the "Bath Group" in recognition of the importance to libraries of sharing holdings information for resource sharing. The holdings schema lays out the technical requirements for sharing holdings information using Z39.50. Work continues on various issues concerning the retrieval of holdings information, and further discussions are scheduled for future Z39.50 Implementors Group (ZIG) meetings.[5,6] Other potential uses for Z39.50 include simultaneous searching of other types of bibliographic databases such as indexes or abstracts, geographic information system (GIS) databases, full-text databases, or specialty databases such as biological specimen databases or geological/mineral databases.

IMPLEMENTATION

Because of its many benefits, many libraries are interested in implementing a Z39.50 system. However, to implement a Z39.50 system in a library, two important concepts should be understood.

First, any library may install a Z39.50 system regardless of the current integrated library system, because Z39.50 is hardware/software-independent. It will operate with all systems. Second, the "client/server model" is the basis of the Z39.50 system, and understanding this model facilitates decision making for a library.

The LC Z39.50 Gateway to Other Libraries[2] displays the library systems used by many of the libraries. Included are DRA, INNOPAC, SIRSI, Ameritech DYNIX, Endeavor, Baratz, GEAC, and others. In spite of their different library systems, all of the institutions are able to offer access to their catalogs using Z39.50 software. Their computer operat-

request from the client workstation, the Z39.50 software installed there translates the request into the communication protocol defined by the Z39.50 standard and forwards the request to the server on which the database resides. Next, the Z39.50 server software receives the request and understands the communications protocol defined by the Z39.50 standard. It then translates the request into the language understood by the server and the search is performed. To return the requested information to the library user, the communication proceeds in reverse. The diagram below may assist with visualizing the flow of information between the client and the server.

CLIENT / SERVER MODEL
Client Side — Server Side

Sends request

User enters search in familiar interface ↔ Z39.50 Client Software — Z39.50 Server Software ↔ Search Software and Database

Returns information

Z39.50 software translates from local computer languages to the Z39.50 standard language.
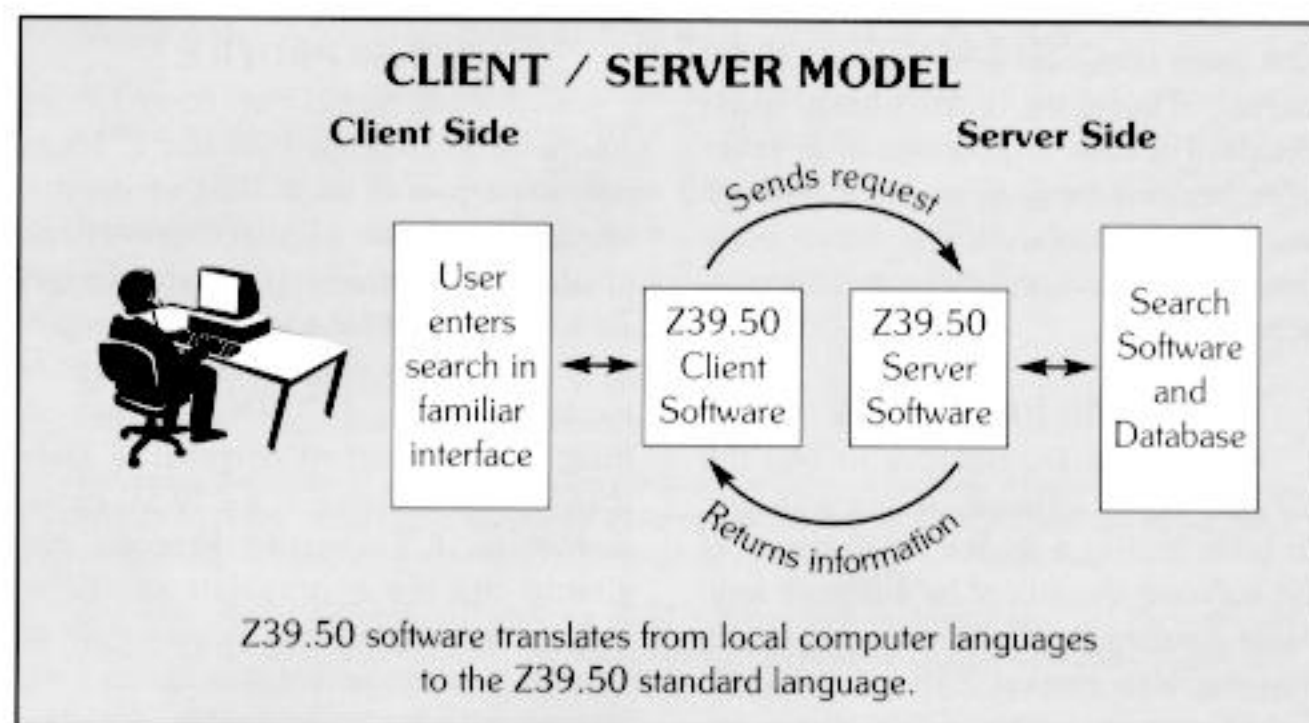
ing systems may be Microsoft Windows NT, UNIX, Linux, or others, and still Z39.50 allows access to their catalogs. Z39.50 will operate with all systems because it is hardware- and software-independent.

Understanding the client/server model requires a small amount of technical knowledge, but understanding of this concept expedites discussion and decision-making about the type of Z39.50 implementation needed for a specific library. A library user interacts with "client" software installed on a computer workstation to formulate and send a search to the "server" software. The server software resides on a server containing the database that the library user wishes to search. When the searcher sends a

A library user, performing a search at a workstation with the Z39.50 client software installed, sends a search request to one server or simultaneously to many servers with the Z39.50 server software installed. All servers respond to the request for information by returning the requested data, and the client software builds a list of the items retrieved from all the servers searched and presents it to the user. Some may find that experiencing a search using a Z39.50 client software assists with understanding this concept. A few vendors encourage users to test their software by offering evaluation copies that may be downloaded from the Internet, installed on a computer, and used for the search and retrieval of information from databases on Z39.50

servers.[7] Evaluation of a variety of Z39.50 client software packages will demonstrate the diverse implementations of the Z39.50 standard by vendors and show users some of the possibilities for implementation.

Understanding the role played by Z39.50 client and server software helps answer questions about whether a library should purchase the client or the server software or both. Purchasing the client software enables librarians and other users to search and retrieve information from servers with the Z39.50 software installed. Purchasing the server software allows a library to share the contents of databases residing on the library's servers with users elsewhere who have a Z39.50 client. Therefore, each library must decide if access to information at other sites benefits local users, and, also, if sharing local databases with distant users benefits the world of libraries and information access.

Z39.50 PRODUCTS

When a library decides to buy the Z39.50 client software, server software, or both, finding a source for purchase of the software should not be a difficult task. Most vendors that sell integrated library systems also market Z39.50 software. Public domain versions are available and can save thousands of dollars but generally require a higher level of technical expertise within the individual library for a successful implementation. The Implementors Register, located at the Z39.50 International Standard Maintenance Agency at the Library of Congress,[8] lists suppliers of Z39.50 software, including freeware sources[9] and vendors.

When purchasing Z39.50 software, awareness that a wide variety of implementations exist will help a library make wise choices. Because of the complexity of the standard, software developers have many options for implementation; therefore, some implementations of Z39.50 may not communicate at the highest level of accuracy with other implementations. When requesting bids for a Z39.50 implementation, a library should list the

required Z39.50 specifications in a Request for Proposal (RFP) for the most successful implementation. However, when individual libraries each define a set of specifications, uniformity is not achieved, resulting in less successful search and retrieval of information. Also, most libraries lack the in-house, Z39.50 expert required to write the specifications. To assist with uniformity and to help individual libraries define a set of specifications for search and retrieval of information from library catalogs, regional and international groups began the process of developing a "profile" of specifications that all libraries may use.

Z39.50 PROFILE

In an article written for *Texas Library Journal*, Z39.50 expert William E. Moen defined a profile as a "document that identifies a subset of specifications and choices of options from the larger Z39.50 standard for a particular group of implementations (e.g., those for searching library catalogs)."[10] The profile document holds important potential to assist libraries with purchasing a Z39.50 implementation. A Request for Proposal may simply cite the appropriate profile to define the required specifications for an implementation within the library. As libraries cite the same profile, the standardization of Z39.50 implementations will result in high-level accuracy when searching and retrieving information using Z39.50 software. A profile also offers vendors a set of specifications that research and development departments can use to increase the marketability of their Z39.50 implementations.

When a library decides to purchase a Z39.50 implementation and wishes to cite a profile in a Request for Proposal (RFP), it may choose from several currently available profiles. In 1999, a group of interested participants from several countries met in Bath, United Kingdom, for the purpose of developing an international specification for Z39.50 to be used in library applications. The resulting publication, *The Bath Profile: An International Z39.50 Specification for*

Library Applications and Resource Discovery,[11] defines a subset of the possible specifications in the Z39.50 standard for the purpose of improving international search and retrieval of information from library catalogs. In the Introduction to the *Bath Profile*,[12] the other profiles that influenced the *Bath Profile* are credited in the following list:

- ATS-1 Profile – Created by the international ZIG. Has not been updated since January 1997 < http://lcweb. loc.gov/z3950/agency/profiles/ats. html >.
- CENL Profile – Created by the Conference of European National Librarians to "define the Z39.50 features that should be supported by all Z39.50 applications used in Europe" < http://linnea.helsinki.fi/z3950/ cenl_profile.html >.
- DanZIG Profile – Created by the Danish Z39.50 Implementors Group for a Danish profile < http://www.bs.dk/ danzig/profil.htm >.
- MODELS Profile – Created by R. Murray and E. Davidson for United Kingdom libraries < http://www. ukoln.ac.uk/dlis/models/clumps/ technical/zprofile/zprofile.htm >.
- ONE Profile – Created by OPAC Network in Europe for member libraries < http://www.bibsys.no/one-wg/ bib-1.profile.html >.
- The Z Texas Profile – Created by the Texas Z39.50 Implementors Groups for Texas libraries < http://www.tsl. state.tx.us/ld/projects/z3950/ TZIGProfile99Apr20.htm >.
- Virtual Canadian Union Catalogue Profile – Created by vCuc Technical Working Group for use by Canadian union catalogues < http://www. nlc-bnc.ca/resource/vcuc/profil4. htm >.

An example of the creation of a profile may be seen through my involvement with the Z Texas Profile, which began with the formation of the Texas Z39.50 Implementors Group[13] in August 1998. Representatives from all types of libraries

and vendors gathered to discuss the need for a profile to enhance the interoperability of Z39.50 implementations within the state. Goals and objectives for the group emphasized educating librarians about the benefits of Z39.50[14] and building a consensus-based profile of specifications for Z39.50 implementations to enhance inter-library search and retrieval of information. The group decided to focus first on a profile for library catalogs. The resulting profile[15] premiered at the Texas Library Association Conference in April 1999. Various libraries in Texas and in other states have since used it as a guideline for purchasing and implementing a Z39.50 system. Moreover, the profile provides vendors with specifications for creating Z39.50 products for Texas libraries. As more libraries purchase implementations using the Texas Profile, a higher level of accuracy should be achieved in interlibrary search and retrieval of catalog records, thus facilitating resource sharing.

ADDITIONAL RESOURCES ABOUT Z39.50

Many useful resources may be found on the Internet at the following Web sites:

- Z39.50 International Standard Maintenance Agency at the Library of Congress <http://lcweb.loc.gov/z3950/agency/>. Available resources include articles from basic to advanced levels, several profiles, an implementor register, announcements about ZIG meetings, and links to other Z39.50 sites.

- National Information Standards Organization (NISO) <http://www.niso.org/>. Offers current news about Z39.50 development, articles, white papers, and copies of the Z39.50 standard.

- Z Texas Project: Texas Z39.50 Implementors Group <http://www.tsl.state.tx.us/ld/projects/z3950/>. Presents committee created documents including the Texas Z39.50 Profile, meeting

minutes, committee readings, and instructions for joining the Z Texas e-mail list.

CONCLUSION

A Z39.50 implementation offers important benefits for libraries. While continuing to use a currently operating library system, libraries will find increased functionality and flexibility with the addition of Z39.50 software. Patrons will be offered convenient and familiar search and retrieval methods, including access to cat-

alogs and databases worldwide, and catalogers may access affordable bibliographic and authority records for copy cataloging. Also, a Z39.50 system can be implemented with price levels and technical expertise suited to the individual library.

For the library that decides to implement a Z39.50 system, many Internet resources provide support and information, including profiles, basic and advanced publications, and lists of suppliers. Z39.50 is an option well worth consideration by libraries of all sizes.

NOTES

[1] View or order ANSI/NISO standards at the NISO Web site <http://www.niso.org/>.

[2] View the Z39.50 Gateway to Other Libraries at the Library of Congress <http://lcweb.loc.gov/z3950/>.

[3] See the LC Z39.50 Server Configuration Guidelines <http://lcweb.loc.gov/z3950/lcserver.html>.

[4] OPAC/Holdings Schema: Definitions and Examples, Version 1.0, December 27, 1999 <http://lcweb.loc.gov/z3950/agency/defns/holdings.html>.

[5] See minutes: ZIG Plenary, January 21, 2000, San Antonio Public Library <http://lcweb.loc.gov/z3950/agency/zig/meetings/texas/minutes.html>.

[6] For a clear discussion of issues surrounding the implementation of holdings information retrieval see: William E. Moen. Handling Bibliographic Holdings Information in Z39.50: Implications for the Z Texas Profile <http://www.tsl.state.tx.us/ld/projects/z3950/Holdings27Mar99.htm>.

[7] One such software is offered by Bookwhere 2000 < http://www.bookwhere.com/>. An evaluation copy of the software may be downloaded and installed on a computer for testing purposes. Other software is available from the following Web sites: Gateways and Z39.50 Products <http://fox.nstn.ca/~jbeaumon/z3950.html> and Z39.50 Register of Implementors <http://lcweb.loc.gov/z3950/agency/register/entries.html>.

[8] Z39.50 Register of Implementors <http://lcweb.loc.gov/z3950/agency/register/entries.html>.

[9] For an example of the availability of freeware toolkits see: Index Data Software <http://www.indexdata.dk/software/>.

[10] William E. Moen. "The Z Texas Project: Implementing Z39.50 to Improve Statewide Access to Library Catalogs and Other Online Resources," Texas Library Journal (Winter 1998), p. 169.

[11] Developed by: The Bath Group (Participants at the Bath, UK Meeting, August 1999), Edited by: The Bath Profile Editorial Team, Carrol Lunau, Paul Miller, and William E. Moen. The Bath Profile: An International Z39.50 Specification for Library Applications and Resource Discovery <http://www.ukoln.ac.uk/interop-focus/activities/z3950/int_profile/bath/draft/stable1.html>.

[12] See the Introduction <http://www.ukoln.ac.uk/interop-focus/activities/z3950/int_profile/bath/draft/stable1.html#1>.

[13] See the Texas Z39.50 Implementors Group Web site <http://www.tsl.state.tx.us/ld/projects/z3950/>.

[14] View a PowerPoint presentation explaining the basics of Z39.50 developed by William E. Moen, Cathy N. Hartman, and Teresa Lepchenske for use by the Texas ZIG committee members when presenting programs <http://www.tsl.state.tx.us/ld/projects/z3950/BillPreZentation10Oct98.ppt>.

[15] The Z Texas Profile <http://www.tsl.state.tx.us/ld/projects/z3950/TZIGProfile99Apr20.htm>.

The Virtual Library – On a Strict Budget

By Barton Spencer
Head, Electronic Resources Department
The University of Southern Mississippi
barton.spencer@usm.edu

Libraries do not need a huge budget to get online and provide virtual library services to their immediate community and even to the world. With a limited budget, there are ways that will allow a library to make a small beginning. It does not take a lot of money to make part of your collection "digital" or "virtual." You can get started with your virtual library project after a trip to your favorite department store or office supply store.

MAKING COLLECTIONS VIRTUAL

Take some time to consider the types of unique materials in your library's collection. Most libraries have something that they can describe as rare, unusual, or one-of-a-kind. You may have a collection of photographs or postcards. Written documents such as letters, wills, and family trees could be present. Oral histories and other historic audio or video recordings might be in the library's care. I would think that a few such items readily come to mind. Next, consider how often you have seen these items enjoyed by the public. More important, imagine how many more people would enjoy these items if access were made especially easy.

The easiest possible way for a library user to enjoy a library resource would be for someone to deliver it to his or her door. Even if such service were economically possible, we would seldom opt to let rare and protected items leave the library. We do have another option, though. The Internet has made such home delivery possible, without any chance of physical harm coming to the resource itself.

ABOUT SCANNERS AND SCANNING

Most two-dimensional items in your collection, such as photographs and letters, can be scanned by a piece of hardware that now costs under $100. Scanner prices range widely, but for the purposes of placing images on the Web, a less expensive scanner is all you will need.

In the sub-$100 market, scanners from Umax, Acer, and Microtek have proven to be very popular. If your scanner budget can rise to $200 you can throw in additional models from Hewlett-Packard and Epson, among others. Many, if not all, of these scanners come with software for importing the images from the scanner to the computer and then saving them in a variety of formats.

A quick note about image formats. Most of the images that you will see on the Web are in either .jpg format or .gif format. There are important differences between the two that need to be considered when saving your images. The following two sites contain very helpful information on this topic: http://www.crosswinds.net/~psptips/scanbasics.html or http://www.cit.cornell.edu/atc/materials/dig/tutorial.shtml.

If you need a little more robust software to use with your scanner, consider Paint Shop Pro. It is inexpensive (under $100) and relatively easy to use. A demo copy can be obtained at http://www.jasc.com. For power users, hardly anything beats Adobe Photoshop, but be prepared to pay a higher price. Try it out at http://www.adobe.com.

You may want to read more about the practice of scanning. Scanning an image for the Web involves using a lower resolution ("dots per inch") than you would use if you wished to make a very fine scan for posterity. An excellent tutorial is provided at http://www.scantips.com/. A list of additional links is provided at http://desktoppublishing.com/scanning.html.

MORE ON SCANNERS

When purchasing a scanner, you need to be sure that the computer you use can connect to the scanner you purchase. Here are three types of scanner connections that you are most likely to see:

Parallel connection – This is a slower connection than the others, but is common to most computers. If you have a printer hooked to your computer, and the plug that you use is a big one (25-pins), then you are using a parallel port. You may use this port to hook up your scanner. Many scanners that use parallel ports will provide a way for you to hook up your scanner and your printer at the same time.

USB connection – These connections are made via much smaller cables. If you are using a computer that came with Windows 98, you likely have USB ports on your computer. Check your computer manual or ask someone if you are not sure. These connections are faster than parallel connections, but the cables are more expensive. If you happen to be using a computer that has Windows NT as its operating system, forget using a scanner with a USB port. Windows NT does not support USB connections.

SCSI connection – In general, most office and public PCs that you find in libraries do not come with an available SCSI connection. This method of data transfer, commonly referred to as "scuzzy," is very fast but more complicated to implement than the other two methods. If speed is a big issue, look further into adding a "scuzzy" card to your computer.

WEB PAGE SHOWCASE

Once you begin scanning and saving your images to files, only minimal experience with HTML is necessary to create Web pages that showcase your collection.

Your library may already have a Web presence, so it is possible that you have space on the Web server for your new images and Web pages.

If you are not already on the Web, there are many Internet Service Providers (ISPs) available, for a variety of costs. Go to Yahoo's directory at http://www. yahoo.com and type in the search term "internet service providers." You may be amazed at the number of choices out there.

SCREEN CAPTURES

At the very least you can provide, on a Web page, "screen captures" of things you wish to show library users. You can capture whatever is showing on your computer and place the captured images on Web pages. It is like having a library user looking over your shoulder at your computer, but that library user can be anywhere in the world.

There are many products that will allow you to do screen captures. Here is a small sample:

WinCopy – http://www.informatik.com/ wincopy.html

SnagIt – http://www.camtasia.com/

Paint Shop Pro – http://www.jasc.com

HyperSnap – http://www.hyperionics. com/ (has software for the creation of tutorials, like Camtasia)

ADDING 3-D IMAGES

Do you have three-dimensional items that you want to place on the Web but that cannot be scanned? Digital cameras can do the trick. New models are appearing all the time, and the average price keeps getting cheaper. It is hard to go wrong with cameras from such established brands as Sony, Kodak, Nikon, Canon, and Olympus, among many others. To learn how to shop for such cameras, visit http://www.zdnet.com. You will find a section entitled "Buying Guides" which is helpful, or you can simply type in the search term "digital cameras."

ADDING AUDIO FILES

Making audio available via the Internet can be done with free software. One of the top software packages for this purpose is called RealProducer, available for download at http://www.realnetworks. com/products/. This company makes such products as RealPlayer and RealSlideshow that deliver audio, pictures, and video over the Web. In many cases they produce a free version of a software package and a version for purchase that has more features.

Take some time to read the information at the above site and at http://www. real.com. You may choose to use RealServer to help deliver your audio and video files, but it is not essential. What's more, most ISPs support this format, making it even easier for you to deliver such files to your library users.

Cassette tapes can be played on a tape recorder and a cable can patch the audio directly into your computer's sound card. The RealProducer software will record it for you. If you choose, you can record people speaking by plugging a microphone into your sound card.

VIRTUAL REFERENCE SERVICE

A few libraries are experimenting with virtual reference service. Library users can come to the library via the Web and "chat" with reference librarians. This provides a real-time communication that cannot be matched by email. It also permits library users who are far away to ask questions without making a long-distance telephone call.

Two of the more well-known interactive software products that are being tried are AIM (AOL Instant Messenger) and ICQ ("I Seek You"). AIM is available at http://www.aol.com/aim/ and ICQ is available at http://web.icq.com/. In both cases your library users must have this software installed on their computers. However, the software is free and very widely used.

This leads us to the subject of instruction. There are remarkable tools out there, for little or no cost, that allow you to deliver library instruction over the Web. The "Camtasia" product, located at http://www.camtasia.com does a remarkable job of recording instruction sessions. RealSlideshow, mentioned briefly above, is also terrific for library instruction.

Virtual reference projects are underway at a number of libraries. Here are a couple of them:

University of North Texas at http://www. library.unt.edu/admin/HelpDesk/ helpdesk.htm

State University of New York–Morrisville at http://www.morrisville.edu/ Library/

LOCAL VIRTUAL LIBRARY PROJECTS

Some of your colleagues in Mississippi are already doing this work. In addition to projects at the larger universities, public libraries are joining in. Here are a couple of examples:

Lincoln-Lawrence-Franklin Regional Library at http://www.llf.lib.ms.us/ winnebago/index.asp
Has online oral histories available, an index to obituaries in the local paper, and layout maps of the library.

Harrison County Public Library at http://www.harrison.lib.ms.us/ harrison/public_html/camille_pics.htm
Contains a sample of Hurricane Camille photographs. Demonstrates the very effective use of thumbnails of photographs that provide links to the full-size versions.

VIRTUALLY YOURS?

Does your library have an unusual collection or library service to offer beyond the library walls? Do you think that people would enjoy seeing portions of your collections via the Internet? If so, you truly could provide them with these resources for a very small cost. And for your library users with those late-night reference queries, the local library will only be a click away from their home or office.

Getting Personal with *My Library*

By Renée Goodvin
Reference/Web Services Librarian
rgoodvin@nt.library.msstate.edu
and
Kerry Smith
Library Instruction Services Coordinator
ksmith@library.msstate.edu
Mississippi State University

The *My Library* concept of providing users with personalized Web space has been around for virtual eons: approximately three Web-years. Péter Jacsó (1999) notes that Yahoo! introduced "My Yahoo!" in 1996, which at the time was one of the first such services on the Web. Now the concept is ubiquitous, appearing as an industry standard in Web sites on subjects from gardening to financial services to online auctions to...libraries.

WHAT IS *MY LIBRARY*?

Essentially, a *My Library* interface allows library users to create a personal Web space wherein they can customize the information contained on the library's Web site, allowing for individualized, enhanced content. The job of the interface is to filter the information and store those bits most relevant to the specific user. The *My Library* interface allows users to remake a Web site in their own intellectual image so that it contains the information and services important to them. Their library is accessible to them via the Web from wherever they may be physically.

One of the perks of the *My Library* interface is that it allows the user to further filter librarian-selected information from the Web. This ensures that the user is using increasingly more reliable and pertinent information from the Web.

APPLICATIONS

How can libraries apply this concept? The possibilities are endless. For example, imagine students who are education majors. When these students use the library's resources, they typically use the same resources over and over. The databases ERIC, PsycINFO, EBSCO*host*'s Academic Search Elite, the ERIC Website, and librarian-created, discipline-specific Webliographies are the primary electronic research tools students use the most. The *My Library* interface allows the students to set up and customize personal accounts that display these resources when they log into the server.

The *My Library* interface can be designed so that library users at any type of library can search the OPAC, search the Web, create personal Web bookmarks, check e-mail, or utilize any other feature that users regularly employ via the Web. Similarly, imagine library users who can also use the *My Library* interface for personalizing online resources available at their library or from high quality Web sites selected by librarians. They can elect to see stock quotes, local weather, local movie theater show times, and so on, automatically updated each time they log into their accounts.

ADDITIONAL ENHANCEMENTS

My Library can become an interactive enhancement of the library's regular services by displaying automated messages announcing special events, reminding the library user of book due dates, allowing holds and recalls to be placed, books to be renewed, or interlibrary loan forms to be filled out.

The *My Library* interface can also allow users further customization by giving them the ability to choose background, foreground, text, and link color options.

My Library is an ingenious concept made possible by the technologies that drive the Web, a concept limited only by the imaginations of those implementing it.

MY LIBRARY EXAMPLES

The *My Library* interface is rapidly gaining popularity at academic libraries, and public libraries are sure to follow. Following are some examples, all of which allow visitors to create accounts. Access to most databases will be restricted, but users can see how *My Library* functions.

My Library @ North Carolina State University www.my.lib.ncsu.edu

The *My Library* feature at NCSU requires users to fill out their name and area of academic discipline so it may filter information for them. This feature provides a good starting point. Users can then customize these resources including subject-specific databases and electronic journals. The ability to customize color, the dynamic interface, the quick search feature, and the background information available to the public (http://hegel.lib.ncsu.edu/development/My Library/) make NCSU's *My Library* a great prototype.

Virginia Commonwealth University www.library.vcu.edu/MyLibrary/

The VCU interface allows users to choose everything they put on it. However, it does not predetermine certain information based on users' disciplines; it does not allow for the personalization of color; and it does not offer a log-out feature – a necessity for security purposes. On the other hand, it does provide a good quick search feature, and they make background information available on their product, which is very useful for those entertaining the notion of creating their own *My Library* interface. The background information is available at http://www.library.vcu.edu/MyLibrary/about.html

University of Washington, *My Gateway* www.lib.washington.edu/

My Gateway users can choose the screen positions of their resources, add "frequently used resources," and further customize by adding their favorite Web sites. However, the database choices are not well broken down. For example, the largest category of databases gives the user access to *all* the SilverPlatter databases, not just those pertinent to their discipline. Also, this product does not allow personalization of colors or fonts.

MyLibrary @ Mississippi State University (to be implemented summer 2000)

Li Zhou, a graduate student in Computer Science, designed our *MyLibrary* project at MSU. Before she began, the MSU *MyLibrary* committee looked at many different examples. We opted to blend features from all three of the previously mentioned interfaces, adapting from those examples what we liked, and created our own version of *My Library*.

restricted databases from off-campus.

On the other hand, authorized distance learners, off-site library users, and library users not doing the majority of their work *in* the library would stand to benefit greatly. The reason is simple: "Virtual library users" don't have the luxury of walking up to a reference librarian and asking a question. Naturally they can call or e-mail, but by creating an interface they can personalize, a majority of directional questions such as "How to I get to _____ (database)?" or "What database(s) should I use for _____ (topic)?" could be virtually eliminated.

CONSIDERATIONS

1. *Personnel and Maintenance*

Clearly, real, live people will be involved in the actual creation of the interface. At Mississippi State University, the convenience of a Computer Science department was utilized by offering the project

2. *Software*

One software consideration is that in order to run the *My Library* interface, the user must have a recent release of a Web browser that accepts cookies. Cookies provide the means by which the interface immediately recognizes returning users and also provide a seamless experience for them. Another consideration is that the *My Library* interface must also make extensive use of JavaScript, so the browser must allow for this feature – and users must know to turn on the JavaScript option in the browser if they have disabled it. *My Library* also relies on support from a database product such as Microsoft Access or Oracle. As mentioned earlier, pertinent and adaptable scripts are available free from the Web; commercial database products are not free, however.

3. *Hardware*

Server availability and storage space should be taken into consideration. *My Library* runs via the Web, so it is necessary to have access to a Web server. Also, beyond the multiple files and scripts that run the interface, each *My Library* user will have a small profile that requires storage. One thing to think about in this regard is how often old profiles will be purged to make room for new ones and to prevent clutter on the server.

4. *Security Issues*

Privacy and security are major concerns. The *My Library* interface should provide some secure means of logging into and out of one's personal account via a username and password protocol. User profiles and the interface itself should be protected from hacking by being placed in a secure location on the server.

5. *Time*

Expect production of a respectable *My Library* system to take quite a while – anywhere from six months to a year or more, if it is built from scratch. However, relevant scripts are becoming increasingly

---

Other *My Library* Sites

Spencer S. Eccles Health Sciences Library (at the University of Utah)
www.medstat.med.utah.edu/personalize/welcome.html

William & Mary School of Law
http://www.wm.edu/law/law_library/mylib/

Typical examples of the concept in the non-library world:
Excite: www.excite.com
Lycos: www.lycos.com
Netscape: www.my.netscape.com
Yahoo!:   www.my.yahoo.com
drkoop.com: www.drkoop.com/myhealth/MyHealth.asp

WHO BENEFITS?

Anyone who uses a library would benefit from *My Library*. Public library users could readily access all resources to which the system provides access, such as consortium arrangements similar to MAGNOLIA. The benefits for academic library users not associated with the college or university offering the service, however, would be slight because they would not be allowed to access license-

to a graduate student who created our *MyLibrary* product in partial fulfillment of her master's degree requirements. When her work was finished, the product was handed over to the library Webmaster for revision, tweaking, and eventual implementation. It is imperative that once the interface is created, approved, and implemented, there be someone in the library system who can maintain it – a major undertaking in and of itself.

available on the Web, so creation from scratch may no longer be necessary. To our knowledge, no one has released a software package that quickly and easily sets up a *My Library* environment, but this likely will change in the future.

6. *Money*

The costs associated with *My Library* will vary according to available resources. If (as in our case at MSU) there is an interested and skilled staff member or graduate student, labor costs will be trivial – at least in terms of monetary concerns. Prior ownership of a database product and a Web server (which is also the case at MSU) will also decrease cost. It is hard to put a dollar figure on the whole process otherwise, since it can vary wildly depending on programmer, hardware, and software costs, and so on.

CONCLUSION

At MSU we hope to implement our *MyLibrary* interface in the summer of 2000 as an integrated feature of the library's Web site. We are pleased with the product in its current state, but it must be modified to fit into the architecture and the visual design of our Web site. We expect that our library users also will be pleased with MSU's *MyLibrary*, and we are excited about its eventual implementation.

Note: *The authors wish to thank Li Zhou for her invaluable contributions to MSU's MyLibrary project at Mississippi State University Libraries.*

ADDITIONAL READING

Guenther, Kim, "Customized Data Delivery Through Web Portals." *Online* 23.6 (1999): 51-54, 56.

Jacsó, Péter, "Rise of the Personalized Web Portals." *Information Today* 16.7 (1999): 25-26.

Tennant, Roy, "Personalizing the Digital Library." *Library Journal* 124.12 (1999): 36, 38.

Winter, Ken, "'My Library' Can Help Your Library." *American Libraries* 30.7 (1999): 65-67.

My Library Service at USM

By Ron Peterson
Electronics Librarian
The University of Southern Mississippi
ronald.peterson@usm.edu

USM Libraries also made the decision to develop our own *My Library* service. By developing a *My Library* option, we can focus on the services we want to offer our users and customize those services to users' needs and the resources we are able to provide. We are also able to expand our services at our own pace, adding new features as they become needed and possible, and deleting seldom used or problematic features. Our customized *My Library* service will allow us to scale our services up as our users, resources, and knowledge grow.

We have chosen to develop *My Library* using PHP (http://www.php.net) and MySQL, which are available at no cost. USM's *My Library* is built around providing access to our electronic databases. USM Libraries currently has more than 80 online databases, discipline-specific Web resources in 35 subjects, and several stand-alone CD-ROM products. Rather than making users sort through these databases and Web resources, *My Library* allows the user to choose what resources the user finds most useful and add them to their own *My Library* account. *My Library* gives the user one place to look to get to all of his/her resources. *My Library* even makes suggestions based on the academic major and/or interests of the user. When the user begins using *My Library*, s/he creates an account that collects some basic data about the user. From this data, *My Library* creates a list of relevant resources. The user can then add or delete from this list. The profile data collected by *My Library* also allows USM Libraries to keep users informed about library news or events, or alert users when new resources have been added in their areas of interest. *My Library* also allows users to add their own Web sites that are not in the USM Libraries' database.

USM Libraries is currently developing and expanding on the functions of its *My Library* service and has not implemented the program publicly. We hope to unveil this service to our users sometime during the summer semester.

MLA 2000 Election Results

**VICE-PRESIDENT/
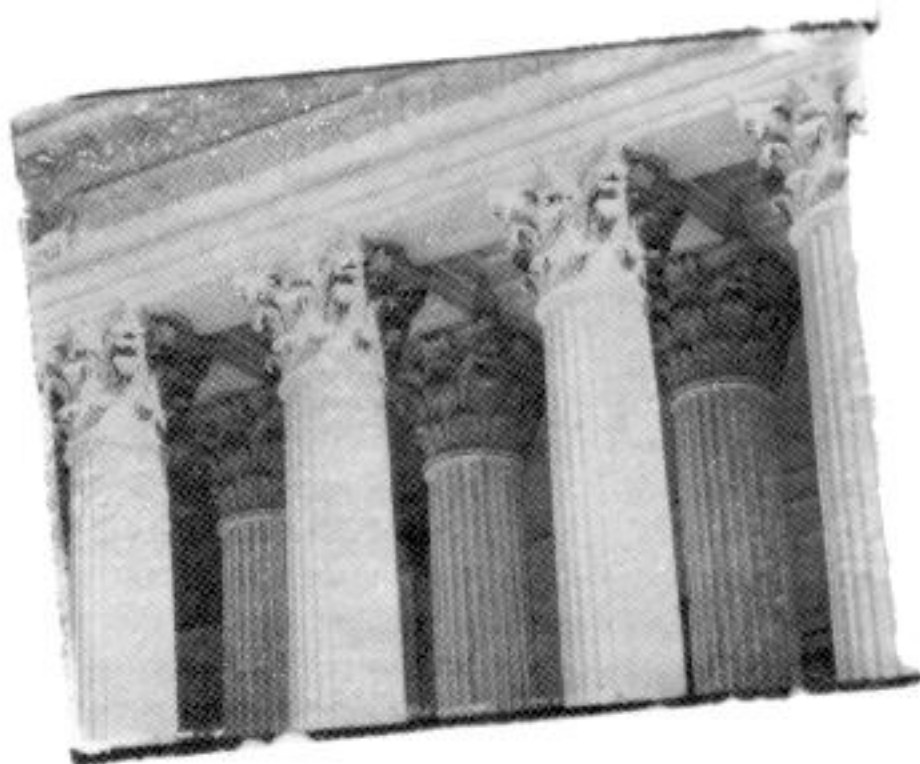PRESIDENT ELECT**

SECRETARY

TREASURER

Terry S. Latour

Kaylene Behm

Keith Coleman

The MLA Election Committee announces the results of the election of Mississippi Library Association officers for 2000.

In the Public Eye

Who Am I? Genealogy Online

By Else J. Martin,
Genealogy & Local History Librarian
Pascagoula Public Library
emartin@jgrl.lib.ms.us

"Who is my great-grandmother? What can I find out about my name and from where did my family come? When did they come to Mississippi? Why did they leave [any country]?" In my job as a genealogy librarian, people ask these questions all day long, in person, in letters, and on the phone – even by e-mail, seeking answers. "Who am I?" is a question more common than you might expect.

START WITH FAMILY

So, how does the genealogy reference librarian help? The librarian will have to encourage the researcher to begin by documenting information gleaned from the immediate family. It is always best to begin the research with as much information as possible from family members and then enhance it by using the library and online computer searches. Think of the Internet as a place for other kinds of genealogical searches, via e-mail or onsite searches at an archival library. The most prominent problem with researching only on the Web is the lack of original records. Almost all old records are handwritten and are both time-consuming and expensive to convert to an electronic format. Although most original records are only in libraries and archives, use of available original records should be encouraged.

TAKE ADVANTAGE OF THE INTERNET

In the last few years, most people requesting information and guidance in their search for family information have already surfed the globe via the Internet. They come to the library loaded with a lot of good, but sometimes unrelated, data about people with their surname. Some find the correct family and bring in printed histories of their ancestry that dates many generations. But they need to know how they fit into the family picture. The information available in books, microform, journals, family files, CD's – and now the Web – is overwhelming. A researcher begins to realize that more facts need to be collected on known grandparents to focus the search more successfully. This is the only way to put the family history into perspective in order to make the correct link to proven information. Libraries often come into the research picture when the collected sources from the Internet do not match the known family records. Amateur or professional genealogists come to find that proof in original sources with the assistance of the genealogy librarian.

ANCESTRY.COM

Good genealogy sites are multiplying rapidly, and there are many great links to check. The beginner or the experienced researcher can benefit from knowing about useful sites on the Internet.

Since the automation of social security records, you can check the Social Security Death Index (SSDI) site for accurate birth and death dates of parents, grandparents, and other family members who have died in the last 35 years. One SSDI site, which is free to researchers in our library, can be retrieved at http://www.ancestry.com/main.htm. Via the main page of **Ancestry.com**, one can connect to the Social Security Death Index, as well as other important sites. Searching the SSDI site is tricky, especially when surnames being searched are common names. For uncommon surnames, you can enter just the surname (last name) and find all deceased people of that name who had social security numbers in the United States. Just remember that the more information you enter in the search, the harder it will be for each bit of info to be accurately matched. The real plus is that this SSDI site provides you with instructions to get a copy of the complete, original application for social security that was filled out by the deceased person when they received their first Social Security card and number. In addition, it also provides a letter that you can print, addressed to the Social Security Administration, requesting a copy of the original application. For instance, the original application, filled out by your grandfather in 1939, will provide proof of his parents, his birth date and place of birth. It may be necessary for a reference librarian to provide assistance to a beginner in using some sites such as the SSDI.

Ancestry.com is a popular site but it, like other genealogy sites, is not complete and does not have all records that relate to every family. There is no need to purchase the SSDI computer disc being sold by many companies, as the index is available free. Our library has a subscription membership in Ancestry, so our library users and the reference staff have access to many more records constantly added and updated at this site.

OTHER SITES THAT LINK

One of the most valuable sites on the Web is **CyndisList.com**, which can link you to over 64,000 sites vital to family research. However, it is so large that many people overlook the really important links. Use the basic alphabetical list provided at http://www.cyndislist.com/alpha.htm. This site has information,

books for sale, etc. on the opening page before the simple alphabetical list begins. The user must move several pages down to the list. On Cyndi's main page, the states are grouped together and are all listed under United States, not individually by state, Mississippi or Alabama, for example. This is an important link for reference librarians, as well as home researchers, because you can find any and all of the other genealogy or family research sites from it.

VITAL RECORDS

For vital records anywhere in the United States, go to **Vitalrec.com** at http://vitalrec.com/usmap.html, an important site for forms, addresses, fees, and how to order birth, death, marriage and divorce records in every state. This site is always kept up-to-date. For international vital records, go to the country site of interest or use the *Vital Records Handbook* available in most reference departments.

LAND RECORDS

The purchase of government land in the public domain states, including Mississippi, and the acquisition of land through homestead, is an important and interesting part of researching your family. The search for the description and date of a homestead is available from the GLO-BLM (General Land Office Bureau of Land Management). **Glorecords. blm.gov** is a wonderful, user-friendly site found at http://www.glorecords. blm.gov/. This government site will give you the information you need or want in order to get a copy of the original land patent, as well as educate you about land records. The homestead "land entry papers" are available from the National Archives and are loaded with information about the pioneer homesteader. When I ordered the 1867 "land entry papers" for my great-grandfather in Wisconsin, there was testimony by his friends about his log home, farm, fields, family and, as a surprise bonus, his naturalization papers were also included. The NARA (National Archives and Record Administration) website, **NARA.gov**, may be accessed at http://www.nara.gov/ and the required

form may be ordered for obtaining these Land Entry Records for a fee.

MILITARY RECORDS

Since the Mississippi Library Commission (MLC) owns all of the Mississippi Confederate Records, all state libraries may borrow them without cost to the library user. For research into the Confederate records, the researcher needs only to ask the reference librarian for assistance. There is no need to order them from the Mississippi Department of Archives and History or from the National Archives. Use **CyndisList.com** or **Ancestry.com** to link to the Internet sites for the Revolutionary War, the Civil War, and many other very good military sites which are numerous and informative. Many are lists and indexes, and do not have the actual official record. Again, **NARA.gov** http://www.nara.gov/ may be accessed and the required form ordered for obtaining military records. Other military records, for veterans from World War I or for later wars and military conflicts, are available by ordering or downloading the proper form. The exact site to access these records is the National Personal Records Center, located in St. Louis, Missouri, at http://www.nara. gov/regional/stlouis.html.

LDS RECORDS

The Church of Jesus Christ of Latter-day Saints has a massive international collection of family records. The main site for LDS researchers, **Familysearch.org** is at http://familysearch.org/. When helping researchers, just remember that all families are not listed.

MINORITY ROOTS

Minority residents in Mississippi, who are beginning their search for family roots, will want to check out these excellent Web sites. For African-Americans beginning a genealogy search, there are many well-developed sites. See http://www.afrigenias.com for a good general resource with many sites linked to it. Several good Web sites useful for beginning researchers of Native American heritage are the USA Bureau of Indian Affairs at http://www.doi.gov/bia/ances-

try.html, and a couple others you may find useful are http://www.leftmoon. com/cnhs or http://www.usroots.com/.

ACCURACY IN INTERNET RESEARCH

Genealogy sites are very useful. They help point beginning genealogists in the right direction, offer a number of important online databases, and make connections to existing research by other online genealogists. Important records such as the Federal Census from 1790 to 1920, originally recorded in books and microfilmed by the National Archives, are slowly becoming available on the Internet. Scanned digital copies are available on CD-ROM as well as in print. In many cases, these scanned copies are difficult to read even in the printed form. The volunteers who are submitting census transcriptions are having a hard time reading the old handwritten names, ages, and other important data; therefore, it is very difficult for them to share dependable and accurate information. Most census information you find on the Internet is second-hand information. Encourage researchers to go to the nearest library that owns the U.S. census on microfilm, or borrow the film for them so that the original record can be viewed.

A COMPLETE PICTURE

Sharing family records, photos, and stories via the Internet is really a miraculous and amazing form of communication. Just remember that sharing records is like sharing stories. By the time the story has been repeated many times, the facts begin to change and the story reflects each teller's personality or knowledge. So, forget any notion that the Internet will make your genealogical research a snap. The sites may actually contain gems of information about your ancestors, but to get a complete picture you will almost certainly have to go outside of the Net. The library is still the Main Street Information Station for family research, and finding information about your family is very fulfilling and satisfying. It is an important activity in the discovery of who you are.

Library Education Update

Column Editor: Thomas D. Walker
The University of Southern Mississippi

Establishing Technical Competencies

By Thomas D. Walker
Director, USM SLIS
thomas.walker@usm.edu

At the end of the first day of an introductory reference class I taught several years ago in Wisconsin, a student I will call Alvin came up to talk to me. He was a Vietnam veteran, almost fifty years old, and rather nervous. He told me, "I think I may have made a mistake about not only this class, but about going into librarianship in general."

The idea of being faced with so much technology and so much change frightened him. He had thought – and he wasn't the first – that by working in libraries and around books, he would be in a nice quiet environment, free from having to deal with computers. Luckily he stayed, took several other courses, including introductory courses covering the Internet and PC applications, and graduated two years later with considerable expertise.

However, all of his instructors were faced with this problem in general: how to deal with widely varying levels of technical expertise among students in a given course. If we assume high levels of expertise, we leave some students in the dust; if we try and bring them up to speed, others with computer skills become frustrated at the waste of their time.

WANTED:
TECHNOLOGICAL SKILLS

It was decided to require that some basic technical competencies be present before a student enrolls in the graduate program. While the faculty discussions were enlightening, the comments expressed by current students and recent graduates were even more so. As a faculty, we had proposed basic competencies in PC use and elementary skills with bibliographic databases and the Internet. The students and recent graduates, however, suggested much higher standards: experience with at least two word processing applications, database software, spreadsheets, presentation software and significant experience with search engines on the Internet, with library OPACs and with periodical databases. It was gratifying to see their enthusiasm.

The challenge to students is finding appropriate means of access to technical training and education. Is it the place of a graduate-level program to provide training in photocopying and photocopy machine troubleshooting? Word processing? Searching the Internet? Designing databases? The answer to some of those questions is obviously "no" and to others is "yes." Even if it is not the mission of a graduate program to teach basic skills, should students be provided with other opportunities to gain those skills?

CLARIFYING EXPECTATIONS

Programs of library and information science have solved this problem in various ways. One common method is to require certain competencies of students before they enroll in graduate-level courses. This may not work in courses that are offered at both the undergraduate and graduate levels or in undergraduate courses, but nevertheless, this approach has been shown to be useful in graduate level programs.

I participated in the drafting of a list of prerequisite technical competencies for the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. It started out as a long list of requirements. Some committee members suggested that we test the competencies of incoming students. But instead of this cumbersome plan, it was suggested that a certain level of competency be assumed in all the graduate classes. Students who did not already possess those skills would be at a distinct disadvantage and would not be given any special reductions in requirements or more time to complete assignments. In other words, it would be in a student's own best interests to acquire the basic competencies before entering the program.

The list of competencies at the University of Illinois was reduced to about eight. Now, the institution has reduced it to several major areas of expertise. To quote their expectations:[1]

In order for us to teach our courses at the graduate level, you are expected to know how to compose and print a research paper with appropriate figures and/or tables using a standard word processing program. If you own a computer, you should know how to set it up, load software, and use a modem. You may gain these skills at a local community college, through self-tutoring, or elsewhere. You are encouraged but not required to have your own computer... When classes start, you will be expected to have three basic competencies:

- **Elementary knowledge of a Microcomputer Operating System.** This means that you can do such tasks as save to a floppy disk, find a file, create a directory or folder, and start a program. The on-campus GSLIS lab is

Windows-based.

- **Information retrieval skills.** You need the ability to use the UIUC on-line catalog and common bibliographic databases found in many libraries, such as those on CD-ROM. You should have the following Internet information skills: connecting to other computers via telnet, transferring files, and finding information on the Web.
- **E-mail and bulletin board skills.** You should know how to use e-mail and electronic bulletin boards, with proper etiquette, and become familiar with the communication functions of the GSLIS computer system known as Alexia.

More advanced skills are expected to be acquired during the student's first semester of enrollment, to include basic HTML, basic UNIX, and elementary database design.

Such requirements go a long way in leveling the playing field among students in classes. An instructor can expect students to be at a certain level, and students need not worry that their technical competencies are lacking for a given course, especially for introductory courses. For students with deficiencies, there are several suggested ways to overcome them.

COMPETENCIES LIST DRAFTED

At USM, the SLIS faculty have recently drafted a list of competencies for incoming graduate students. If you or someone you know is considering graduate level education, the following can serve as a guide to what might be expected from incoming students.

Students are expected to have the following computer competencies in order to successfully complete many of the courses in the School of Library and Information Science. Students who do not have these competencies should enroll in LIS 457/557, Microcomputers in Libraries, or an equivalent computer competency course in another department.

1. Knowledge of file structure and management, including extensions, types, etc.
2. Knowledge of file and document manipulation.
3. Knowledge of file transfer protocol (ftp) and telnet.
4. Knowledge of software compatibility issues, including versions and brands.
5. Basic knowledge of telecommunications, including modem speeds, Internet access options, etc.
6. Knowledge of use of basic applications, including word processing, databases, and spreadsheets.
7. Possession of and ability to use email accounts, including addressing, domain names, forwarding, attachments, netiquette, etc.

Regardless of the specific requirements a given graduate program may have, it is important that a potential student be prepared to demonstrate a basic level of abilities on the first day of the first semester. There are many formal and informal means of acquiring such competencies.

Had Alvin acquired a core set of skills before the first day of reference class, he probably would not have panicked and would likely have hit the ground running in a class that is known to demand much shoe leather. Information technologies are thoroughly imbedded in our professional activities; abilities to acquire them and to tolerate change have to be mastered even before entering a graduate program.

¹ University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science, Web site [http://alexia.lis.uiuc.edu/gslis/program/faq.html#comp] accessed May 1 2000, 3p.m.

Celebrating New

A NEW LIBRARY FOR PIKE COUNTY

By Gail Bracey
Assistant Director
Pike-Amite-Walthall Library System

For years, citizens of McComb-Pike County talked about a new library. With genuine interest sparked by library patron Bill Indest and David Kelleher, of the McComb Rotary Club, the idea for a new library really took form six years ago. The McComb City School District offered a. 3.8-acre lot adjacent to Denman Junior High School, which the citizens of Pike County supported by passing the bond issue by an overwhelming 83 per cent. Local library visitors expressed pride in the city of McComb and Pike County for having the foresight and initiative to build such a magnificent new library. McComb Public Library also serves as headquarters for the Pike-Amite-Walthall Library System. The total cost of the new library was 3.2 million dollars including $500,000 from the city of McComb. An additional $500,000 for furnishings for the 21,410 square foot facility was raised by private donations.

The architectural firm JH & H Ltd. of Jackson was engaged to design the building. Chief architect Bruce Wood took the input of staff members and the suggestions of a consultant, Anders Dahlgren of Library Planning & Associates, into consideration in creating the design. Wood was also sensitive to the desire to blend the library's architecture with other build-ings in the city. "We tried to incorporate some of the historical areas of McComb into the design," said Toni James, direc-tor. The architectural design links ele-ments from the old fire station, depot and city hall. The two stained glass windows in the genealogy tower provide another architectural link. The windows, donated by Dr. and Mrs. W. T. Mayer, depict a locomotive and the old post office/ library. Trains are of particular historical importance to McComb, which began as a railroad town.

The wooded, sloping lot allowed the architects to create a tree-house ambience in the reading areas and the children's story-hour room. Jeannie Wood of JH & H designed the interior. Wood was able to mix a thoroughly modern interior with traditional mission-style furnishings. The windows overlooking the wooded lot and the comfortable furniture create a pleasant reading experience.

The new library also meets three criti-cal needs: a separate children's area, a public meeting room, and a gallery to dis-play works by local artists and artisans. The focal point in the children's area is the mural on the curved wall in front of the story hour space. The wall creates an intimate hideaway for children to listen to children's librarian Mattie Rials tell her Scooter Mouse stories. Kaye Kaberlein painted the mural, which features Mother Goose and other storybook characters. The mural was made possible through a grant from the Mississippi Arts Commis-sion and a gift from the Junior Auxiliary of McComb. Kaberlein was selected from several artists who submitted their work to a committee chaired by Rene Barilleaux, chief curator of the Mississippi Museum of Art.

The library's new location and its proximity to local schools have increased the need for more Internet access com-puters for the public. Plans are underway to increase the public access computers from eight to sixteen. The building is wired for thirty-five public user stations. Another technological improvement is the 3-M security system. The library will also purchase an automation system in the near future.

One of the typical comments from patrons is, "We thought it would be nice, but we didn't know it would be this nice." Several commented that the new library has helped equip the area for the chal-lenges of the new millennium.

Libraries in 2000

A NEW LIBRARY FOR HANCOCK COUNTY

By Mary Perkins
Public Affairs Officer
Hancock County Library System

These are exciting times for the Hancock County Library System. In the past five years, library officials implemented an aggressive plan to improve and expand library services, facilities and funding. The opening of a 10,500 square foot library in Kiln, Mississippi, on February 24, 2000, was the final component of that ambitious plan. More than 500 people, including state and local officials and civic leaders from all areas of Hancock County, attended the ribbon cutting ceremony for the new Kiln Public Library. On hand for the occasion were Library Director Prima Plauché; Library Board Members Joyce Lee, Mary Sinders, Mary Cassis, Tina Williams, Evelyn Johnson; John Pritchard, Mississippi Library Commission Executive Director; and MLC Commissioners Jo Anne Reid, Dr. Russell Burns, Frances Coleman, Dr. Glenda Segars and Hester Plauché.

Located on U.S. Highway 603, a busy north/south corridor through Hancock County, the new library serves more than 20 unincorporated communities in central and northern Hancock County. These communities range from small farming hamlets, such as Necaise Crossing, to the planned community of Diamondhead. The full-service branch

Photo by Mary Perkins

replaces a 1,200 square foot building that was too small to offer even the most basic library services. The new library includes a 1,500 square foot community room, covered drop-off and an arbored plaza.

The library was designed by architects Walter Bolton and Gary Dunn of BDA, Inc., as a modern, yet comfortable facility that all segments of the community would enjoy. A spacious multimedia room houses book collections, non-print media, computers and a community information center. A lounge area features oversized leather chairs facing a fireplace and bookshelves. A vaulted ceiling, ceiling fans and indirect lighting add to the inviting atmosphere of the library. Earth tone colors and the use of wood molding and

mission style furnishings elicit descriptions from library users of "homey" and "cozy," as well as "beautiful." A focal point of the children's library is the façade of a playhouse. The porch of the cottage provides a place for children and adults to sit and read together. White shelving extends from each side of the playhouse like a picket fence filled with colorful stuffed animals and picture books.

The main room is serviced from an attractive modular customer service desk (right) and an adjacent reference and information station. The layout uses low shelving and groupings of furniture to define service areas while assuring that the staff of five has visual access of the entire building. A donor wall (left, background) recognizes benefactors who donated more than $300,000 to the Library Foundation of Hancock County's Kiln Project Capital Campaign. Construction costs were covered by $1.2 million in bonds issued by the Hancock County Board of Supervisors and a $132,000 Library Services and Construction Act Grant through the Mississippi Library Commission.

Library Photos by Ken Murphy

Academic Focus

Column Editor: Jessie Arnold
Alcorn State University

Looking for a Service Project?

By Brooke Lippy
Catalog Librarian
The University of Southern Mississippi
brooke.lippy@usm.edu

As library faculty members at The University of Southern Mississippi, where professional positions are tenure track, librarians are expected to do more than a good job. Being on the tenure and promotion track requires "extra-curricular" activities, i.e. service to the community and work in the area of professional development, usually research and publication. This holds true for both public services and technical services types. So, how do you find opportunities to provide a service to the community, university or local? If you think that opportunities are just lying about waiting to be picked up, think again. Personally, as a new librarian, I think it is a little more difficult to find library related community service projects that satisfy this expectation. Luckily for this librarian, however, an opportunity for service that fit my particular interests and skills as a music cataloger was literally dropped into my lap last August.

RESPONDING TO A NEED

Sometimes, prior to a typical symphony concert, there is a talk given that provides attendees with an appreciation of the pieces they will hear that evening. When I purchased my symphony season tickets last fall, I learned that this is not done at USM. In the absence of pre-concert talks in connection with the USM annual symphony concert series, an expressed desire for something like it provided the idea for this project. This service project grew to be a Web resource with historical and biographical information pertaining to the works performed in concert, the composers of said works, and the special guest performers.

COLLECTION RESEARCH AND RESOURCES

The first step of the project, after determining a need, was to research whether any other libraries were doing this type of work. This would give me ideas for content and maybe a design template for our Web page. Second, I needed to know if the university library collection had the resources to support the project. The first part was fairly simple. In visiting other major music schools and libraries via the Internet, I was surprised to find that no one else appeared to be doing anything similar. As a result of my virtual search, I learned this would be a unique service.

However, in the next phase of my research to see if the library had the resources to support this project, something jumped out right away. A number of pieces selected for the concert series were not represented in the library collection. Further digging showed that we have large holes in the compact disc collection that encompassed some of the standard repertoire necessary for supporting an academic music program, especially one that grants both masters and doctoral degrees. Some of the works are available on vinyl disc, but nowadays, record players are few and far between. The only place you can be sure to find them is in college and university listening centers. This problem was discussed and

a second, separate project to fill in these collection gaps was proposed and begun.

PUTTING IT TOGETHER

The second step in creation of the service project was determining how to put things together and what should be included on the Web resource. The USM Libraries Web Committee governed some of the work providing guidelines and standards. However, the vast majority of design and content was up to the creators. With my former colleague, James Bunnelle, we selected a basic design and template. Each individual composer or musical piece 'page' includes four parts. These are:

Recordings: A listing by call number of sound recordings on LP or CD in the library that contain the piece to be performed.

Books, Videos, Scores: A selected sample of the materials available that relate to that particular piece or composer. The locator statement at the beginning of each page lets visitors know where they can find additional information by searching the local catalog, and provides a link to the Web catalog.

Historical Tidbit: A sentence or two about the piece to put it in a historical context. Occasionally, this space is used for some interesting, possibly not widely known fact about the composer or piece when detailed information on the piece is not readily available.

Internet Sites: In order to get the best and most comprehensive sites,

this is limited to 4-6 sites about the composer or piece. When the project began, I tended to evaluate 20-30 sites to determine which were the best in terms of content and design.

WHO BENEFITS

There are three groups that potentially benefit from this project: the library, the university and the local community, as well as the librarians who successfully created and designed the project. It fosters a relationship between the local community, the university and the library. This Web, or virtual, service is an outreach to all those connected to the university and to the residents of the local community at large. The target audience is *all* symphony goers, not just the students or faculty and staff.

The primary benefit to the library is the potential for increasing use of the collection and library services. It also provides a look at the library and its collections that support their interests. It is hoped that those who find this information useful and informative online will look a little further, and discover even more than they expected to find, by coming to the library and checking out a book and a sound recording or two. That's what libraries and librarians are all about!

For the community, this project serves as an announcement of current and upcoming events in the symphony series.

It is also hoped that they might see other creative ways that the library can serve them, perhaps even see libraries from a different, more virtual perspective. The Web presence also provides an educational aspect that was lacking previously in conjunction with the symphony concert series.

Most of the benefits for the librarian are inherent to the mission of providing a service to a community. However, it is not just a community service in its many manifestations. The actual designing, creating and posting of this Web page is considered an electronic publication by most academic institutions and is respected as a viable activity in applied research. And the computer skills required to develop the Web page are currently in great demand. This project was also presented as a poster session at the national Music Library Association conference in February of this year. It is amazing how a little idea can blossom into a credible opportunity to share information and develop professionally.

IMPROVEMENTS AND EVALUATION

When the Music Library Association Poster Session Committee accepted the project abstract we submitted for review, the committee asked a number of questions. One of the questions asked was how the site was used and if usage was being tracked. Partly in response to this, we instituted a hidden counter on each

page to get a rough idea of how many people had visited it. The other idea for tracking usage was to provide an e-form so that visitors could submit comments and suggestions. If this project continues again into the next concert season this fall, we will add the form to the site. To make more people aware of the site, we advertised its presence on the USM university-wide e-mail list. As a result, we received verbal and e-mail comments about the site and its usefulness. This project can be viewed at http://www.lib.usm.edu/~libmusic/home.htm. Take a look and let me know what you think.

Did the project accomplish its goals? Well, it gave me an opportunity to become involved in my community, and to provide a service for them. It gave many people a chance to discover something important or significant about the music and related subjects prior to concerts. When the poster session was presented at the Music Library Association, it encouraged many people to think about the idea, and possibly implement something similar to it at their home institutions. I think, overall, it made a positive impact and accomplished its goals. Will I continue with this project? More than likely, and it has been suggested that other venues, such as a lecture series on campus, could benefit from a similar service. Looks like I have another service project!

Mark Your Calendar

July 6 - 12, 2000 ....ALA Annual Conference, Chicago, IL

October 11 - 13, 2000 ....SELA Annual Conference, Jekyll Island, GA

October 18 - 20, 2000 ....Mississippi Library Association, Jackson, MS

OCLC Users Council Update

Submitted by Carol Cubberley
Director of Technical Services
The University of Southern Mississippi
carol.cubberley@usm.edu

At the SOLINET Annual Meeting & Conference, held in Atlanta April 27-28, Executive Director Kate Nevins reported on new directions that SOLINET is taking. Following is a summary of some highlights from her report.

AFFILIATE MEMBERSHIP

Some members have complained that there do not seem to be unique benefits for members, as non-members could obtain many of the same services as members. Added to the categories of full and associate memberships, the category of affiliate has been created. Libraries with affiliate memberships can obtain occasional services at higher prices than the full or associate members are required to pay, and will not be included in governance activities. Some services may be provided through consortia or state libraries.

RESOURCE INITIATIVES

SOLINET will foster cooperation through partnerships with state-based projects for training, licensing, and virtual libraries. SOLINET is working with other regional networks for support of distance education, web-based training, shared licensing, and offsite storage. The Association of Southeast Research Libraries (ASRL) funds a SOLINET position that provides links for local systems and implements delivery systems to support resource sharing.

PRESERVATION INITIATIVES

SOLINET has been and will continue to be very active in the area of preservation training, consulting, and referrals. It provides educational programs in environmental control and book repair for all library types. Experts in each state have been trained in disaster preparedness, as libraries in the Southeast have had to contend with hurricanes, floods, and snow in recent years. Additionally, SOLINET has been working with historically black colleges to establish programs to preserve their unique resources. NEH grants have supported the preservation microfilming of 86,000 brittle documents that are specific to southern history and culture. A SOLINET portal will provide a coherent method of access to digitized collections relating to southern history and culture, linking related collections. Digitization institutes will be offered to assist libraries in technical aspects as well as intellectual property rights management.

TRAINING SERVICES

Continuing education and training is one of the most valued services provided by SOLINET. Topics include technology, administration and management, and staff development. Also provided is individual consulting for technical services or circulation workflow and accreditation visit preparation.

Tech Notes, et al.

Column Editor: Aiping Chen-Gaffey
The University of Southern Mississippi

Cataloging Newspapers:
A Journey into the Past

Chris Mulder
State Agency Cataloger
State Library of North Carolina
cmulder@library.dcr.state.nc.us

Do you like mysteries? How about puzzles, riddles or mazes? Well, if you can answer "yes" to any of the above, you may be a natural-born newspaper cataloger. For me, newspapers offer the most fun a serials cataloger can have, even though they can also be very challenging. My experience as a newspaper cataloger began in the spring of 1991 with a trip to OCLC for United States Newspaper Program (USNP) catalogers' training under the tutelage of Bob Harriman and Bill Anderson of the Library of Congress. Until that point, my serials cataloging experience had been limited to state documents, but I was to discover that newspapers are in a class by themselves. Our North Carolina Newspaper Project (NCNP) lasted for most of the 1990s, and during that time, we located and cataloged 2611 original titles and entered 12,076 local data records (LDRs) into OCLC. So, I guess you could say that I have had the opportunity to see just about anything that newspapers can throw at a cataloger.

SOME BACKGROUND

As part of the training, we were each given a copy of the *Newspaper Cataloging and Union Listing Manual*, which had been written "...for participants of the United States Newspaper Program and others who wish to inventory their newspaper collection according to these guidelines." In it were guidelines that, while following AACR2 and standard LC serials cataloging practices, allowed for some flexibility in order to accommodate many of the unique qualities of the material we would be describing. For the most part, it was assumed that we would be handling collections or long runs of newspapers instead of single issues, and that over such long periods of time, some descriptive elements would change too much or too often to allow for easy encoding. Thus, certain MARC fields received different treatment under the Project guidelines. More about that later.

Anglo-American Cataloging Rules, 2nd edition, *Library of Congress Rule Interpretations* and OCLC's *Serials Format* (later *Bibliographic Formats and Standards*) were also referred to when necessary.

Well, that's some background information, but...where does the mystery come in? What about the puzzles, riddles and mazes? Oh, we've got plenty of all those! There is the mystery of disappearing and reappearing titles, the riddle of too many volumes for the number of years published, or, the puzzle of publishers with ever-changing frequencies. How does a poor cataloger make sense of it all?

WHERE DO I START?

The first step, as with any cataloging venture, is to look at the material in hand. Find the first available issue and go over it with a fine-tooth comb; clues may be hidden throughout. Information about additional editions may be found in advertisements that the publisher printed in his own paper – advertisements that would list all the printing services available at his plant, besides just the titles of his daily and weekly newspapers.

The chief source of information for the title is the **masthead** [*that banner across the top of the first page*], but the chief source for the bibliographic description is the paper itself – the whole paper. Although a great deal of information will be found in either the masthead or the **publisher's statement** [*text, usually enclosed in a box on an inside page, which includes publishing data specific to the title in hand*], some 18th and early 19th century newspapers will not have publishers' statements.

Make careful notes about the title, any masthead decorations with words hidden in them, volumes, numbers, dates, place of publication, publisher/editors' names, frequencies and any other bits of information that may be scattered about. For instance, they may write about a recent move from another town and how well they are settling into their new quarters. This could alert you to a possible connection with a similar title in a neighboring county. Or, they might apologize for having had to return to a semiweekly from a daily because of a paper shortage, which would tell you that issues prior to what you are holding were published at a different frequency. One time, I cataloged a newspaper whose first available issue included the results of a recent "Name the Newspaper Contest." Without that clue, I would never have known that the paper I held in my hand was directly linked to another newspaper with an entirely different title!
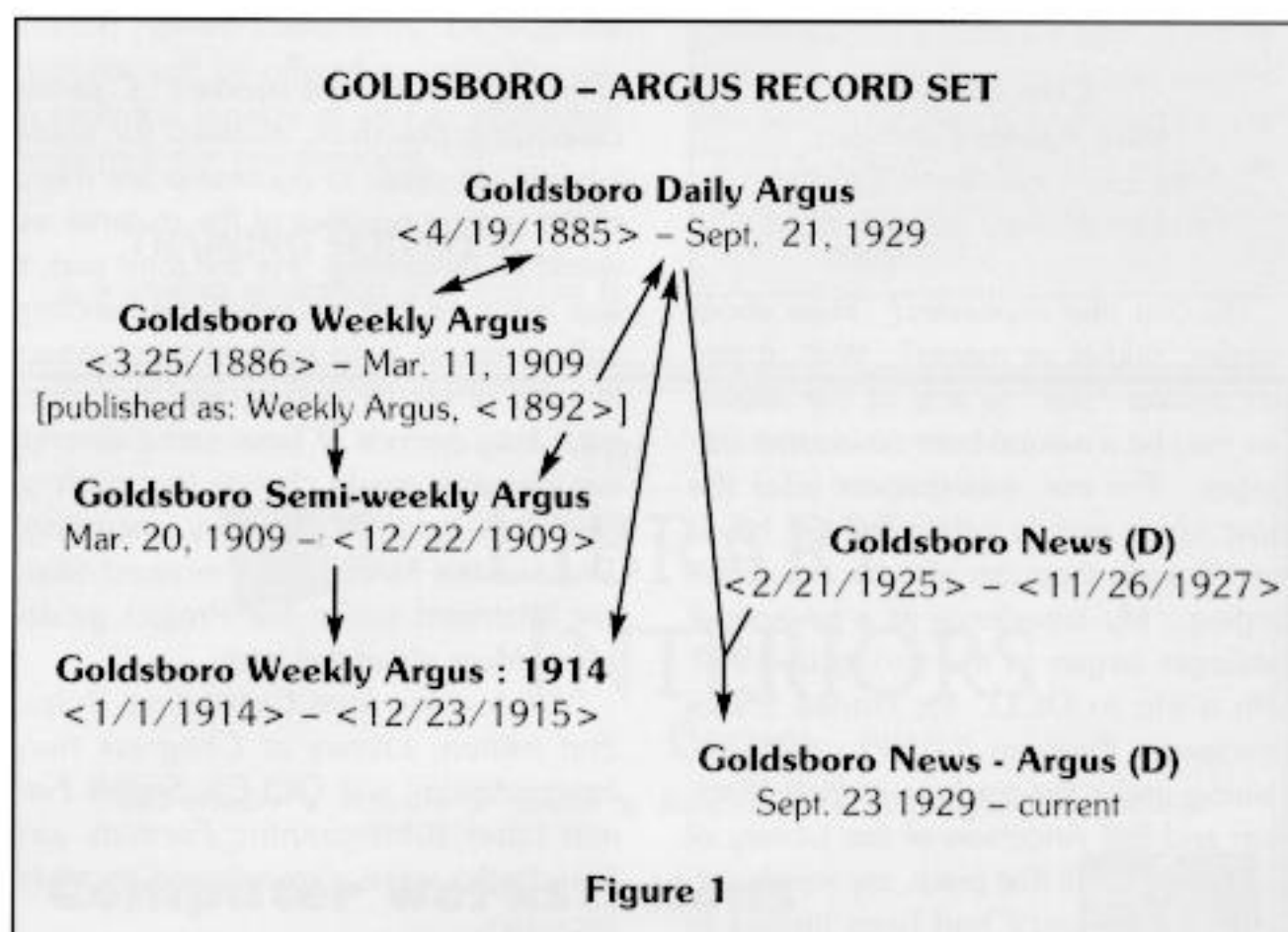
Once you have gleaned what you can

from that first available issue, turn your attention to the rest of the **run** [*the collection of issues you have in hand*]. Spot-check every few months, or every couple of years (depending on the number of issues you have), checking for changes in title, frequency, style of volume/number designation, place of publication, etc. As you locate these various clues, a picture of the paper's history will begin to emerge and you are ready for the next step.

NOW WHAT DO I DO?

If the paper you have before you never changed its title or did anything else interesting, cataloging it will be simple, and will look very similar to the record shown at the end of this article. However, most newspapers have an adventurous spirit and will provide you with more of a challenge than that, and for those we have "trees." Similar in concept to family trees, these newspaper trees help a cataloger see what changes have occurred over the life of a paper. I found them extremely useful and always created them before attempting to catalog a complicated **record set** [*a set of interconnecting bibliographic records showing the publishing history of related serials titles*] as they would help me keep the

links straight in my mind. To create your own newspaper tree, write the titles down in a pattern relative to the way they were connected to one another, and then draw arrows to show what those relationships were. An arrow pointing in only one direction shows a simple title change, or it could mean that one title has merged with another. An arrow that points in two directions is used to indicate concurrently

published editions. On my trees, I would always include which dates I had for each title, with angle brackets around those that were not true beginning or ending dates. Sometimes it is also helpful to include other information, such as notes about suspensions, moves to another town, or title changes too brief to warrant a new record. **Figure 1** is an example of a relatively simple "tree."

GOLDSBORO – ARGUS RECORD SET

Goldsboro Daily Argus
<4/19/1885> – Sept. 21, 1929

Goldsboro Weekly Argus
<3.25/1886> – Mar. 11, 1909
[published as: Weekly Argus, <1892>]

Goldsboro Semi-weekly Argus
Mar. 20, 1909 – <12/22/1909>

Goldsboro Weekly Argus : 1914
<1/1/1914> – <12/23/1915>

Goldsboro News (D)
<2/21/1925> – <11/26/1927>

Goldsboro News - Argus (D)
Sept. 23 1929 – current

Figure 1

With your notes and your tree in front of you, you are now ready to create your bibliographic records. Let's look at **Figure 2**, a record with lots of links and other intriguing bits of fun. As you can see, there were quite a few titles involved. The paper described, *The News and Observer*, was the result of a merger of two other papers (see the **780 04** fields), it then absorbed the *Intelligencer* (**780 05** field) and later on merged with the *State Chronicle* to form the *News-Observer-Chronicle* (the **785 07** fields). In addition to all that, it had two different weekly editions associated with it (**580/775 1** combinations). It is vital that whenever you connect in one direction, you make sure you have a corresponding reverse connection in all the other records. Thus, in all of the records listed in my 7xx fields above, I must make sure that I have a 7xx field for *The News and Observer* in each of them. Having a carefully drawn "road map" in the form of a well-researched newspaper tree can keep you on track when you are working with a complicated record set like this.

FIELDS WORTH MENTIONING

There are a couple of other fields that deserve some attention, as you will need to use them often in newspaper cataloging: **362** and **310/321**. **Figure 3** shows an example of a **362** field describing a change in the way the volume and numbers were displayed on the newspapers. Newspaper editors are notorious for playing fast and loose with the numbering on their issues, which is why dates and not volume/number designations are actually more important in determining the length of a run or whether or not two papers are connected. I once cataloged a newspaper whose volumes and dates just didn't add up. After a phone call to the office of the paper, and an opportunity to actually talk to the founder's grandson, I learned that his grandfather had started with Volume 10 because he thought it would make his newspaper sound more credible if readers believed it had been around for a while! No wonder the numbers were not adding up! Having said all

that, however, it is helpful to include volumes and numbers in your records and your calculations; just do not give them more weight than the dates when you are making up your trees and figuring out possible connections. The **515** field with a note about irregularities is also useful.

In **Figure 4** we have an example of multiple **321** (former frequency) fields. It would be unusual to see this many 321 fields in normal serials cataloging, but not for USNP records. It is a particularly good idea to include these because it might help someone else to determine if

---

OCLC: 10896643

... ...

245 04   **The news and observer.**

... ...

580   **Weekly ed.: News and observer (Raleigh, N.C. : 1880 : Weekly), < 1890-1891 >, and: Weekly news and observer, < 1892 >-1893.**

651 0   Raleigh (N.C.) ≠v Newspapers.

651 0   Wake County (N.C.) ≠v Newspapers.

752   United States ≠b North Carolina ≠c Wake ≠d Raleigh.

775 1   **≠t News and observer (Raleigh, N.C. : 1880 : Weekly) ≠w (DLC)sn 93059289**

775 1   **≠t Weekly news and observer ≠w (DLC)sn 93065757**

780 04   **≠t Raleigh news (Raleigh, N.C. : 1876 : Daily) ≠w (DLC)sn 85042101**

780 04   **≠t Observer (Raleigh, N.C. : 1876 : Daily) ≠w (DLC)sn 85042102**

780 05   **≠t Intelligencer (Raleigh, N.C.) ≠w (DLC)sn 92072946**

785 07   **≠t State chronicle (Raleigh, N.C. : Daily) ≠w (DLC)sn 92072978**

785 07   **≠t News-observer-chronicle ≠w (DLC)sn 84042105**

Figure 2

OCLC: 27160841

... ...

245 04   The western sentinel.

260   Winston-Salem, N.C. : ≠b Vernon W. Long,

300   v.

310   Semiweekly, ≠b Oct. 22, 1907-Sept. 21, 1926.

321   Weekly, ≠b July 28, 1887-Oct. 17, 1907

362 0   **Vol. 31, no. 29 (July 28, 1887)-v. 47, no. 14 (Oct. 4, 1906); 50th yr. (Oct. 11, 190[6])- 67th yr. (Sept. 21, 1926).**

500   Absorbed by the Twin-city daily in 1890. Western sentinel continued to publish as the weekly ed. The Twin-city daily remained the daily ed., and added the word "sentinel" to its title.

515   **Vol. numbering irregular.**

651 0   Winston-Salem (N.C.) ≠v Newspapers.

... ...

Figure 3

the newspaper they are holding matches your record. You will notice that for two brief periods the *Semi-weekly Standard* actually published tri-weekly. While the title variations are referenced in the 246, having the dates of the changes in the 321 fields is vital for positive record identification. Otherwise, another record might be added to the database, which would be a mistake for such short-lived titles.

FINAL "FIELD NOTES"

As I mentioned earlier, we had a special newspaper cataloging manual to guide us when creating project records. When you look at a USNP record, you will likely notice certain differences right away: USNP records are level 7, and can be further identified by an "msc" in the 042 field, and an SN number in the 010. Other differences include:

- 260 – no subfield c.
- 300 field – usually contains only "v" with no subfield b or c.
- 6xx fields – 650 (topical) fields are limited to things like Afro-American, Temperance or Trade newspapers. 651 (geographic subject) fields are more common, however.
- 752 fields – USNP records always have at least one of these geographic access fields.
- 775 & 78x – sn numbers instead of OCLC numbers in connecting fields (although sometimes you will see OCoLC numbers also). **Figure 5** is an example of a simple NCNP record. The fields mentioned above are highlighted.

While the USNP manual was certainly created because of the newspaper program, it does not mean the concepts within it could not be used by those not connected to the USNP. As it states in the introduction, "...for participants of the United States Newspaper Program and others who wish to inventory their newspaper collection according to these guidelines." Non-members could not, of course, assign SN numbers or include the msc in the 042, but much of the philosophy behind the guide would certainly

OCLC: 9479345					
Type: a	ELvl:	Srce: d	GPub:	Ctrl:	Lang: eng
BLvl: s	Form:	Conf: 0	Freq: **c**	MRec:	Ctry: ncu
S/L: 0	Orig: e	EntW:	Regl: **n**	SSN:	Alph:
Desc: a	SrTp: n	Cont:	DtSt: d	Dates:	1853,18uu

010   sn83-45450 ≠z sn84-26560

... ...

130 0   Semi-weekly standard (Raleigh, N.C.)
245 00   **Semi-weekly standard**
246 10   Semi weekly standard
246 1   ≠i During legislative sessions, published as: ≠a Tri-weeklystandard ≠f 1853-1865
246 30   Tri weekly standard
246 17   North-Carolina standard
246 30   North Carolina standard
260   Raleigh, N.C. : ≠b W.W. Holden, βc 1853-
300   v. ; ≠c 68 cm.
310   **Semiweekly, ≠b Feb. 27, 1861-<Apr. 24, 1865>**
321   **Semiweekly, ≠b July 30, 1853-Nov. 13, 1858**
321   **Triweekly, ≠b Nov. 16, 1858-Feb. 15, 1859**
321   **Semiweekly, ≠b Feb. 19, 1859-Nov. 24, 1860**
321   **Triweekly, ≠b Nov. 27, 1860-Feb. 23, 1861**
362 0   Vol. 3, no. 73 (July 30, 1853)-
515   Suspended: Feb. 23, 1864-<Apr. 17, 1864>.

... ...

Figure 4

OCLC: 43711773					
Type: a	**ELvl: 7**	Srce: d	GPub:	Ctrl:	Lang: eng
BLvl: s	Form:	Conf: 0	Freq: d	MRec:	Ctry: ncu
S/L: 0	Orig: e	EntW:	Regl: n	ISSN:	Alph:
Desc: a	SrTp: n	Cont:	DtSt: d	Dates:	1894,1uuu

010   **sn99-61553**
040   NVJ ≠c NVJ
042   **msc**
090   ≠b
049   NCSS
130 0   Penny post (Charlotte, N.C.)
245 04   The penny post.
260   Charlotte, N.C. : ≠b H.B. Laws & Co.,
300   **v.**
310   Daily (except Sunday)
362 1   Began in Nov. 1894.
500   Description based on: Vol. 1, no. 17 (Dec. 17, 1894).
651 0   **Charlotte (N.C.) ≠v Newspapers.**
651 0   **Mecklenburg County (N.C.) ≠v Newspapers.**
752   **United States ≠b North Carolina ≠c Mecklenburg ≠d Charlotte.**

Figure 5

be useful to anyone who catalogs newspapers.

SOME LAST THOUGHTS...

We have spent some time talking about the nuts and bolts of newspaper cataloging: the importance of thoroughly examining the issues before you, of spending time making "trees" for the more complicated record sets, and double-checking all of your connecting fields. With so many words and so much space devoted to the "how," you might wonder about the title of my article, which seems to lean more towards the "what."

If you are lucky enough to catalog newspapers, especially old newspapers, you get the chance to see history unfold before you. Back then, to the people who wrote those newspapers, it wasn't history...it was their lives, their "now." And there is nothing else out there that can give our patrons that immediacy, that connection, that sense of being able to look over the shoulders of our forebears, like reading a newspaper. So, do not let those old newspapers gather dust on your shelves. Go ahead and catalog them, and open a door to the past. Let the journey begin!

Join MLA!

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

Call for MLA Award Nominations

In recognition of those who have made significant contributions to the association and the library profession, the Mississippi Library Association awards outstanding members each at the annual state conference. A description of the awards, as well as a listing of past recipients, can be found on the MLA Web page at < http://www.nt.library.msstate.edu/mla/mla.html >

The **Past President's Award** is given to an outstanding beginning professional librarian who is an active member of the association. Candidates must hold a MLS degree, must be employed in Mississippi and have between two and six years professional experience, of which two years must be in Mississippi. Nominations may only be submitted by MLA members and should be sent to the immediate past president: Suzy Turner, 305 Edgewood Dr., Starkville, MS 39759.

Nominations for two awards, the **Peggy May Award** and the **Outstanding Achievement Award**, should be sent to the Awards committee chair: Carol Green, P.O. Box 5053, Hattiesburg, MS 39406. This first award, the Peggy May Award, honors a person who has made special contributions in library development and recruitment. And second, the Outstanding Achievement Award is open to librarians, trustees, or lay citizens.

Deserving school librarians may be honored with the **Carroon Apple Award** for exceptional contributions in school librarianship. **The Edward Ransdell Instructional Television Award** recognizes an administrator and a school library media specialist involved in the effective use of instructional television. MLA members may submit nominations for these two awards to the current school library section chair: Jolee Hussey, 209 Woodland Hills Dr., Oxford, MS 38655.

All nominations should contain the following information: nominee, award, current title, institution, address, education (required for the Past Presidents' Award only), accomplishments, and the name, address, phone, and email of the person placing the nomination.

Two awards are presented by the Friends of Mississippi Libraries: **The Ruby Assaf Presidential Award** honors an outstanding volunteer in FML or in a local chapter. Local chapters affiliated with the state group may be nominated for the **Chapter One Award**. For these awards the following information should be provided: nominee, address, phone, sponsoring FML chapter (Assaf Award only), and accomplishments. Nominations should be addressed to the current president of FML: Barbara Carroon, 5818 Northdale, Jackson, MS 39211.

All nominations must be received by September 30, 2000. For information contact Carol Green, 266-4476 or < carol.green@ usm.edu >

People in the News

JESSE YANCY MEMORIAL LIBRARY CELEBRATES NLW

The Jesse Yancy Memorial Library, Bruce, Mississippi, celebrated National Library Week, April 12th, with "Thank Your School Librarian Day" as part of its National Library Week programming.

Librarian Ann King, left, presented gifts to Bruce High School librarian Lee Mize, and Bruce Middle School librarian Cheryl Burnett. Baskets were also presented to Nancy Ellison, Bruce Elementary School librarian and Nita West, Calhoun Academy librarian.

CONFERENCE COMMITTEES ANNOUNCED

MLA Vice-president Henry Ledet announced the following members had accepted conference committee chairmanships: Kaylene Behm, Exhibits; Rahye Puckett, Local Arrangements; Deb Mitchell, Registration; Ann Branton, Poster Sessions; and Joan McLemore, Hospitality.

1999 SILENT AUCTION A SUCCESS

Mary Hamilton, chair of the Silent Auction sub-committee, announced that the Peggy May Scholarship Committee is again sponsoring a silent auction to be held during the MLA Annual Conference to support the scholarship fund. The fund benefits a LIS graduate student in Mississippi. Last year's auction was a wonderful success, raising over $1,100. Please help this year's effort by donating an item for the auction or by suggesting local businesses or individuals that might make a donation. Contact Mary at (601) 266-6170 or via email at mary.hamilton@usm.edu for more information.

JONES ELECTED TO THE CALDECOTT COMMITTEE

Dee Jones, Curator of the deGrummond Children's Literature Collection, a collection of books, manuscripts, illustrations and original artworks, was elected to serve on the 2001 Caldecott Committee. She has already begun work on the committee, which met at ALA Midwinter in San Antonio, Texas. The committee will dis-

cuss books at the ALA Annual conference this summer and make their selection during the Midwinter 2001 meeting. The selection of the Caldecott Medal of the American Library Association, an award established in 1937, honors the most distinguished American picture book for children. The award is named in honor of Randolph Caldecott, illustrator and painter, noted for his drawings for children's books published in the 19th century.

LC COMMEMORATIVE STAMP CELEBRATION

Librarians Joyce Radcliff, Brooke Lippy, Aiping Chen-Gaffey, (pictured left to right) and Karolyn Thompson of The University of Southern Mississippi sponsored a commemorative stamp second-day-issue event on May 18, 2000. The speaker was the Postmaster of Hattiesburg, Carl Smith. This event was a local component of the national Library of Congress Bicentennial celebration. A commemorative postage stamp was issued on April 24, 2000. Libraries throughout the United States, in conjunction with the Bicentennial Program Office at the Library of Congress, held second-day-issue events and celebrations for the commemorative

postage stamp, beginning April 25 through May 31. Commemorative stamps were available for purchase and cancellation. Other commemorative stamps were on display, including the stamp that commemorated the 175th year anniversary of the Library of Congress twenty-five years ago.

The subject of the commemorative postage stamp, designed by Ethel Kessler and the logo for the Library of Congress Bicentennial, features the interior dome of the Library's Main Reading Room. The unseen painting within the circle or "eye" of the Reading Room dome is the image of a woman representing "Human Understanding." This logo and theme symbolize the Bicentennial goal of stimulating creativity and ensuring a free society through the greater use of libraries everywhere.
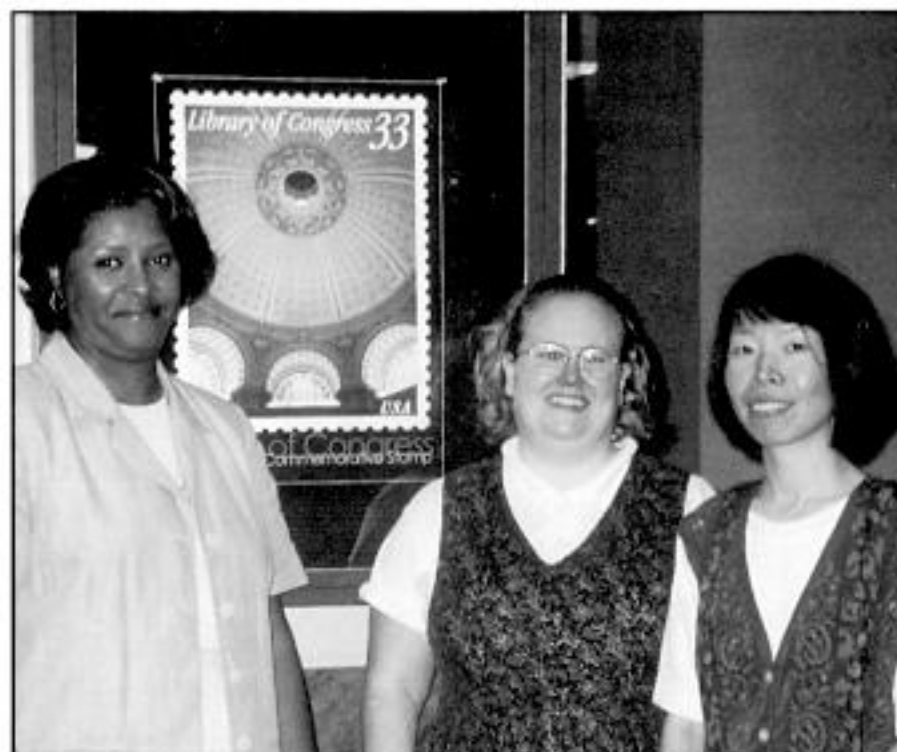
About Books

Hollis, Tim. *Dixie Before Disney: 100 Years of Roadside Fun.* Jackson: University Press of Mississippi, 1999. 193 pp. $45 hardcover. $25.00 paperback.

On a recent trip from my home in Oxford, Mississippi, to Louisville, Kentucky, I could not help but wonder if a few of the buildings with sloping roofs used to be a Stuckey's or a Horne's. I have been in a few Stuckey's, but I must admit that until I read Tim Hollis' account of early attractions and vacation destinations in the South, I had never given the roadside homes of these many souvenirs and pecan logs a second thought. I also must admit that, despite the signs enticing me to do so; I have never seen Rock City.

In *Dixie Before Disney*, Tim Hollis takes the reader on an incredible journey through the South's early vacation attractions. In this fast-paced world of planes and quick vacations, the reader really feels as if he is traveling by car with his family to all of these wonderful destinations, many of which have been largely forgotten. While Hollis is not attempting to write the definitive volume on vacation destinations in the South, he does say that he has "concentrated on those that best exemplify the major genres of Southern attractions."

Hollis begins by describing the development of the early highway system that, in turn, determined how and where tourist attractions developed. In great detail, he recounts how this early system of roads and numbers became the present-day highway system. The next eight chapters are divided into types of attractions or destinations found in the South. Not only does he describe such recognizable destinations as Stone Mountain, Bellingrath Gardens, Panama City, and Mammoth Cave, but he explores lesser-known attractions as well. Many of these have fallen out of favor with the public or no longer even exist. The descriptions are ample and vivid, and Hollis went to great lengths to trace the history of these sites, including those that have disappeared. In his research, he has uncovered how many attractions were repeatedly reincarnated either to reach their current state of development or decline in popularity until they closed.

In addition to the histories of major vacation destinations, Hollis also tells the stories behind some more familiar stops, such as Holiday Inn and Dairy Queen. He also explains how roadside motels and goofy golf developed.

There is an incredible amount of information in the 193 pages that make up *Dixie Before Disney*. Photographs are numerous, and illustrations appear on every page. While most are in black and white, some are reproduced in color in an eight-page section in the middle of the book. Additionally, following the Epilogue, there are ten bibliographical essays that provide great detail on his source materials and research. Hollis has provided so many details on the attractions, both major and minor, that readers may feel as if they are getting the "inside story" on the vacation industry in the South.

This book would be a very good addition to any collection simply because it is a topic which is probably not well represented in many libraries. It would also be an excellent resource for those who have not seen these attractions. More important, Tim Hollis' book might be a particularly useful and fun resource for libraries located throughout the South near the attractions that drew thousands of families to pack up for summer vacation long before there was Disney.

Lynda Aldana
Cataloger
University of Mississippi

Iles, Greg. *The Quiet Game*. New York: Dutton, 1999. 433 pp. $21.00 hardcover.

In 1995, the Mississippi Library Association presented Greg Iles the award for best fiction of the year by a Mississippi author. It was a timely award – Iles recently signed a two-book contract with Putnam for more than $1 million.

Iles was back again in late 1999 with *The Quiet Game*, his best book to date.

It is closer to the author's experience. His main character is a famous author and lawyer – Iles is a famous author. The main character's father is a doctor – Iles' father is a doctor. The story is set in Natchez – Iles lives in Natchez.

The Quiet Game has a protagonist named Penn Cage who has returned to Natchez with his four-year-old daughter. During an interview with the beautiful newspaperwoman who is doing a story of "local successful native comes home," Cage makes a reference to an unsolved 30-year-old murder, apparently racially motivated, of a local Korean War veteran. This sets off a chain reaction.

The title *The Quiet Game* is what Cage calls the silence that has surrounded this case for 30 years – what everyone knows but no one will talk about. Local files on the case are closed, and standing in the way of re-opening them is the judge who tried to ruin Cage's father's life. Attempting to search FBI files, he discovers they are closed also, and the agents who worked the case are either dead or took early retirement. After being warned off the case, there are increasingly close attempts on Cage's life and those of his loved ones, as he gets nearer to unraveling the case.

The book is an exciting read. There is fire, which parallels the fire in which the murder victim died. There are bullets flying. There are links to J. Edgar Hoover. There is fear and sweet love – both current and remembered. This current offering by Iles is a contemporary story set in motion to bring just closure to a past evil event. "Because the day of reckoning always comes, when everything you've tried to repress rears up in the road to meet you. Whatever you bury deepest is always waiting for the moment of greatest stress to explode to the surface." (p.38).

The Quiet Game is a "must buy" for all Mississippi public libraries to add, either to their Mississippi authors collection, and/or to the library's mystery collection.

Stella Wheat
Library Director
Lamar County Library System

King, Anne R. *Walls of Light: The Murals of Walter Anderson.* Jackson: University Press of Mississippi and the Walter Anderson Museum of Art, 1999. 117 pp. $45 hardcover.

"It is approaching the magic hour before sunset when all things are related...light in everything..." – The Horn Island Logs of Walter Inglis Anderson

The art of Walter Inglis Anderson displayed the colors of the Mississippi Gulf Coast long before casinos shone their flashing and fluorescent beams out upon the water, and this book – *Walls of Light* – is a shining tribute to that light that came before. In his murals and other works, Anderson took radiance and movement and telegraphed them onto a surface in such a way that the works sing out to the viewer much as the captured moment must have sung to Anderson himself.

Born in 1903 in New Orleans and settling, after school and travel, in Ocean Springs, Mississippi, Walter Anderson struggled most of his adult life with mental illness. In *Approaching the Magic Hour: Memories of Walter Anderson*, his wife, Agnes Grinstead Anderson, recalls her husband's connection to nature and wildlife as a channel of lucidity and comfort. The works he produced throughout his life attest to the wonders of nature and life and ripple with color and pattern and vibration.

Perhaps Anderson's most vibrant works are the murals that *Walls of Light* displays. In 1937, Anderson painted the *Ocean Springs: Past and Present* mural series for the Ocean Springs Public School through a WPA commission. Marrying beauty and function, Anderson used the murals to depict the lives of Gulf Coast Indians as well as familiar activities of 1920s and 30s coastal residents. In 1950, Anderson was again commissioned by the WPA to adorn the walls of the Ocean Springs community center. The swirls and colors and animals – from squirrel to fox to raccoon to luna moth, should elicit appreciation in the viewer for this lively portrait of the coast.

Even more enlivening and enlightening are Anderson's murals from the cottage in which he lived on his family's property, called Shearwater, in Ocean Springs. Each wall of the Shearwater cottage mural room portrays a time of day: sunrise, noon, sunset and night with paintings that capture a part of the day – a brilliant rooster greets the day at sunrise; a cat begins his evening stalking at sunset. Color and flow broadcast movement and lightness that express Anderson's closeness to nature.

Walls of Light is an exquisite display of Anderson's remarkable talent. His murals sing with a brightness that transcends commercial light, as well as pay tribute to the birds, beasts and fauna that inhabit Mississippi's coast. The works portrayed in the book are a rest for the eyes and uplift to the spirit, far removed from the gaming centers' noisy glow.

Jennifer Janus
University of Mississippi

Patterson, James E., ed. *Wyatt Waters, Another Coat of Paint: An Artist's View of Jackson, Mississippi.* Text by Judy H. Tucker. Brandon, MS: Quail Ridge Press, 1995. 56 pp. $39.95 hardcover.

Watercolorist and the surname, Waters – they're practically synonymous.

Wyatt Waters was born in Brookhaven in 1955, moved to Clinton in 1970, and received an MA in Painting and Drawing in 1982 from Mississippi College. He started painting scenery and interesting places of Jackson in 1980 with early exhibits throughout the state. Since 1985, Waters' paintings have been shown and sold in local and regional galleries. His work has also been published in national magazines such as *American Artist* and *Watercolor.*

In the foreword by Willie Morris, we are told of the vibrant and resounding colors for which Wyatt Waters is known and which are so beautifully illustrated in this collection of pictures of lasting landmarks in Jackson. The book contains a total of 56 reproductions. Forty-eight are in color

with the remainder in black and white. The dark blues, lush greens and golden hues bring an aliveness and vibrancy which are not as well reflected in his black and white works; even so, there is still a feeling of substance and texture. Waters' paintings here are mostly 5 x 7 inch representations, with some smaller and some larger. At the very end, there is a numerical listing with their respective titles.

Waters' works portray a distinguishable southern architecture. They show that the city has progressed and grown physically, and despite deterioration, there has been restoration. Many vivid and interesting places still exist which the artist has captured colorfully. His paintings reflect the past and show amusement at oddities and landmarks which have traditionally been symbolic of the city.

These impressive reproductions are well arranged, and each has a researched caption, dimensions, collection information and year in which it was painted. For example, we see in the first image, *Capitol Street,* a view of both sides of the street complete with automobiles, pedestrians, and names of remaining businesses from Mill Street to the Old Capitol building. In reality the painting measures 29.5 x 21.5 inches. It was painted in 1990 and is part of a private collection. *The Mayflower* speaks of days gone by with its art deco canopy and turn of the century construction. The vibrant colors give the viewer a sense of cheerfulness and happy anticipation about this long-standing café.

Waters sometimes displays a sense of humor in the titles he selects. For instance, *Saving Souls* is a painting of the Jackson Shoe Shop on State Street where it has been a cornerstone for years. The *Pink S's* is one of my favorites. The gorgeous flamingos depicted give a new appreciation for all the various shades of pink used. I find it simply refreshing. This book is highly recommended for Mississippiana collections and for anyone who loves and appreciates vivid watercolors.

Maria Mathilde Martin
Reference Bibliographer
University of Mississippi

About Children's Books

AWARD-WINNING CHILDREN'S TITLES FOR 2000

Newbery Award *and* Coretta Scott King Author Award

Curtis, Christopher Paul. *Bud, Not Buddy.* New York: Delacourt Press, 1999. 245 p. $9.95.

With his first novel for young readers, Curtis was extremely successful. *The Watsons Go to Birmingham-1963* became a best-selling book for youth in both hardcover and paperback, and that title won several awards, including a Newbery Honor and a Coretta Scott King Honor. This time, Curtis set a precedent by winning both the Newbery and the Coretta Scott King Authors Award. In *Bud, Not Buddy,* the year is 1936 and in Flint, Michigan, Depression times are hard. Like a lot of other Americans, Bud goes on the road seeking a better life. But Bud is only ten years old. And in his case, Bud is setting out to find his father. His mother has recently died and Bud believes he knows who his father is and how to find him. His mother didn't exactly *tell* him who his father was, but she left a lot of clues. In Bud's suitcase are his important clues – flyers about musician Herman E. Calloway and his famous band, the Dusky Devastators of the Depression. Along the way there are several adventures, but the real treat comes when Bud finally finds Herman E. Calloway.

Caldecott Award

Taback, Simms. *Joseph Had a Little Overcoat.* New York: Viking, 1999. [31 p.] $15.97.

Joseph had a Little Overcoat is an adaptation of a Yiddish children's song, "I Had a Little Overcoat" which the author/illustrator adapted to create this richly colored picture book for children. The story is simple. Joseph had a little overcoat – at least to start with. But when it got shabby, Joseph cut it down to make a jacket. Then the jacket got shabby and Joseph cut it down to make a vest. So the story goes until at last he is left with only a button cover. But the story carries a lesson... "you can always make something out of nothing."

Children will appreciate the vivid colors and the lively details of Joseph's life depicted on each page. There is much to explore with every turn of the page. There is comfort in loss, too, because every time Joseph loses part of his original coat, sometimes nice happens. For example, when the coat is cut down into a jacket, Joseph sings in a men's chorus with his new jacket.

Coretta Scott King Illustrator Award

Siegelson, Kim L. *In the Time of the Drums.* New York: Jump at the Sun-Hyperion Books for Children. Illustrated by Brian Pinkney. 1999. [30 p.] $11.49.

Brian Pinkney is well known to librarians, parents and children, as the illustrator of many books for children. In addition to his talents as an illustrator, Pinkney is also a drummer who collects drums from around the world, and the drums illustrated in this book come from his personal collection. Together with author Kim Siegelson, he has created a book that recounts a legend in the African-American communities near the Sea Islands of Georgia and South Carolina. It is the story of slaves from the Ibo tribe in Africa, who chose death by walking into a river rather than face slavery in the new world. The power of the story line is also carried in the great swirls of blues, greens and brown that the illustrator uses.

Mentu, a young boy, who lives with his grandmother, Twi, known to be an Ibo conjure woman, tells the story. His grandmother is very old but very powerful. She was brought to America from Africa and still knows the old songs and drum rhythms which she has taught to Mentu since his birth. One day a slave ship enters the harbor. Its hold is full of Ibo who hear Twi's drumming and begin to drum with their feet on the floor of the ship, hoping they are home. What follows constitutes the legend of that coastal area.

Michael L. Printz Award

Myers, Walter Dean. *Monster.* New York: HarperCollins. 1999.

Never heard of this award? That's because it's new. For years young-adult librarians have been wondering why there wasn't an award for the young adult age group, which would exemplify good literature. Apparently there have been half-hearted attempts in the past, but in 1998, YALSA created a task force to try again. Once that task force developed the criteria, an awards committee was formed and the first award for this genre was announced at ALA Midwinter Conference in January 2000. It is named in honor of Michael L. Printz, a high school librarian from Topeka, Kansas, who was very active and respected in YALSA. Printz died in 1996 at the age of 59.

Books in this category must be published specifically for young adults (12 to 18 years of age) and can be fiction, non-fiction, poetry or anthologies. The award is to be annual with up to four honor titles. This year's selection (not reviewed) is a fiction story of a young man in prison for murder.

Stella Wheat
Library Director
Lamar County Library System

Mississippi Library Association
Minutes

10 DECEMBER 1999

BOARD MEMBERS ATTENDING

Billy Beal, ALA Councilor
Cecelia Delbridge, Special Libraries
Ruth Ann Gibson, Secretary
Jolee Hussey, School Libraries
Henry Ledet, Vice President
Robert Lipscomb, Public Libraries
Glenda Segars, SELA Representative
Shirlene Stogner, Treasurer
Suzy Turner, Past President
Rhonda Tynes, President

OTHERS ATTENDING

Jim Anderson, National Advocacy Honor Roll
Pat Matthes, Fiscal Management Committee
Jennifer A. Smith, National Library Week Committee
Emma Ainsworth, Legislative Committee
Paulette Entrekin, Nominating Committee
Orthella P. Moman, ACRL
Mary Julia Anderson, Executive Secretary

The meeting was called to order at 11:13 a.m. by president Rhonda Tynes. Agenda attached.

COMMITTEE REPORTS

Ad Hoc Committee – Jim Anderson presented a report on the National Advocacy Honor Roll that included the recommendation of the following names for submission: Posthumously – Whitman Davis, Lura Currier, Augusta Richardson, Peggy May, and Dr. Lora Long; and Current – Friends of Mississippi Libraries, MAGNOLIA, Barbara Carroon, George Lewis, and Mary Love. Robert Lipscomb seconded the automatic motion to accept the committee report. The motion carried. Glenda Segars moved that the recommendation list be given to John Pritchard, Mississippi Library Commission director, for submission. Cecelia Delbridge seconded the motion, which passed.

Fiscal Management Committee – Pat Matthes, chair, submitted the budget to the board for approval and explained significant changes. Suzy Turner moved to accept the report, and Henry Ledet seconded the motion, which carried.

National Library Week/Legislative Day – Jennifer Smith, co-chair, presented the revamped agenda for Legislative Day 2000 (see attachment). Robert Lipscomb moved that honorary memberships in MLA be presented to the lieutenant governor and any legislators who will be participating as speakers or panel members in the day's program. Suzy Turner seconded the motion, which passed.

Legislative Committee – Glenda Segars, co-chair, reported on the 2000 Legislative Mission and Goals (see attachment), which will be included in the Legislative Day packet along with MLC's Legislative Agenda (see attachment). Orthella Moman moved that the committee's report be accepted, and Shirlene Stogner seconded the motion. The motion carried.

Nominating Committee – Paulette Entrekin, chair, moved that the following names be placed in nomination for the 2000 election (see attachment): Vice President/President Elect – Robert Lipscomb and Terry Latour; Secretary – Janice Garrett and Kaylene Behm; and Treasurer – June Cressanthis and Keith Coleman. Glenda Segars seconded the motion, which passed.

NEW BUSINESS

Information Literacy Competencies – A written report (see attachment) was submitted by Mary Beth Applin requesting the formation of a new committee to deal with this area. Because of confusion over the proposed committee's exact purpose(s), the board tabled further discussion, pending additional information.

ALA Chapter Councilor Job Description – Billy Beal distributed a draft of a sample job description (see attachment) and the schedule for ALA Midwinter events (see attachment). The job description can be discussed at a future meeting.

ADJOURNMENT

The meeting was adjourned at 12:21 p.m.

Respectfully submitted,
Ruth Ann Gibson, Secretary

24 JANUARY 2000

Board Members Attending

Billy Beal, ALA Councilor
Orthella P. Moman, ACRL
Cecelia Delbridge, Special Libraries
Glenda Segars, SELA Representative
Jolee Hussey, School Libraries
Suzy Turner, Past President
Henry Ledet, Vice President
Rhonda Tynes, President
Robert Lipscomb, Public Libraries

The meeting was called to order by president Rhonda Tynes at 10:20 a.m. Agenda attached.

REPORTS

Conference 2000 – Henry Ledet, vice president, presented the names of his committee chairs and plans to date (see attachment).

ALA Councilor – Billy Beal reported on ALA midwinter.

SELA Representative – Glenda Segars confirmed that the SELA 2000 conference will be held in association with the Georgia Library Association, October 11-13, on Jekyll Island.

School Libraries, Public Libraries, and Educational Communications & Technology Roundtable representatives reported they were developing programs for the 2000 MLA conference.

National Library Week/Legislative Day – Jennifer Smith, co-chair, reported a

pre-registration figure of 202 and noted changes in the day's program.

Insurance Committee – Richard Greene, chair, announced that he will have a proposal for reasonably priced liability insurance for presentation at the March board meeting.   ∗

NEW BUSINESS

Conference 2002 – Henry Ledet announced that the site location committee will be looking at several cities for the 2002 conference.

ADJOURNMENT

The meeting was adjourned at 10:55 a.m.

Respectfully submitted,
Ruth Ann Gibson, Secretary

17 MARCH 2000

BOARD MEMBERS ATTENDING

Cecelia Delbridge, Special Libraries
Ruth Ann Gibson, Secretary
Henry Ledet, Vice President
Robert Lipscomb, Public Libraries
Orthella P. Moman, ACRL
Shirlene Stogner, Treasurer
Rhonda Tynes, President

OTHERS ATTENDING

Richard Greene, Insurance Committee
June Breland, Scholarship Committee
Susan Cassagne, Insurance Committee
Kay Boggan, 2YCRT
Marty Warstler, ANRT
Kaileen R. Thieling, YPSRT
John Pritchard, MLC
Mary Julia Anderson, MLA
Joe Tynes
Terry Latour

The meeting was called to order by presi-

dent Rhonda Tynes at 10:05 a.m. Agenda attached.

MINUTES

Orthella Moman moved that the minutes from the December 10, 1999, meeting be accepted as written and distributed. Robert Lipscomb seconded the motion, which was passed.

Cecelia Delbridge moved that the minutes from the January 24, 2000, meeting be accepted as written and distributed. The motion was seconded by Lipscomb and was passed.

TREASURER'S REPORT

Shirlene Stogner distributed copies of the report as of February 29, 2000, and described changes that were necessitated because of a change in software at the accounting firm MLA uses. Lipscomb moved to accept the report as presented. The motion was seconded by Delbridge and was passed.

VICE PRESIDENT'S REPORT

Henry Ledet went over the conference schedule to date. He announced the following members had accepted conference committee chairmanships: Kaylene Behm, Exhibits; Rae Puckett, Local Arrangements; Deb Mitchell, Registration; Ann Branton, Poster Sessions; and Joan McLemore, Hospitality.

ALA REPORT

Because he was unable to attend the meeting, Billy Beal e-mailed his report to board members, which is attached.

COMMITTEE REPORTS

Insurance – Richard Greene described a professional liability insurance policy offered by Myron F. Steves & Company of Houston, Texas. On behalf of the committee, Greene moved that the Mississippi Library Association Executive Board offer this professional liability insurance policy as an optional benefit to the

members of MLA membership at a cost of $40 a year. Ledet seconded the motion, which was passed.

Rhonda Tynes requested the Insurance Committee investigate group dental and vision insurance for MLA members.

National Library Week – Because she was unable to attend the meeting, Jennifer Smith mailed her evaluation of Legislative Day 2000 to the board.

Scholarship – June Breland distributed copies of a brochure on the Peggy May Scholarship. Breland moved that the recipient of the Peggy May Scholarship automatically receive a complimentary membership to the Mississippi Library Association for the year of receipt of the scholarship. The motion carried after a second from Lipscomb.

Breland offered the following motion from the committee: The Scholarship Committee moves that solicitation letters requesting donations to the Peggy May Scholarship Fund be sent to companies. The motion was passed.

Others – John Pritchard, director of the Mississippi Library Commission, reviewed the legislative year to date.

SECTION/ROUND TABLE REPORTS

Moman, Lipscomb, Thieling, Warstler, and Boggan described their various section and round table activities scheduled for Conference 2000.

NEW BUSINESS

Making Reading Connections Conference – R. Tynes discussed this conference to be held in June in Biloxi. MLA will have a booth at the conference to promote membership and MAGNOLIA. Tynes will be recruiting people to help at the booth.

ADJOURNMENT

The meeting was adjourned at 11:35 a.m.

Respectfully submitted,
Ruth Ann Gibson, Secretary

Treasurer's Report

MISSISSIPPI LIBRARY ASSOCIATION
Fund Balance as of April 30, 2000

Account	Description	Amount
1001	DGNB 500-2601953	31532.60
1002	DGNB 5 yr CD	13539.37
1003	TRMK P May Brokerage Acc	4961.12
1004	989721751 TNB 2 YR CD 2/01	5245.64
1005	980702164 PMAY TNB 2 YR CD	5229.11
1006	P May-Federal Home Loan	5038.88
1007	B. Stearn/P May m. fund	5000.00
2000's	Fixed Assets (less depreciation)	2671.00
Total Assets		**$73217.72**

Account	Description	Amount
2000's	Taxes Payable	254.35
3010	General Fund	43295.66
2120	Peggy May Fund	16551.67
2130	ANRT Fund	2295.52
2140	2YCRT Fund	832.15
2150	GODORT Fund	397.07
2160	LIRT Fund	628.91
2170	YPSRT Fund	2123.19
2180	ECTRT Fund	353.81
2190	TSRT Fund	960.69
2210	SCRT Fund	254.46
2220	NMRT Fund	145.30
2250	Black Caucus Fund	318.57
2260	Past President's Fund	146.16
2270	Property Fun & Fixt	137.68
2280	Property Equip & Compute	1424.26
Total Liabilities and Equity		**$73217.72**

MLA FUND REPORT
Income as of April 30, 2000

Account	Description	2000 Budget	YTD (April 00)
General Income			
5200	Membership Dues	20000.00	11320.00
5202	Interest-General Fund	1500.00	151.39
5206	Peggy May Scholarship Donations		126.00
5204	Investment Gain (loss)		65.31
Section Income			
5410	ACRL Section Income	300.00	
5420	Public Library Section Income	300.00	1402.50
5403	School Section Income	300.00	
5404	Special Libraries Section Income	300.00	
5405	Trustee Section Income	300.00	
Roundtable Income			
5610	ANRT Membership Income		54.00
5620	2YCRT Membership Income		45.00
5630	GODORT Membership Income		27.00
5640	LIRT Membership Income		21.00
5670	YPSRT Membership Income		54.00
5650	ECTRT Membership Income		21.00
5680	TSRT Membership Income		60.00
5690	SCRT Membership Income		12.00
5660	NMRT Membership Income		24.00
5695	Black Caucus Membership Income		27.00
5697	Black Caucus Other Income		9.00
Convention Income			
5550	MS Author Awards	5000.00	
5510	Convention Registration	15000.00	
5520	Convention Exhibit Fees	23000.00	3625.00
5430	Convention Donations	1500.00	
5440	Convention General Session	5000.00	

Account	Description	2000 Budget	YTD (April 00)
NLW Income			
5301	NLW Registration	5000.00	4975.00
5302	NLW Promo Materials	100.00	132.50
5570	Randsell Grant Income	500.00	
MS Libraries Income			
5221	ML Advertising	1500.00	306.25
5222	ML Subscriptions	350.00	384.00
Total		**$79950.00**	**$22841.95**

Mississippi Library Association
Expenditures as of April 30, 2000

Account	Description	2000 Budget	YTD (April 00)
Operating Expenses			
6001	Executive Secretary Salary	11550.00	2934.75
6004	Executive Secretary FICA	1045.00	277.83
6100	Accounting Fees	2400.00	700.00
6210	Bank Charges	600.00	14.60
6220	Bank Credit Card Fees		68.05
	Donations (Gift ALA Washington Office)	100.00	
6310	Maintenance and Repairs	500.00	543.77
6320	Postage	1700.00	298.00
6340	Office Expenses	2000.00	142.10
6350	Telephone	2200.00	671.50
6410	Travel-President	3000.00	679.59
6420	Travel-Vice President	2500.00	
6430	Travel-ALA Councilor	1500.00	
6440	Travel-SELA Representative	1000.00	
6460	Travel-Executive Secretary	650.00	
6450	Travel/Training-Executive Board	1000.00	
6360	Dues-ALA & SELA	100.00	105.00
Section Expense			
6510	ACRL	500.00	
6520	Public	500.00	65.60
6530	School	500.00	
6540	Special	500.00	
6550	Trustee	500.00	6.29
Committee Expense			
6610	Awards	200.00	
	Election	200.00	
6630	Legislative	1800.00	110.00
6650	NLW	5000.00	4330.66
6620	Conservation	500.00	
6640	Membership	200.00	37.93
6770	MS Authors	5000.00	39.35
Convention Expense			
6710	Convention Exp-Exhibits	5000.00	125.00
6720	Convention Exp-General Session	5000.00	
6730	Convention Exp-Program		
6740	Convention Exp-Hospitality	150.00	
6750	Convention Exp-Local Arrangements	5000.00	
6760	Convention Exp-Registration	200.00	
6780	Grant Exp-Ransdell Award	600.00	
Mississippi Libraries Expense			
	ML-Total	18800.00	
6910	ML-Mailing		160.20
6920	ML-Miscellaneous Expense		8.98
6930	ML-Printing		8219.00
Total Expenses		**$81995.00**	**$19538.20**

mla

J O I N
TODAY

MISSISSIPPI LIBRARY ASSOCIATION
P. O. BOX 20448, JACKSON, MS 39289-1448

MEMBERSHIP YEAR_____

Name_____

Address _____

_____

Position _____

Library _____

Home Phone _____

Business Phone_____

Telefax_____

Electronic Address _____

Section: ☐ ACRL ☐ Public ☐ School ☐ Special ☐ Trustee

YEARLY DUES SCALE

Personal Membership

Salary up to $ 9,000	$15.00	$ _____
Salary up to $19,999	$25.00	$ _____
Salary up to $29,999	$35.00	$ _____
Salary up to $39,999	$45.00	$ _____
Salary $40,000 and up	$50.00	$ _____
Trustee (Non-librarian)	$15.00	$ _____
Friends and others not employed by a library agency	$15.00	$ _____
Library student (full-time)	$15.00	$ _____

Institutional Membership ....$45.00 $ _____

Round Tables

ANRT — Automation and Networking	$ 3.00	$ _____
Black Caucus	$ 3.00	$ _____
ECRT — Educational Communication and Tech.	$ 3.00	$ _____
GODORT — Government Documents	$ 3.00	$ _____
LIRT — Library Instruction	$ 3.00	$ _____
NMRT — New Members	$ 3.00	$ _____
SCRT — Special Collections	$ 3.00	$ _____
TSRT — Technical Services	$ 3.00	$ _____
2YCRT — Two Year College	$ 3.00	$ _____
YPSRT — Young People's Services	$ 3.00	$ _____

Donation to Peggy May/MLA Scholarship Fund .... $ _____

TOTAL MLA DUES .... $ _____

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

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

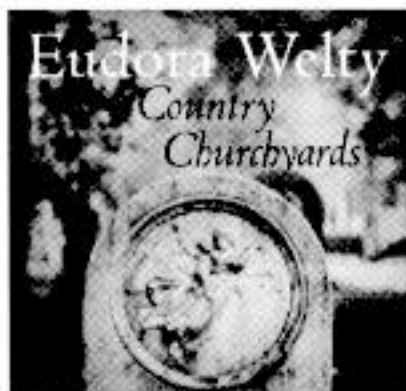Please charge my MLA dues to my ☐ VISA ☐ MasterCard

Account Number _____

Expiration Date _____

Signature_____

NOTICE: Dues must be paid by March 1 in order to receive March issue of *ML*. No back issues will be sent.

Mississippi Library Association
Post Office Box 20448
Jackson, Mississippi 39289-1448