MISSISSIPPI LIBRARIES

PRESIDENT'S PAGE

MEMBERSHIP, PROGRAMS AND SERVICES: MLA AND YOU IN 2002

Terry Latour

When I accepted my first library position in Mississippi twenty-two years ago, I considered myself to be an archivist, more than I considered myself to be a librarian. I accepted an academic position in Mississippi because of the opportunities it offered me to develop archival and manuscript collections, as well as to pursue interests that I had with special and rare book collections. The thought of my becoming the president of the Mississippi Library Association was as improbable as most anything you can imagine.

Over the intervening years, my interests have changed significantly, as has the library profession. Although I am an academic librarian, I have deep feelings of concern for the welfare of all types of libraries and librarians, particularly for those struggling to serve our schools and the general public. We face many challenges in our efforts to provide better library service, especially with the economic climate prevailing in 2002.

As I contemplated and prepared for my year as president of the Mississippi Library Association, I made a concerted effort to talk with many of you about your library concerns and how you would like to see MLA address them. Some of you sent me email messages, others submitted the goals questionnaire distributed at the annual meeting, and through the MLA email list [to subscribe to the MLA list, go to the MLA Web Site at http://www.lib.usm. edu/~mla/home.html and click on "MLA Listserv Information"]. In response to your concerns, and with attention to some basic needs of the association, I formulated my goals for the year. I shared them at the MLA executive board meeting in December and at the January meeting the Board endorsed them.

For 2002, individually and through the cooperative efforts of MLA, I would like to make a concerted effort to help libraries and librarians to gain the support and resources they need to provide good library services. I have a desire for MLA to be more pro-active in promoting libraries and librarians and I would like to see it serve as a stronger advocate for all types of libraries. Some of this can be accomplished through an expansion of MLA's Web presence. Much of it will relate to the contacts we make and the programs that we support. An improvement in communication among members will help, and this can be accomplished through an up-to-date, well-maintained email list.

The programs we engage in are dependent upon the financial stability of the association. In recent years, membership has declined and expenditures have exceeded income. Our budget for 2002 is lower than for previous years, and this places a severe limit on what we can do as an organization. To help alleviate this situation, I urge you to renew your membership and to ask at least two of your colleagues if they have renewed theirs. If you know of "new librarians" in the State, please ask them to join us. The MLA Membership Committee, under the leadership of Janice Garrett and Tracy Englert, is working on several initiatives to promote membership renewal and the recruitment of new members. We hope to share these ideas with you soon.

Individuals usually choose to join an organization because of what it can offer them. Good programming attracts members and many of you identified continuing education programs as a high priority for MLA. In 2002, I would like to see us work hard to improve and expand our programming and continuing education efforts. In recent years, there have been several outstanding collaborative programs

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Guest Editor: Mary Beth Applin, The University of Southern Mississippi

On the Cover: Mural painting "Ocean Springs: Past, Present & Future" located on Bowen Ave., Ocean Springs, MS. Painted by artist Christopher Inglis Stebly, the mural depicts over 300 years of the people and wildlife that have inhabited this area. Photographer, Vanessa Ritchie, Public Services Librarian at Cox Library, USMGC; used with permission from the Ocean Springs Chamber of Commerce.

Sharing the Responsibility of Teaching Information Literacy: Educating the Educators

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INTRODUCTION

Most college librarians involved in bibliographic instruction struggle with trying to decide the best way to teach students how to effectively use informational resources. Invariably, the students we work with span the spectrum of information literacy skills – some have a great deal of knowledge and experience while others are clueless. Other common problems include how to reach **all** students or *how* to expose them to all the things they should know about information literacy in the brief time allotted by their professors for students to attend a cursory workshop the subject. As bibliographic instructors, we struggle within our academic library confines to identify ways to meet these challenges and bring all the students to some level of competency. Ideally, students should enter college with basic information skills, experience, and understanding so that we could focus on the essential "college level" skills they require. Unfortunately, they do not.

Though our desire is to see students enter college with adequate information literacy skills, it is unrealistic to think that elementary and high school library media specialists alone can effectively accomplish the task of teaching students all they need to know in this area before entering college, particularly with an acceptable librarian-to-student ratio of 1/1000 (SACS http://www.sacs.org/pub/sec/ Resources.htm). However, it would not be unrealistic to think that students could learn these skills if K-12 teachers were sharing the responsibility of teaching information literacy skills **with** the school library media specialist. Many of these skills can and should be taught in the context of class work, reinforced or expanded through the use of the school library, and with the assistance and guidance of the school media specialist. Media specialists are well-trained to teach information skills to students once they reach the library, but who's teaching the teachers how to teach effective information skills in the classroom? Is anyone teaching the teachers about the invaluable roles their school library and media specialist can play in expanding and reinforcing the skills they are responsible to teach in their classrooms? And more important, are the principals gaining needed instruction about the valuable role the school media program plays in the overall education of students and how they can effectively supervise such programs?

REVIEW OF LITERATURE

In the summer of 2001, a University of Southern Mississippi (USM) librarian took the initiative to research this area to determine what type of media program instruction was being offered to pre-service principals who were enrolled in USM's Educational Leadership program. A review by the librarian of the leading textbooks in the field of educational leadership revealed that the topic of library media programs was decidedly absent from these publications. Discussions with some of the major faculty in the program also revealed that no information was being disseminated to pre-service principals about media programs. This revelation led the librarian to conduct a further review of educational literature to determine if effective media programs did make a difference in the learning of students and if there was a relationship between effective media programs and the level of principal support. The librarian found several key studies (Lance, et al, 1993, Lance 1999, Lance 2000) that showed a direct correlation between student academic achievement and the quality of a school's library media program. The studies also found a correlation between the success of quality media programs and the support of principals and teachers.

USM'S COLLABORATIVE EFFORT

With this information, the librarian approached faculty members in the Department of Educational Leadership and Research to discuss the need for adding content about media programs to their curriculum. The department had recently reformed its Master's in Educational Administration program and was very receptive to working collaboratively to fill this void. Faculty from the School of Library and Information Science (SLIS), with media program background and expertise, were asked to identify quality professional materials that could be used in the administrator preparation program. Faculty from SLIS met with Educational Leadership faculty to discuss curriculum modifications and to provide them with selected readings, suggested texts, and a PowerPoint presentation. Faculty members from both departments also volunteered to serve as guest speakers for specific classroom discussions and activities. USM librarians had been providing thorough information access workshops to the students in the Master's program each semester and agreed to continue this practice, the objective being to prepare them to conduct research and collect data using library resources. Not

only were pre-service principals being introduced to an incredible wealth of tools and resources available to K-12 students/teachers/principals via the Internet and databases, but the additions to the curriculum now prepared them to understand and lead effective school media programs.

ADDED TO THE CURRICULUM

The students in USM's Master's of Educational Administration program now learn that today's ideal school library media center is much different from the traditional school library of the past. The modern school's library media program is an equal partner in the process of learning instead of a place of detached activity. Library media specialists work together with teachers to develop learning activities, goals, and objectives for students. The school library media center is the hub of school activity and student learning; it is a wealth of materials, workstations, and modern technology, a place of information and access tools.

Pre-service principals in USM's Educational Administration program are also learning about *Information Power: Building Partnerships for Learning* (1998), published by ALA's American Association of School Libraries. *Information Power* outlines the national guidelines for quality library media programs and gives specific criteria needed to establish and maintain effective library media programs. The guidelines include:

Collaborative Planning/ Curricular Integration

Effective school library media programs should have processes in place that allow classroom teachers and the library media specialist to work collaboratively to develop objectives and plan meaningful learning experiences that tap into the vast sea of resources available to support student learning. The library media specialist teaches skills in using information resources appropriate to the objectives, and these skills are reinforced through focused activities assigned by the teacher. The teacher and the library media specialist become partners in the instructional process, and the students

benefit from the combined expertise each professional brings to the planning process. This collaboration in planning should be reflected by well-developed school curricula that identify specific information literacy outcomes, i.e., students demonstrating the understanding of how to access information in various print and technological formats.

Flexible Scheduling

In the past, the school library has served as a place for students to go when teachers needed a planning period; unfortunately, this is still true in some school environments. Often a student's time in the library was spent as a study hall or in viewing films that were not necessarily sequenced with the curriculum. The traditional role of the school's library and librarian has not been viewed as an extension of classroom activity and student learning. This concept has fostered scheduling practices that actually limit students' access to needed library media services. These practices have been a tragic waste of time, money, and available resources, and progressive school districts recognize the need for a change in ideology and practices. Because students and teachers need access to library media services whenever the need arises, flexible scheduling is a part of every effective library media program. Students and teachers should have access to the library media center as often as such resources are required to optimize student learning.

Infrastructure (Technology, Information, Facility Management)

The modern library media center would not be complete without an efficient infrastructure that provides quality access to the latest information and resources. This endeavor is another example of the importance of collaborative planning. The library media specialist works closely with the school's technology director and support personnel to ensure that the school has the necessary technology and support to provide students with access to the World Wide Web and appropriate software packages to support research, knowledge acquisition, and

student production. A library media center's infrastructure also includes quality materials such as books, magazines, videos, and audiocassettes that must be managed and kept up-to-date. Library media facilities must accommodate both materials and learners; therefore, careful consideration must be given to the center's design and layout to ensure that the library media center is conducive to learning and that the space is used as efficiently and effectively as possible.

Budgeting

If library media centers are to be viewed as the nucleus of the school, then adequate funding must be secured to maintain and support library media programs. Budget decisions must now consider staff training, technology upkeep and upgrades, as well as the more traditional expenses of materials acquisitions (books, magazines, videos, equipment, etc.) and furnishings. It should be noted that the library media specialist often serves as a resource in identifying funding sources and cost-saving ventures such as state/regional cooperatives that allow access to programs at a reduced or waived cost.

Staffing

The Southern Association of Colleges and Schools recommends one professional librarian and one aide for every 500-1,000 students (reference http://www.sacs.org/pub/sec/Resources.htm). Although library aides, student workers, and community volunteers can be used as valuable support to the library media center, it is vital that the library media center have a highly trained, capable library media specialist who demonstrates an understanding of information literacy, use of technology, appreciation for literacy, and an understanding of the research process. This library media specialist must demonstrate an awareness of school curricula and show leadership in the collaborative process between classrooms and the library media center.

Administrative Support

A library media program can only be as successful as the leadership and sup-

port it receives from the administration of the school. As the instructional leader of the school, the principal expects that students will meet information literacy outcomes as set forth by the American Association of School Librarians and the International Society for Technology in Education. In addition, the principal establishes a school culture in which teachers, students, and parents recognize the library media center as a valued learning environment and the role of the library media specialist as a partner in the learning process. Principals demonstrate that they value and understand the role of library media programs in the school by supporting the collaborative process, allowing flexibility in scheduling, hiring quality staff, establishing written policies regarding the media program, making appropriate financial allocations, and providing support to maintaining and upgrading the library media center's infrastructure.

CONCLUSION

Recognizing the value of library media services in the school and their impact upon student learning, faculty at The University of Southern Mississippi have worked collaboratively to integrate curricular ideas into its Principal Preparation Program to ensure that graduates possess the necessary skills to supervise and support quality library media programs. This endeavor began by recognizing the absence of information about media programs in the graduate educational administration curriculum, which led to discussions between faculty in the Department of Educational Leadership and University Libraries. From these efforts, dialogue began about the need for these future principals to have a clear understanding of the value of library media services in the school and how to effectively supervise and support such programs. After a few initial meetings, faculty from the School of Library and Information Science were included to share their knowledge and expertise. Through this collaborative effort, students are now being introduced to the vital role media centers/specialists should be playing in their schools and the fundamental elements required of a quality program. Finally, this knowledge is being integrated into their overall curricular objective: how to effectively supervise and support efforts that enhance student learning. The next step is to work more collaboratively with teacher preparation programs to assist pre-service teachers in their understanding of the valuable role the school media program can play in student learning.

E-struction: E-mail Instruction Reaches Out

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INTRODUCTION

In the spring of 2000, The University of Southern Mississippi Libraries conducted a survey to determine faculty/staff attitudes toward USM Libraries' instructional program. One of the questions asked on the survey was, "Which would you, as faculty/staff, prefer for keeping abreast of library/informational resources?" Almost half of the respondents chose **e-mail** as the preferred way for staying informed. The notion of using e-mail to inform and instruct faculty/staff had not really occurred to us. Though USM Libraries maintains an e-mail list to deliver updates pertaining to new services, grants, or special displays, the list does not instruct faculty in use of the library's electronic resources or keep them updated on tips, new features or changes regarding those electronic resources. Also, the list is not regularly advertised, and only a small number of faculty/staff are signed on.

While pondering how e-mail might be used more proficiently to reach faculty/staff, an article captured our attention about a program instituted at the University of New Orleans and Louisiana State University (UNO/LSU). "LOUIS E-struction," as the program is called, is an e-mail tutorial designed to instruct faculty about the UNO/LSU Libraries' electronic resources. UNO and LSU were excited about the initial faculty participation of 292. What's more, the article indicated that the UNO/LSU Libraries

were willing to help others set up similar e-mail tutorial programs at their institutions by offering free access to their materials via the Web. We had found an answer. This article describes the creation of the USM Eagle E-struction program as it developed from LOUIS, the strengths and shortcomings we discovered about our program, and plans for the future of the USM Eagle E-struction program.

DEVELOPING THE MODULES

Although the LOUIS E-struction modules were available for replication, the module contents were tailored specifically for Louisiana's LOUIS library system users. Therefore, USM librarians made the decision to restructure the tutorials for USM use. The following seven modules were created:

1. Accessing Electronic Library Resources From Off-Campus
2. Using ANNA, the USM Libraries' Online Catalog
3. Using EBSCOHost Databases for Article Searching
4. Using WebSpirs Databases for Article Searching
5. Using the JSTOR Database for Article Searching
6. Using Academic Universe for Article Searching
7. Retrieving Articles That Are Not Available Full-Text

In a significant change from the LOUIS E-struction model, Eagle E-struction offered modules to participants in both plain text e-mail and a more interactive Web format with frames (see Figure 1). The plain text e-mail version was
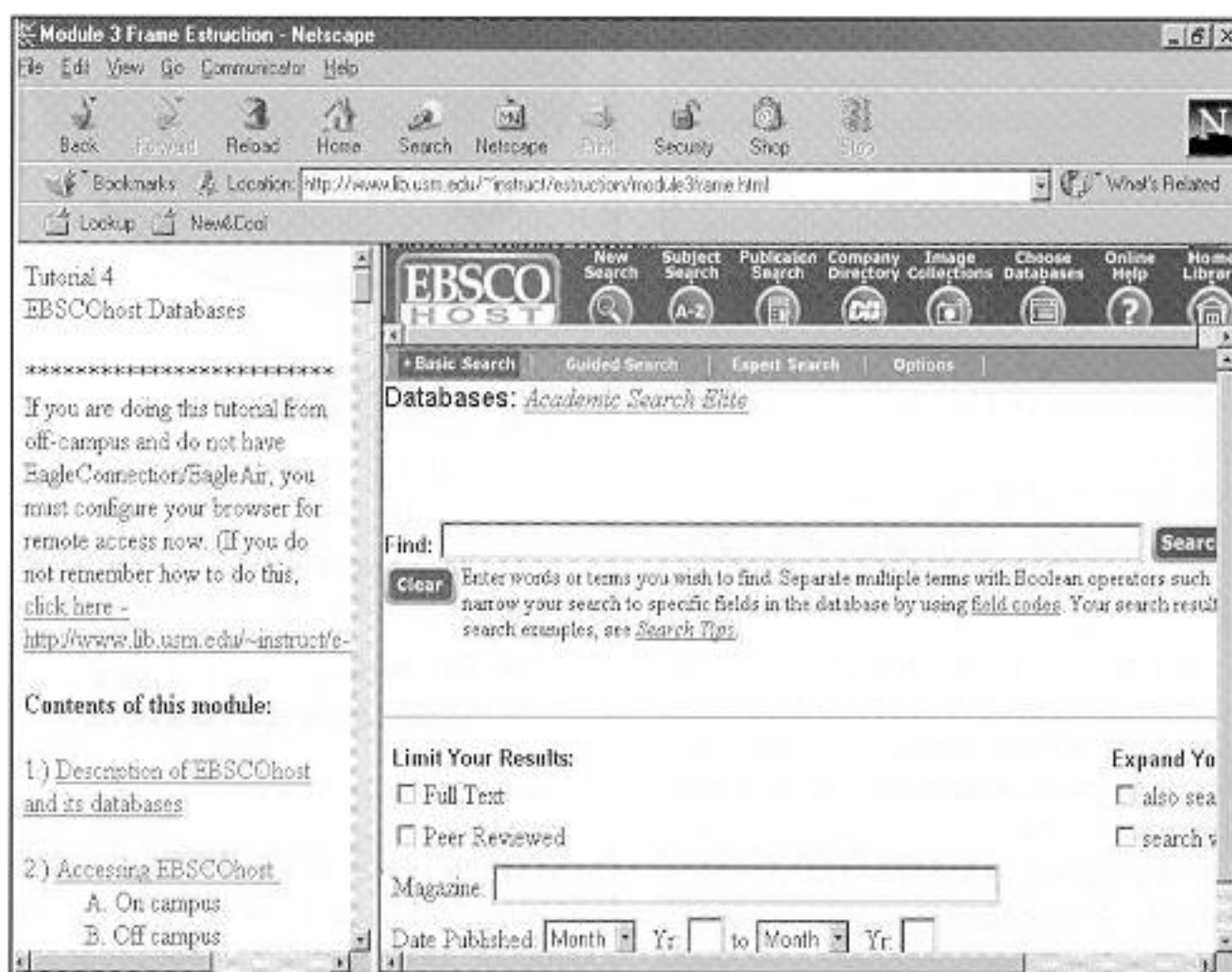

Figure 1

mailed out to all participants, but a link to a Web version was included for those who were interested. The Web version used two frames that allowed participants to read the tutorial in one frame while actually working in the electronic resource in the other. To make the tutorials interactive, the Web version included practice sessions.

In the planning stage, the question was raised whether participants should be given a choice of which modules they could receive. USM librarians decided that the nature of e-mail tutorials allowed participants to choose to view or delete the tutorials they wanted. Therefore, it was decided to send all tutorials, one a week, to all who registered. Reducing participants' options simplified administration and maintained the "class" format.

Though we initially thought of limiting registration to faculty/staff only (as UNO/LSU had), it was decided that E-struction should be opened to all. This decision was based on the idea that E-struction was a good way for distant education students to learn how to use the Libraries' online resources.

The E-struction program was widely publicized at the beginning of the semester. Announcements were posted on various mailing lists for both USM campuses, and articles were published in the student and faculty newspapers, library publications, and on the USM Libraries' Web site. The distant education librarian also made announcements to faculty about the program at presentations given about library services for distant learning students.

A PHP computer program developed by one of our electronic services librarians simplified administration of E-struction. As participants registered, their e-mail addresses were automatically dropped into a program where the modules were stored. Sending the modules simply required a librarian to check mark and send the selected module for delivery to

the participants listed. Once an E-struction program has been set up and the modules written (the time-consuming part), it can be repeated with minimal staff time and involvement – a big advantage for libraries trying to serve a large population with a small staff.

WHO USED E-STRUCTION?

During the first semester of our E-struction program (Fall 2001), we had a total of 61 participants: 29 faculty, 16 staff and 16 students (12 of those were graduate students). Users came from a wide range of departments and disciplines (see Figure 2):

Participants

- Service Areas
- Ed/Psych
- Liberal Arts
- Health/Human Services
- Science/Tech.
- Arts
- Nursing
- USM Libraries
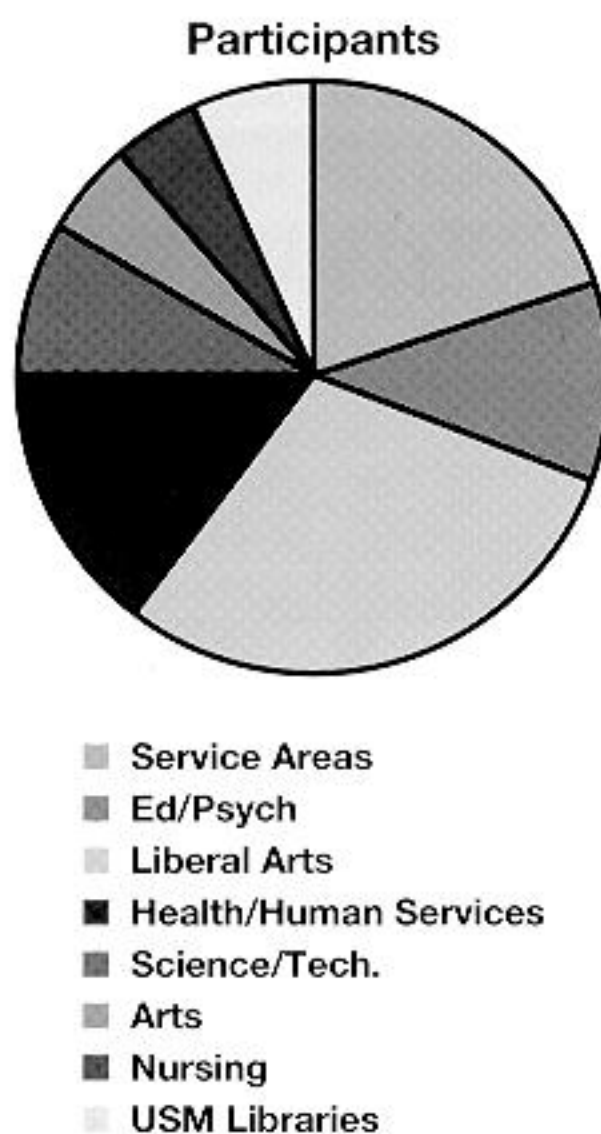
Figure 2 (Clockwise)

STRENGTHS & WEAKNESSES?

We conducted a survey of the first semester participants to determine the usefulness and ease of the E-struction

tutorials. Though only about 21% of the participants responded to the survey, most found the tutorials useful and easy to follow. Almost half of those responding said they used the Web-based version, and of these most found the Web-based version and the practice sessions very helpful. Comments were all positive.

Overall, we found the e-mail tutorials to be an easy-to-administer, active method of providing instruction to our campuses. Kelsey (1999) noted about LOUIS E-struction, "Although guides for using each of the resources already existed on the library's Web site, sending instruction guides via e-mail ensured that they were brought to the participants' attention on a weekly basis... The e-mail messages constituted a form of proactive outreach; in contrast, the Web pages were a passive method of instruction largely dependent upon the participants' initiative to educate themselves." Not only are our e-mails an active form of instruction, the Web version makes them interactive, giving users the opportunity to actually exercise what they are learning. We are also considering the possibility of adding quizzes in order to provide the users with immediate feedback about their understanding of the information.

The drawback to e-mail instruction is that it is not course-related. Of course, the importance of making modules course-related depends on whether the purpose is to reach faculty or students. Since our purpose was to reach both, the tutorials probably did not have the same instructional value to students as to faculty. However, many of the positive comments that we received were from graduate students who found the tutorials invaluable. E-mail tutorials that focus on the research needs of specific disciplines or specific classes or assignments could have stronger appeal to both groups.

FUTURE OF EAGLE E-STRUCTION

Eagle E-struction will continue as long

as participants continue to register. Though this spring semester saw a smaller number of registrants than the initial semester we offered it, we still had a significant number (20) and the comments continue to be positive. Planned improvements to Eagle E-struction include adding quizzes to the modules and expanding the number of modules offered. Long-term, we are proposing designing a series of modules to address the research needs of the USM nursing programs. This division was chosen because it has been an active participant in library instructional programs, is open to trying new instructional methods, and provides a number of online courses.

CONCLUSION

Libraries are drawn to e-mail instruction for a number of reasons. Most commonly cited are e-mail's ability to provide instruction remotely at a time and place convenient for the user; to address the instructional needs of distance education students; and to provide faculty with a convenient and "private" method of upgrading research skills (Jensen and Sih, 1995).

Another strength of the program is that it uses a medium with which most students, faculty, and staff are comfortable: e-mail is ubiquitous. Will E-struction be replaced by WebCT courses or other technology? Most likely, but for now E-struction offers a valid "low-tech" way to introduce "techwary" users to the myriad of electronic resources our libraries have to offer.

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Surfless? Siteless? Cyberless?
Rx: Teaching Information Literacy
Online in the Community College

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INTRODUCTION

Reference librarians know the overwhelming feeling of dealing with so much one-on-one instruction. But many times, this individualized instruction only helps the student for a moment. When the student has another assignment, he/she returns needing personal assistance once again. The traditional bibliographic library orientation/tour used by most educational institutions does not meet the needs of the community college student. Historically, this has been more of a building tour rather than the development of information-gathering and critical thinking skills needed for lifelong learning. Students need to be able to effectively articulate their information needs, identify appropriate sources, evaluate resources retrieved, and redirect their focus. In addition, with the technological advances of today, students need to be able to locate information digitally as well as in the traditional manner.

At Hinds Community College, the number of students requiring personal assistance has grown because of increased enrollment, the increased complexity of the technology, and the over-

whelming amount of resources in print and digital formats. Unfortunately, the number of reference librarians has remained the same. The faculty requires students to use new technologies, media classrooms, and virtual environments that create an exciting learning arena in which students may grow and develop. But, as students are expected to excel in this new environment, librarians are increasingly needed to bridge the gap between information resources and the classroom. In addition to their traditional roles, librarians are helping students develop information literacy skills such as locating, accessing, evaluating, and utilizing information in the new online learning environment.

To alleviate some of the stress at the reference desk caused by these additional tasks, several librarians at Hinds Community College designed a semester-long course to teach students to use the variety of electronic and other library information resources available. The purpose of the course is to have students locate, select and synthesize information from a variety of text, media, and technological sources. Students utilize online databases and Internet sources to research major academic curriculum areas.

COURSE DEVELOPMENT

In the late 1990s, the librarians submitted a proposal to the Instructional Affairs Committee of Hinds Community College to approve a new one-hour credit course entitled "Information in the Electronic Age." The course was designed to be an introduction to the major concepts of information literacy and was structured to be interdisciplinary. The course was assigned a Mississippi statewide common course number of EDU 1121 rather than a LIS number, as LIS numbers are reserved for four-year institutions.

The original course was taught by Hinds Community College librarians in the Learning Resources Centers. The course included network basics, formulating searches, library tools, Internet, citing resources, and publishing Web pages. The district-wide teaching team was comprised of four librarians who taught at five campus locations. Interest came from community college students and local residents ranging in age from 18 to 75. One senior citizen researching genealogy enjoyed the course so much that she enrolled twice.

MISSISSIPPI VIRTUAL COMMUNITY COLLEGE (MSVCC)

In the fall of 2000, the Hinds Community College librarians were awarded a course development grant through MSVCC (Mississippi Virtual Community College) to place EDU 1121 (*Information in the Electronic Age*) online. The MSVCC is a distance learning cooperative composed of Mississippi's 15 public two-year institutions and the Mississippi State Board for Community and Junior Colleges. Through the MSVCC, students may take courses online from a community/junior college anywhere in Mississippi while getting support services from the community college nearest them. The MSVCC is an appropriate vehicle for teaching information literacy and providing educational opportunities for lifelong learning. In addition, librarians are uniquely equipped to utilize the online classroom because of their extensive experience in the information environment providing instruction in digital resources such as online databases and the Internet.

VIRTUAL CLASSROOM

The course was developed using Blackboard software. This software is a

Web-based course management program enabling instructors to integrate assignments, quizzes, discussions, group work, and a real-time virtual classroom. Any librarian with Internet access can utilize Blackboard's free online course creating and hosting service. Little knowledge of HTML or other programming languages is needed. Tools built into the software allow for the use of multimedia files, including audio and video files. In addition to the free version, Blackboard has a commercial course and portal software being utilized by Hinds Community College and the Mississippi Virtual Community College.

COURSE CONTENTS

The MSVCC master course, *Information in the Electronic Age*, includes the course information, course documents, assignments, and assessments. Each unit in this course is designed to cover both a library/Internet research skill and a subject area. There are fourteen units in the course. Each unit has a course documents area that is equivalent to a lecture, an assignment including readings and activities to reinforce the lesson, and an assessment to test the learning. (See Figure 1.)

Unit 1 – Communication

Blackboard and its components as it relates to these units: Email, Web Publishing, Drop-Box, Discussion Forum, electronic mailing lists.

Unit 2 – Storehouses of Information: Books and Libraries

Information literacy and communicating information: books, libraries, and the Internet. (See the Alexandria Library, Gutenberg Bible, and other sights and sounds of the past.)

Unit 3 – Information Locations: Libraries

Finding books and AV using WebCat < http://lrc.hinds.cc.ms.us > : subject headings, keywords and Boolean logic, classification systems, and call numbers. (See Figure 2.)

Unit 4 – Information Needs: Search Strategies/Evaluation

Selecting and evaluating various types of reference materials. Finding and using what is available.

Unit 5 – Information Locations: Periodicals

Using indexes and full-text databases, specifically the Magnolia databases, to find magazine, journals and newspaper articles.

Unit 6 – General Information/ History of the Internet

The Internet: where it came from, what it is and where it is going. Includes an exercise and worksheet.

Unit 7 – Philosophy, Parapsychology, Psychology/Magnolia's

EBSCOhost

Illustrates Magnolia's *EBSCOhost* databases search techniques by searching for philosophy, parapsychology and psychology subjects.

Unit 8 – Religion/Search Engines and Directories

Roadmaps to the Internet. Identify and compare Internet directories and search engines; developing searches using religious topics.

Unit 9 – Social Sciences/Magnolia SIRS and Meta-Search Engines

Using *Social Issues Resources Series (SIRS)*, a full-text database of selected articles from magazines, newspapers and government publications. Introducing meta-search engines ("Is Meta Betta?")

Unit 10 – Language/Online References

Using online references, dictionaries and other Internet sites to search for languages, words and definitions.

Unit 11 – Natural Sciences, Mathematics and Technology (Applied Sciences)/Evaluating and Citing Sources

Searching for natural sciences, mathematics, and technology (applied sciences such as medicine). Learning to evaluate and cite online sources.

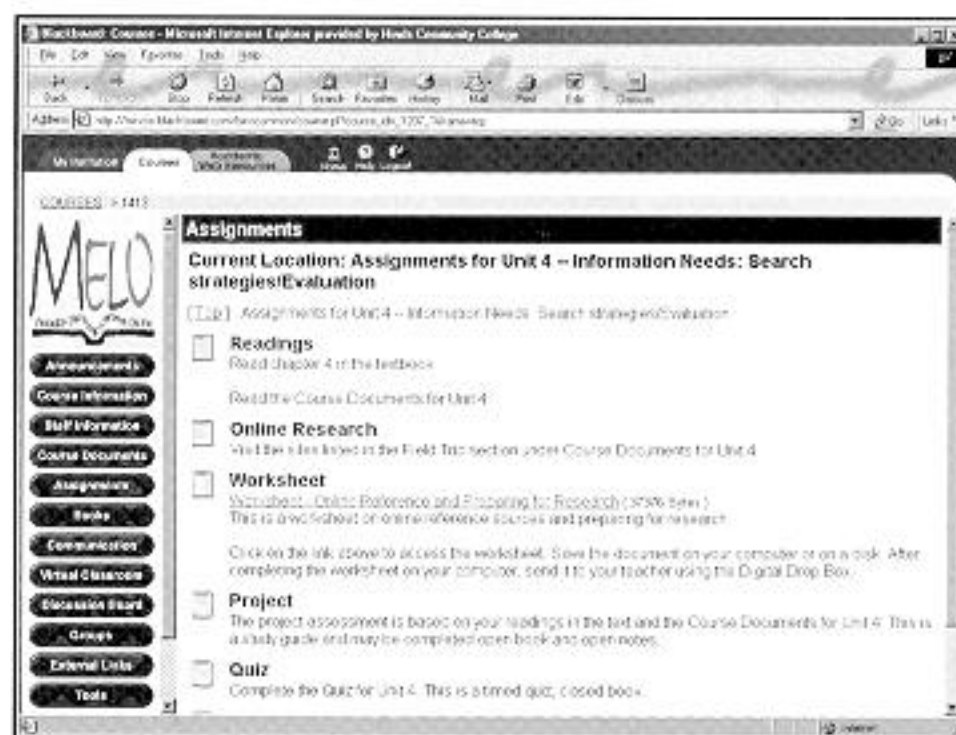*Figure 1: Course tools used in* Information in the Electronic Age.

Figure 2: Students use the Assignments button to locate the unit projects.

Unit 12 – The Arts (Fine and Decorative Arts)/Magnolia *Wilson Biographies* and Government Web Sites

Searching for fine and decorative arts. Using *Wilson Biographies* and government Internet sites. ("You Want It; The Government Has It!")

Unit 13 – Literature/Magnolia and Online Books

Searching for literature and criticism using *Contemporary Authors, Contemporary Literary Criticism Select, DISCovering Authors and Exploring Poetry* and finding full-text books online.

Unit 14 – Geography, History and Auxiliary Disciplines/Webliographies and E-zines

Searching for geography, history, and other auxiliary disciplines such as biographies using Webliographies (bibliographies of online sources) and e-zines (full-text online magazines).

CONCLUSION

Hinds Community College librarians have allocated time and resources to teach students the skills needed to master today's information tools. In order to meet the information needs of the students, to provide information literacy for lifelong learning, and to incorporate evolving technologies, the Hinds Community College librarians are constantly evaluating and modifying the bibliographic instruction program. By assisting faculty and supporting the college curriculum, the librarians are helping to produce information-literate citizens.

"When literacy is understood as part of your core mission, you approach it very differently. You don't just create a department or a special project. When literacy is part of your mission, it is woven into everything you do." – Sandy Neerman, Executive Director, Greensboro (N.C.) Public Library

COMMENTS ABOUT THE COURSE

"This course was great for me! I need to locate information for my students, for various organizations as well as for self-knowledge. This course empowered me with the tools that I needed to find information at my fingertips – over the Internet. The course was very well organized and easy to follow on the Internet." – Jane Flowers, Work-Based Learning Coordinator at Vicksburg Hinds Community College

"*Information in the Electronic Age* is a great class for every student, new and old, to take. This class gives students the chance to learn all about the advancing technology available to students and for research as well as interact with such technology. I especially enjoyed the use of Blackboard. I think this is a wonderful program for informing students of their progress and assignments." – Danielle Butler, Hinds Community College sophomore 2001-2002

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"The course was very helpful in learning the use of search engines and email on the computer. Since so much of the hard copy material is now on the Internet, I would think the course now should lean more to electronic and less to hard copy. As the course was taught two years ago, it linked obtaining of hard copy and electronic information very well. Interesting though, there seems to be far less free info on the Internet than two years ago. I have done a lot more with email than I dreamed at the time, things such as attaching large files, sending photos, and numerous other tasks." – Paul Johnston, entrepreneur, non-traditional student

Do You Want To Be A BridgeBuilder?

By Otha Keys
Media Specialist
South Jones High School
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Have you ever wondered how to promote your school media center or how you could get your library users to use the media center more? If so, this article is just for you. One of my favorite poems is "The BridgeBuilder" by Will Allen Dromgoole. Every time I read it, I get inspired to build a better bridge to close any gaps or chasms between my clientele and me. This article is about building bridges to bridge the gap between the media center and the classroom.

In the days of "closed" scheduling, it was a breeze to get students into the library, whether the teachers stayed or not. Today, because of flexible scheduling in some schools and computers at home, teachers are bringing their students to the media center less and less. What is a media specialist to do? Well, in my case, plenty. By the end of each semester, I am sure when my students see me walk in the room they are saying, "Oh no, here she comes with another idea for our teacher and more work for us." Of course, after all is said and done, they have the best time and enjoy the projects. The main thing is to get them to read and research. There are several things that I do to promote library use or to ensure that students use technology for reports and projects. Here are some tips that work for me.

ASK, LISTEN, AND LEARN

The first thing I do is listen to teachers and students. I catch them in the hall between classes and after school. When we have faculty meetings or department meetings, I try to talk to teachers to see what is going on in their classrooms and what materials they may need that we do not have. When teachers know your main concern is to assist and make their job easier, they have no qualms about wanting to bring their students to the media center.

Case in point: I spoke to a teacher at school who was planning a unit on mythology for her English class. She wanted to schedule her classes to come to the media center to research various myths and legends and then present oral reports in class. My suggestion was to divide them into groups and use the computers to do PowerPoint presentations. This would help them further their oral speaking skills, computer skills, technology skills, and research skills. She was hesitant because she was not that familiar with PowerPoint and did not want to take up all of my time. I was thrilled because I could teach her and the students a skill that would serve them throughout their futures. It was a smashing success. The students were amazing. They gave up their lunchtime, free time, and even came to school early and or stayed late to complete their projects. After the projects were completed, the teacher was thrilled, not only at the change in her students' self-esteem, but at how much they learned from their work on the project. They took so much pride in their work, and everyone helped each other as they competed to see whose would be the best. It was awesome! Now it is an annual event with her 9th graders and their favorite activity.

Working closely with teachers allows me to ensure that the media center is being used. Teachers are willing to give up class time for library research if they feel that we, the media specialists, are willing to work with them. We have to let them know that we are here for them and that this is their media center. So ask for a copy of their textbook or about some upcoming units of study. Each teacher will tell another teacher and eventually you will reach the whole school just by word of mouth.

READ, RESEARCH, AND BRAINSTORM

I continually read journals and research the Web to learn new and interesting activities other media specialists are doing. Lots of good ideas are available for teachers and librarians on the Web. For instance, the other day I was searching the Internet because I was interested in planning a WebQuest with another teacher. While searching, I found several sites with ideas to help integrate technology into the curriculum. Listed below are a few favorites:

- http://webquest.sdsu.edu/webquest.html
- http://teacherexchange.mde.k12.ms.us/index1.htm
- http://www.geocities.com/educationplace/plans.htm
- http://www.spa3.k12.sc.us/WebQuest%20Development.htm
- http://kathyschrock.net/
- www.classroom.com

The WebQuest page covers every subject and grade imaginable, and you can modify the activities to your clientele. The Internet has all sorts of ideas for projects that will keep students and teachers interested in research.

Journals are also full of good ideas. When I find articles in journals that could assist teachers, I copy them and put them in their mailboxes or leave a note for them to stop by and see me during their planning period. The same goes for educational programs on Channel One, ETV, or PBS. Each of the programs has activities to go along with the lessons. Before I recommend them, I make sure they will have some value to the students that will lead to research and discussion.

COMMITTEES, MEMOS AND NEWSLETTERS

There are several ways to remain up-to-date on what other faculty members are doing at your school. Ask to be on the Textbook or Staff Development Committee. If the media center is to be an integral part of the total school program, that is an excellent start. Serving on the Textbook Committee allows you to see what books are being considered and what subject areas may be lacking in the collection. Attend departmental meetings so

that you can see what teachers are doing in their classes and find out how you can assist them. If you cannot attend the meeting, ask the department chairperson to let you know what hot topics were discussed or ask for a list of upcoming units that students will be studying. That will give you an idea for some activities.

There are ways to keep the faculty up-to-date on what you are doing in the library. Why not send out a memo or newsletter? These are excellent ways to let teachers know what new materials, technologies, etc. are available in the media center. Whenever we get new equipment, books, or videos, I send letters out to teachers letting them know what is available. Make a list of new materials by subject area and put the list in the teachers' mailboxes. Let them know when you have extra funds or ask them what subject areas are lacking in the library collection and get suggestions from them for materials they need for a class. When new teachers arrive, get them on the bandwagon in support of your program. Of course, nine times out of ten, your reputation has preceded you and they have heard what a supporter you are of their programs. They find this out through other teachers, parents, administration, and (you'd be surprised) students. What we do has a profound effect on students. More often than not, teachers and students do watch and pay attention, making my job worth while.

FUNDING SOURCES

If you do not have money for some of the things you would like to do because of budget constraints, look into available grants from local sources. In my experience, the Association for Excellence in Education has been a great provider of grants for local educators. In the past, before we received all of the technology we now have in the media center, we received funding from a grant called *One Mile Down the Information Superhighway*. This year, I received a grant called *Each One, Read To One* that allowed me to purchase children's books

for the high school media center. The purpose of the project was twofold. It allowed the Peer Council to choose books to read to elementary students on subjects such as feelings, goal setting, individuality, responsibility, being yourself, peer pressure, fitting in, etc. It also gave students in the child development classes an opportunity to select, read, evaluate, and report on books for various age groups. The Mississippi Power Foundation gave us a grant to do a staff development workshop for teachers on how to use the Internet. Ask local companies about donations as well as the Mississippi Library Commission and school adopters. A teacher and I collaborated on a Mississippi Library Commission grant that we thought we would never get because of time constraints and so forth and ended up with ten computers on carts with printers and software for various subject areas. "We have not, because we ask not." So don't give up, because one day that 'no' may turn into a 'yes.'

THE BOTTOM LINE

My students know that I am here to assist them, and they have no problems asking me for help. I have no problem asking them for help, either. When they are working on research papers and they do not know what to write, I ask them what they would want to tell me if I knew nothing about the subject. That is a starting point for their outline search. They

bounce ideas off of me and vice versa. The students, teachers and parents know that I am trying to prepare them for the world outside. I have several students that are more computer proficient than I am in adding music to PowerPoint presentations, so I ask them to teach me what I don't know.

If we want our students to continue to be lifelong learners who are information literate and technologically ready for the future, we have to meet their educational needs. I am not an expert by any means, but these things work for me. Find out what works for you. Let us all strive to be "BridgeBuilders" for them.

MLA 2002 Officer Nominees

Juanita Flanders

Vice-President/ President-Elect

JUANITA FLANDERS

Education: Ph.D., Bowling Green State University, 1975; M.L.S., Vanderbilt University, Peabody College, 1966; B.A., Mississippi University for Women, 1965; B.S.N, William Carey College, 1995; A.A., Hinds Community College, 1963.

Experience: District Dean of Learning Resources/Head of Raymond Campus Library, Hinds Community College, 1996-; Director of Technical Services, Hinds Community College, 1991-1996; Office and Business Manager, Eagle River Psychology Associates, family-owned medical clinic, Eagle River, Wisconsin, 1985-1991; University Librarian, Florida International University, 1972-1985. Florida International University experience falls into three major segments: Head of Acquisitions Department, Assistant Director for Technical Services/Head of Acquisitions, and Head of Special Collections Division; Adjunct Librarian, Miami-Dade Community College, 1980; Instructor, Library Science, University of Toledo, Ohio, 1970-71;

Instructor, Library Science, Montgomery College, Maryland, 1968-69; Reference Librarian, Engineering and Physical Sciences Library, University of Maryland, 1968; Librarian, Metropolitan Public Schools, Nashville, Tennessee, 1965-1968; Clerical Assistant, Public Library of Nashville and Davidson County, Nashville, Tennessee, 1965.

Professional Activities: ALA: Personal membership, Various Divisions/ Roundtables depending on professional interest or current position; **MLA:** MLA Board Member, 2000-2001; Chairperson, Two Year College Roundtable, 2000-2001; ACRL Nominating Committee, 2000-2001; past member of Technical Services Roundtable, Automation and Networking Roundtable; MAGNOLIA Grants Committee, 1997-; Presenter, Mississippi SIRSI Users' Group, 2001; Presenter, Community and Junior College Roundtable, 2001; Poster Sessions 1995, 2001. **Other:** Mississippi Library State-Wide Network Taskforce; Center for Professional Enhancements, Technology Committee; Mississippi SIRSI Users' Group (established); Hinds Community College Education Association; SACS Self-Study Committee, Hinds Community College; Education Committee, Florida Library Association; Faculty Senate, Florida International University; Various committee assignments, Florida International University Libraries; Instructor, Project Hyperleap, a grant project for Internet instruction in the Mississippi Delta; Co-developed information literacy master course utilizing Blackboard software for community college librarians to teach in the Mississippi Virtual Community College; Co-developed Hinds Community College Learning Resources Web Page and tutorials for distance learning students; Member NOVA crisis team for Hinds Community College.

Publications and Presentations: *An Investigation of the Effects of Social-Envi-*

ronmental Influences Upon University Library Use, 1975, Ph.D. Dissertation; *Experimental Studies Program Assessment*, Bowling Green State University, 1972; *Index to Florida International University Clipping File*, Florida International University, 1972-1986; *Technical Services Procedure Manual*, Hinds Community College, 1994; *All about Inventory for SIRSI Users*, Mississippi Library Association, 1995; *Using OCLC/SIRSI Interface for Loading Catalog and Authority Records*, Fourth Annual International SIRSI Users Group Conference, Huntsville, Alabama, April 1995 with Jane Stauble; *Information in the Electronic Age*, Mississippi Library Association, Jackson, Mississippi, October 2001 with Nancy Tenhet and Jane Stauble; *Inventory Control Using Intermec 2410*, Mississippi Library Association, October 2001 with Jane Stauble; *Are You: Surfless? Siteless? Cyberless? Rx: Information in the Electronic Age*, Poster Session with Nancy Tenhet and Jane Stauble, Mississippi Library Association, October 2001.

Honors: Alpha Beta Alpha, Library Honorary Society; Sigma Tau Delta, English Honorary Society; Kappa Delta Pi, Education Honorary Society; HCC Information Literary Project selected as success story by Mississippi Educational Involvement Program.

Vice-President/ President-Elect

RAHYE L. PUCKETT

Education: M.L.S., The University of Southern Mississippi, 1993; B.S., Mississippi State University, 1978.

Experience: Director of the Blind and Physically Handicapped Library Services Division, Mississippi Library Commission,

Rahye L. Puckett

1994 to present; Meridian Public Library, 1978-1994: Adult Services Librarian, 1993-1994; Outreach Services Manager, 1991-1993; Acting Director, 1990; Books-By-Mail Supervisor, 1979-1990; Interlibrary Loan 1978-1979.

Professional Activities: ALA: ASCLA (Association of Specialized and Cooperative Library Agencies), Legislative Committee member (2000-2002), LSSPS (Libraries Serving Special Populations Section) member; Vice-Chair/Chair-Elect of the LSPVPDF (Library Service to People with Visual or Physical Disabilities Forum) 2001-2003; member and juror of the ASCLA Century Scholarship Committee 2000-2003; A Legislative Committee; PLA, LAMA, LITA. **MLA:** 1994-Present. Book Awards Committee, 1995-1997, Legislative Committee, 1998-2001, Local Arrangements Chair 2000 and 2001 Annual Conferences. **SELA:** 1999-2002, Legislative Committee. **Other:** National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress Advisory Committee for Magazine Collection Study 1995, 1996, Southern Conference for Librarians Serving the Blind and Physically Handicapped, 1994-2002, AER (Association for the Education and Rehabilitation of the Blind and Visually Impaired, 1998-2002; Mississippi Council of the Blind, 1999-2002, MS Chapter, National Federation of the Blind 2000-2002, Coalition for Citizens with Disabilities, 1998-2002, MAER (Mississippi Associa-

tion for the Education and Rehabilitation of the Blind and Visually Impaired, 1999-2002; Statewide Facilities Advisory Committee (MS Department of Rehabilitation Services), 1994-2000 and Chair 1998-2002; The University of Southern Mississippi School of Library and Information Science Advisory Committee 1999-2000.

Publications and Presentations: "Helping Meet the Needs of the Print Impaired: Talking Book and Braille Services," *Mississippi Libraries*, Vol. 60, no. 1 (Spring) 1996; presentations during the annual conferences of the MS Chapter of the National Federation of the Blind 1994-2001, MLA Poster Session, "Expanding Your Public Library Through Outreach Services," 1992, and numerous presentations to visually impaired Peer Groups, the Department of Rehabilitation Services, retirement homes, daycare centers, Lions Clubs and Optimist Clubs.

Honors: Beta Phi Mu.

Treasurer

KATHY R. DAVIS

Education: M.S.L.S., University of Tennessee, 1978; B.A., Centre College of Kentucky, 1977.

Experience: Electronic Access/Instruction Librarian, Electronic Access/Serials Librarian, The University of Southern Mississippi – Gulf Coast, 1999-present. P/T Information Services Librarian, The University of Southern Mississippi – Gulf Coast, 1997-1999. Librarian, Chem-Nuclear Systems, Inc., Columbia, SC, 1986-1987. Coordinator of Public Services, Documents Librarian, The University of the South, Sewanee, TN, 1978-1982.

Professional Activities: ALA: Member, 1999-present; ACRL, member. **MLA:** Member, 2000-present; *Mississippi Libraries*, Reporter, 2001-present, Copy Editor, 2000; Exhibits Committee, 2002; trainer for MAGNOLIA After School Training and MAGNOLIA Back

Kathy R. Davis

to School Training, 2000. Received PT3 2001-2002 CTIT Team grant with Dr. Eric Luce and Mr. Jack Pickering for project "Maximizing MAGNOLIA." **Other:** Selective USM Libraries activities: Chair, Furnishings & Equipment Committee, new USMGC Library; USM Libraries Distance Education Committee, USMGC Library Advisory Council; Cox Library Newsletter Committee; Member of librarian search committees.

Publications and Presentations: "Murals in Mississippi Libraries: Bringing Communities and Art Together," *Mississippi Libraries*, Vol. 65, no. 1, (Spring) 2001; Co-author, Rex Bridges, "Celebrating Art: A Tradition at Jackson-George Regional Library System," *Mississippi Libraries*, Vol. 65, no. 1, (Spring) 2001.

Treasurer

JENNIFER A. SMITH

Education: M.L.I.S., The University of Southern Mississippi, 1997; B.A., Northwestern State University, Louisiana Scholars' College, 1992.

Experience: Branch Coordinator/Genealogy Librarian, Madison County Library System, 1996 to present; Children's Librarian/Circulation Assistant, Jackson-Hinds Library System, 1995.

Jennifer A. Smith

Sara E. Morris

Victoria J. Penny

Professional Activities: ALA: Member, 1997 to present; PLA: Member, 1997 to present. **MLA:** Member, 1998 to present; Co-chair, National Library Week Committee, 1999; Chair, National Library Week Committee, 2000, 2001 & 2002; Vice-Chair, Public Library Section, 2002. **Other:** Wrote and received funding for a $150,000 NEH Challenge Grant for the Madison County Library System, 2001.

Publications: "Experience the Canton Music Series," *Mississippi Libraries*, Vol. 65, no. 1 (Spring) 2001; Compiled the visual artifacts for "*Madison: Homeland and Heritage*," a video history of Madison County, 2000.

Honors: MLA Past President's Award, 2001; Beta Phi Mu, 1997, Secretary/Treasurer, BPM, Beta Psi Chapter, 2001 & 2002; Alpha Lambda Delta.

Secretary

SARA E. MORRIS

Education: M.A., Mississippi State University (In Progress); M.L.S., Indiana University; B.A., Mary Baldwin College.

Experience: Reference Services Librarian, Mississippi State University Libraries, 1999-present.

Professional Activities: ALA: New Members Round Table: Member, President's Program Committee, 2001-2002, Chair, Booth Committee, 2000-2001, Member, Orientation Committee, 1999-2000; ACRL: Women's Studies Section, Chair, Publications Committee, 2001-2003, Member, Publications Committee, 2000-2001, Intern, Publication Committee, 1999-2000. **MLA:** Co-Chair, Mississippi Authors Award Committee, 2001-2002, Member, Publicity Committee, 2002, Member, Continuing Education Committee, 2002, Member, Publications Committee, 2000. **SELA:** Member, Continuing Education Committee, 2000-2001.

Publications and Presentations: "When the Lights Go Out: Or How to Deal When the Catalog is Down," *Community and Junior College Libraries* (forthcoming); Co-author Grimes, Marybeth. "A Comparison of Academic Libraries' Webliographies," *Internet Reference Services Quarterly* 5, no. 4 (2001): 69-77; Co-author Grimes, Marybeth. "A Great Deal of Time and Effort: An Overview of Creating and Maintaining Internet-Based Subject Guides." *Library Computing* 18 (1999): 213-216. "Printing Services @ Your Library," Poster Session at 2001 Mississippi Library Association Annual Meeting; "Dress Related Images of Women in the Progressive Farmer, 1930-1949: A Content Analysis," Poster Session at the 2001 Mississippi Association of Family and Consumer Sciences Annual Meeting.

Secretary

VICTORIA J. PENNY

Education: M.L.S., Texas Woman's University, 1998; B.A., Vanderbilt University, 1993.

Experience: Youth Services Coordinator, First Regional Library, Hernando, Mississippi, 2000-present; Children's Librarian/Assistant Branch Manager, Fort Worth Public Library, Fort Worth, Texas, 1999-2000; Children's Librarian, Starkville-Oktibbeha County Public Library, Starkville, Mississippi, 1996-1998.

Professional Activities: ALA: ALSC; **TLA; MLA:** Young People's Services Round Table Chair, 2001. Children's Book Week Committee Chair, Budget Committee Children's Services Representative, All-Staff Association Member, Fort Worth Public Library; Book Reviewer, "Kids' Corner," *Fort Worth Star-Telegram*.

Honors: Beta Phi Mu, Beta Lambda Chapter.

Grants and Awards: Library Career Training Fellowship, United States Department of Education, 1998; Laura Edwards Memorial Scholarship, Texas Library Association, 2000.

The MLA Public Relations Awards

Mid-Mississippi Regional Library System
"Public Relations Award – Best year-round coordinated effort by a group of libraries to publicize library services in general."

Friends of the Gulfport Library 2001Golden Book Award
"Most Outstanding Volunteer Effort by a Group Deemed to Have Contributed Most to Library Awareness in the Past or Present."

South Mississippi Regional Library
"Public Relations Award – Best effort by an individual library to publicize library services around a single theme or event."

Hancock County Library System
"Public Relations Award – Best effort by an individual library to publicize library services around a single theme or event."

First Regional Library System
"Public Relations Award – Best coordinated effort of several libraries to publicize library services around a single theme or event."

Tech Notes, et al.

Column Editor: Rick Torgerson, Delta State University

A Method to the Madness: Serials Cataloging Basics

By Amy Murphy
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Even experienced catalogers will admit that cataloging serials can be a challenging task. Serials require sleuthing skills and constant vigilance as well as cataloging know-how, but keeping a few basic tenets in mind makes the task of cataloging serials less overwhelming.

IS IT A SERIAL?

The first thing to do is to determine whether the item is actually a serial publication. The glossary of *Anglo-American Cataloguing Rules, Second Edition, 1998 Revision* (AACR2R) defines a serial as "A publication in any medium issued in successive parts bearing numerical or chronological designations and intended to be continued indefinitely." "Intended" is a very important word in this definition. While a title may have only one issue, if the *intention* was to continue the title, then it should be cataloged as a serial. Serials may come in any format, and determining seriality can be difficult when dealing with electronic formats. Electronic resources that are not currently considered as serials include databases, online public access catalogs (or OPACs), discussion lists, homepages without designated parts, and online services.

One of the significant differences between cataloging serials and monographs is that a serial record must describe the title as a whole, as opposed to individual issues. Information related to a single issue, such as dates and numbers (e.g. "1st", "1999"), is generally omitted in serial records. If a cataloger determines that information relating to a single issue is important enough to include in the record, such information (e.g. "Vol. 1, no. 1 is called 'Premiere Issue.'") is generally given in notes.

Another major difference between monographic and serials cataloging is the propensity of serials to change. Once completed, a monographic record is stable, while a serial record may require frequent adjustments. The title, publisher, frequency of publication, and access model (for electronic serials) can, and often do, change, and sometimes titles simply cease publication. Such changes require the editing of a record, the creation of a new record, or both.

Here are some of the questions that need to be addressed when cataloging serials. Some familiarity with MARC data fields is assumed for the examples.

WHICH ISSUE?

Ideally, the first issue of a serial should be used as the source of description, but this is not always possible. If the first issue is not in hand, the earliest issue that is available should be used. If the first issue of a serial is not used, a "Description based on" note needs to be added:

500 Description based on: Vol. 2, no. 3 (August 1997).

CHIEF SOURCE AND TITLE PROPER

Serials often do not have proper title pages to use as a chief source of information. In the absence of a of a title page, AACR2R 12.0B1 prescribes the following title page substitutes, in order of preference: analytical title page, cover, caption, masthead, editorial pages, colophon, other pages. If one of these substitutes is used, a note must be provided (and can be combined with the "Description based on" note):

500 Title from cover.
or
500 Description based on: Vol. 3, no. 1 (January 1991); title from cover.

If sources other than the chief source have a title that is different from the title proper, additional title access is provided in the 246 field (varying form of title). The indicators in this field will specify what type of title is being referred to, e.g. running title, cover title, caption title, spine title, etc. (See http://lcweb.loc. gov/marc/bibliographic/ecbdhome.html for more information on this.) For example:

245 00 New journal of chemistry.
246 14 NJC *(second indicator "4" indicates a cover title).*

As serial titles can be very "generic," uniform titles are often needed, and are indicated in the 130 field. In most cases, the place of publication is used as the qualifier:

130 0 Economic and financial review (Addis Ababa, Ethiopia).
245 00 Economic and financial review.

MAIN ENTRY

Serials are usually entered under title. A serial may be entered under corporate body if it meets the requirements set out in AACR2R 21.1B2, or it may be

entered under a uniform title. Rarely, a serial may be entered under a personal name, if a single person is responsible for the serial's contents

FREQUENCY AND DESIGNATION

Two other aspects of serials cataloging not found in monographs are the notions of frequency and designation. "Frequency" refers to how often a serial is issued. This frequency is indicated in the fixed fields as well as in the 310 field. The codes in the fixed fields do not reflect all the frequency possibilities (for these codes, see http://www.tlcdelivers.com/tlc/crs/Bib0417.htm), so a cataloger should construct a frequency statement in the 310 field that does accurately reflect the actual frequency. For example: "Seven no. a year." The frequency may be determined from information provided on the piece, provided by the publisher, or indicated by issues already published.

The 321 field is used to indicate former frequencies. When using the 321 field, dates must be given in both the 321 and 310 fields to indicate which issues each frequency refers to:

310 Bimonthly, $b Jan. 1998-.
321 Monthly, $b May 1967-December 1997.

The "designation" is a number, date, or combination of numbers, dates, letters or words that identifies an issue of a serial within a sequence. That is, it indicates the dates or the issues that make up the title's complete run. The designation is given in the 362 field, in either a formatted form or an unformatted form. When using a formatted 362 (first indicator 0), you must have the first issue (if creating a new record) and/or last issue (if closing the record for a ceased title) in hand, and partial or questionable information is not permissible. When using an unformatted 362 (first indicator 1), the first or last issue is known but you do not have the piece in hand, and partial or questionable information may be recorded.

Formatted:
362 0 Vol. 1, no. 1 (May 1967)-v. 34, no. 11 (Nov. 2001).
Unformatted:
362 1 Ceased in 2001?

RECORD AND TITLE CHANGES

The propensity of serials to change can keep catalogers on their toes. Some changes, such as a change in publisher or frequency, can be handled with the addition of a field or two. Sometimes a title ceases publication, and the record needs to be closed. Other changes, such as a major change in title, require a new record and the use of the linking fields 780 (preceding title) and 785 (succeeding title). (Note: The practice of giving a major title change its own separate catalog record is known as successive entry cataloging, and is the practice currently in use when performing original cataloging through bibliographic utilities. This is in contrast to the former practice of latest entry cataloging, where a serial would be entered under its latest title in the 245 field, with earlier titles being entered in the now obsolete 247 field.)

Minor changes in the title proper do not require a new title, as these can often be handled in the 246 field. Changes of this variety can include the following: 1) a change beyond the first five words of the title that does not affect the meaning or scope of the title; 2) a change in subtitle that does not change the scope of the work; 3) a change in spacing or hyphenation (for example, Yearbook changes to Year Book); 4) the addition or deletion of the issuing body at the *end* of the title; 5) a change in the order of parallel titles; or 6) a fluctuation in the title proper when it seems clear the publisher did not intend to change the title:

245 00 Practical techniques for inventory control.
246 1 $i Alternate issues called: $a Procedures for inventory control.

A new record will need to be created if there is a change in main entry; if the numbering system repeats itself without the addition of "new series," "second series," or something similar; or if there is a major change in title. A major change in title would include a completely new title, a change in the first five words of the title (other than an article, preposition, or conjunction), a change after the title's first five words that changes the meaning or

scope of the title, a change in a subtitle that changes the scope of the serial, or if the title is given in several languages and the title given as the title proper is dropped:

Old record:
245 00 Zeitschrift für Tierphysiologie, Tierernährung und Futtermittelkunde = $b Journal of animal physiology and animal nutrition.
New record:
245 00 Journal of animal physiology and animal nutrition.

If a new record is needed (or if a title simply ceases), the first thing you must do is close the old record. There are several things to be done, regardless of how much information is known. In the fixed fields, change the Type of Date/Publication Status field from "c" (for "continuing," or currently published) to "d" (for "dead," or ceased publication), and change the ending date in the Date 2 field from "9999" to the actual ending date, as far as it is known. For example, if you know the actual ending date, record it in its entirety. If you know only the decade or century, record that: 199u, or 19uu, for example. If there is a new title, you will need to add a 785 field, which will be the link to the later title:

245 00 Chemtech.
785 00 $t Chemical innovation

If the information is known, you will also need to: 1) record the closing date in the imprint information (in the 260 field, subfield c), 2) record the number of bibliographic volumes in the physical description (in the 300 field, subfield a), and 3) close the designation in the 362 field.

If there is a new title, you will need to create a new record. In this new record, you will need to include a 780 field for the preceding title.

245 00 Chemical innovation.
780 00 $t Chemtech

Again, see [http://lcweb.loc.gov/marc/bibliographic/ecbdhome.html] for more information on the indicators and subfields in the 780 and 785 fields.

The indicators in the 780 and 785 fields can indicate the relationship between serials (Continued by:, Absorbed by:, etc.), but sometimes these indicators cannot adequately express the relationship. In such cases, the 580 field (the linking entry complexity note) can be used to include a note about the relationship:

245 00 Economic & financial review.

580   Merger of: Economic review (Federal Reserve Bank of Dallas), and: Financial industry studies (Dallas, Tex.).

780 14 $t Economic review (Federal Reserve Bank of Dallas)

780 14 $t Financial industry studies (Dallas, Tex.)

CONCLUSION

There is a method to the seeming madness of serials cataloging. By following the above suggestions, you should be able to perform basic serials cataloging, and provide your library users with the access they need for research, teaching, learning, and leisure.

FURTHER INFORMATION

The material for this article was drawn principally from the CONSER (Cooperative ONline SErials program) cataloging manual, which can be found online at http://www.tlcdelivers.com/tlc/crs/manl 1573.htm. For more information on the cataloging of serials, please consult this source, the websites given in this article, and the following additional sources:

The SERIALST (Serials in Libraries Discussion Forum) archives is a good source of questions and answers about serials in general: http://list.uvm.edu/archives/serialst.html

An explanation of the ISSN (International Standard Serials Number) can be found at: http://www.issn.org/brochure/issnbroc.htm

Anglo-American Cataloguing Rules. Prepared under the direction of the Joint Steering Committee for Revision of AACR, a committee of the American Library Association, the Australian Committee on Cataloguing, the British Library, the Canadian Committee on Cataloguing, the Library Association, the Library of Congress. 2nd ed., 1998 Revision. Chicago: American Library Association, 1998. (Chapter 12 focuses on cataloging rules for serials).

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Preservation Notes

Column Editor: Irmgard H. Wolfe, The University of Southern Mississippi

Establishing a Basic Collection Preservation Program

By Janet E. Alger
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Suppose your director just returned from a conference about collection conservation and has appointed you to develop a plan for how the library can institute a basic collection preservation program. The library's budget will not allow for the hiring of a professional preservationist or conservator, and any funding for new programs will be minimal. What can you do? Is it even possible to significantly preserve your collection without hiring new staff members and creating an expensive preservation laboratory?

Well, your plight is not as desperate as it may seem. It is possible to create a preservation program in a small library on a shoestring budget. A number of activities may enhance the environment of your collection and increase its longevity significantly.

PRESERVATION 'ATTITUDE'

If a library is serious about establishing a preservation program, the first place to start is by realizing that preservation is not just the activity of one person in the library. Collection preservation must become the attitude and work style of each and every person who uses the library collection. Change is difficult, but total workplace planning and involvement can help all employees to find ways to participate in working toward the goal of maintaining the healthiest collection possible.

Begin with a planning and survey phase. A benchmark of where the library collection stands at the beginning of the program must be established. Evaluate the condition of the library facility itself to determine how efficiently it is in protecting the collection from disaster and decay. Both of these processes may require hiring a consultant to evaluate and advise in the planning and survey process, but do not wait for the experts to show up to take a look at a few basic things.

BEGIN WITH A WALK

Begin by taking a walk through the library to briefly survey the environmental conditions of the stacks. The library environment is one of the most important parts of maintaining a healthy collection, and if no other preservation program is possible within a library, establishing a collection-friendly environment is imperative. In the library tour, five basic factors should be used to evaluate the conditions: *temperature, humidity, lighting, housekeeping, and disaster prevention.*

TEMPERATURE

In evaluating the library temperature, document the temperature at a number of locations within the stacks over a period of time. Measuring temperature variations at different times of day and year may be challenging, but will provide a more realistic picture of the environment in which the collection is housed. Maintaining a relatively constant temperature throughout the day and throughout the year best preserves the library collection.

A temperature between 65 and 70 degrees Fahrenheit is optimal for the occupied areas of most libraries in temperate climates, and 60 to 65 degrees Fahrenheit for storage areas. Preservation expert Robert DeCandido explains, "the chemical reactions that cause paper to oxidize and deteriorate accelerate at higher temperatures and slow down at lower temperatures." This also applies to most nonprint items in the library collection, including photographs, microfilm, and magnetic audio, video, and data tapes. The more that the library is able to keep temperatures stable and below 70 degrees Fahrenheit, the slower will be the deterioration of collection materials and the growth of any molds and mildews that may have developed on items

To maintain a constant and optimal library temperature requires a heating and air conditioning (HVAC) system that can be controlled and monitored consistently, and may require thermostats at different locations within the building that can be adjusted to preserve stable environmental conditions.

LIBRARY HUMIDITY LEVELS

It is vital that library humidity levels be kept low and steady. The necessary relative humidity for preserving a collection varies inversely in relation to the temperature. When temperatures are low, relative humidity can be higher; and when relative humidity is low, temperatures need not be kept as low. At the optimal temperature of 68 degrees Fahrenheit, relative humidity can be maintained at a reasonable 50 percent, but a rise in temperature of a few

degrees makes the need to reduce the humidity critical.

For instance, if the relative humidity in a collection storage area is 80 percent, then temperatures must be kept below 63 degrees Fahrenheit to reduce collection deterioration. Or if the temperature in the stacks is 75 degrees, the relative humidity must be below 20 percent to preserve the collection. If a goal range of 30 to 40 percent relative humidity is maintained, then a temperature variation of a few degrees will be less likely to cause damage to the collection. Paper deteriorates at a more rapid rate and there is a high danger of mold growth when books are stored in an area with a relative humidity above 70 percent. Once a mold problem begins in a collection, it is difficult to limit re-growth.

A system of simple and well-monitored humidifiers and de-humidifiers throughout the library can keep the environment optimal for the collection and comfortable for the staff and patrons. These machines must be checked on a regular basis for malfunctions and leaks that might further damage the collection and the library facility. Whenever possible, de-humidifiers should be attached to an automatic drainage system that does not require human intervention, but a basic model can work just as effectively when it is monitored regularly.

AIR CIRCULATION

Maintaining adequate air circulation and ventilation can stabilize environmental conditions in the library. Open library windows may provide a nice breeze for the library user but may defeat your efforts to maintain a steady and moderate temperature and relative humidity for the collection. The same is true of leaky windows that allow air to flow through cracks that really should be sealed with caulking or plastic sheets. Open windows also introduce environmental dust and pollutants into the collection that can accelerate its deterioration. Filtered incoming air and a steady but even air movement promotes adequate air circulation in the stacks. To be effective, air filters should be fine enough to filter out harmful particulates and should be changed on a regularly.

Consider investing in a service plan with a library facility maintenance company, whose crew will assist in achieving the library's goal of a healthy collection. With this additional attention to possible environmental problems, concerns may be identified but need not require costly repairs, merely some timely modifications.

LIGHTING

Evaluate the intensity and amount of light that is present in the stacks. Both sunlight and fluorescent lighting can cause fading and deterioration of library materials. Light energy can also cause changes to the temperature within the collection, increasing the need to operate heating and cooling systems, thus raising operation costs.

Lighting in book storage areas of the library should be kept to a minimum by using curtains and light-filtering blinds that do not obstruct the view, but reduce the amount of UV light that reaches the collection. Removing a number of bulbs or using UV shielding filters over the fluorescent tubes can extend the life of the books enormously. Rare and fragile items should be stored in special areas that can be kept cool, dry, and dark, which will further reduce their deterioration.

Library reading rooms and work areas may be well lit with soft light near the area being used. Invest in some shaded lamps, which will reduce the direct radiant light and create a more comfortable atmosphere within the library. Whenever possible, move the collection away from windows and doors, reducing the effect of environmental changes to the collection, and plan to use the natural light available for reading and work areas.

GOOD HOUSEKEEPING

When evaluating the library environment, note the state of your library's housekeeping and problem prevention practices. Dealing with potential problems proactively can reduce the damage and cost of larger disasters. Maintaining a clean and structurally sound library will reduce the risk of pest infestation, mold and mildew outbreaks, electronic and mechanical malfunctions, and deterioration from pollutants.

Poor housekeeping practices can pose just as much hazard to a library collection as a leaky roof. Dust collecting on the shelving, chewing gum under the tables, sticky spills on the floor, and food crumbs in the books, or even in the staff lounge microwave can attract insects, rodents, and microbial pests that can destroy the building structure and the library collection. A no-food-or-drink policy is one of the best ways to prevent a pest infestation and regularly scheduled pest treatments can control problems while they are still manageable.

DISASTER PREVENTION

Look at water pipes, open vents, and damaged structures that could result in harm to the collection. Are there water pipes running over the stacks? Do dirty heating vents blow particulates across the collection? Are there water stains on the walls and ceiling that indicate problems with the roof, gutters, or windows? Do hard rains usually result in puddles in the stacks, overflowing window wells, or backed up sewage systems? These are just a few library disasters waiting to happen.

HANDLE WITH CARE

In implementing the survey stage of the new collection preservation program, do not forget to observe how the staff handle and manage the collection. A few book-handling basics include:

- Never lay or shelve books on their fore edge causing gravity to pull text blocks from their casings.
- When re-shelving, books should be handled gently, with special care taken not to damage fragile hinges and crack corners.
- Library staff should be trained to recognize problem items needing repairs and direct them to trained staff skilled in making decisions to repair, replace, or reformat these items.
- When removing books from a shelf, never pull the book by the headband or top of the spine as it will cause the spine to tear away from the casing. Instead, push the two adjacent volumes back and grasp the book by its sides.
- Books that are between 12 and 18

inches tall should be shelved separately from standard-sized books to allow for more support and use of the proper size of bookends. Books larger than 18 inches tall should be stored lying down and never stacked more than three books high. Books that are smaller than standard size should be handled with special care, and placing the book in a pambinder or in a separate shelving area should be considered.

- Shelves should be adjusted to fit the books, and books should be arranged so they fit smoothly on the shelf in a vertical position without touching the top of the shelf above; they should be firmly supported without packing the volumes too tightly on the shelf.

- The use of an after-hours book drop exposes books and videos to environmental extremes and leads to damage from the "drop" itself. As books begin to stack up, they place pressure on the books at the bottom of the pile.

- Invest in photocopiers that allow copies to be made without placing too much stress on tightly bound and fragile materials, preferably a photocopier with book edges or a cradle bed that does not require smashing the book onto a flat surface.

MANAGING PRESERVATION

Collection management is also just as important as collection handling. A preservation management philosophy should begin with the collection development consideration of the item's format, usability, and binding quality. As new materials are processed for the collection, technical services staff need to use non-acidic adhesives, labels, and stamps, and eliminate all metal pieces in materials. Proactive detection of poor quality binding or of items that require special processing or modification before the item begins circulating is desirable.

The role of the library's binding expert is central to collection preservation. The staff member in charge of binding should be trained to understand the process of binding, able to make complex decisions about best practice pertaining to binding materials, and knowledgeable in negotiating a contract for high quality binding. The library binder is a valuable resource that can assist in preserving the life of the collection.

IMPLEMENTING CHANGE

After surveying the present condition of the library, your staff may want to share in planning to improve the library environment and material handling processes. Evaluating what needs to be done, deciding on a plan of action, and setting priorities should become part of the overall library philosophy, mission, policies, and duties, not just a one-time project. The collection preservation program will likely be a permanent adjustment in the way the collection is maintained.

This shift in focus may require that some staff members adjust their job duties, as well as acquire training in preservation standards and practices. Invest in conferences, workshops, and classes that provide practical skills in preservation management, basic book repair, film media preservation, library binding, and conservation methods and pass on training to other staff members through in-house instruction. Well-trained staff are able to assume new responsibilities for collection preservation and to make more effective decisions in how to maximize the library's resources.

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People in the News

MLC STAFF ADDITIONS

Two vacancies in the administrative team have recently been filled: **Jim Parks** as Director of Public Services, and **Treasure Conway** as Director of Network Services. **Cheryl Mott** is Director of Administrative Services and **Emma Ainsworth** is Staff Officer.

LAUREL-JONES COUNTY LIBRARY

Mary Louise Breland has joined the staff at the Laurel-Jones County Library as Assistant Director/Reference Librarian. Breland is a graduate of The University of Southern Mississippi, School of Library Science and Information where she was awarded her M.L.I.S.

DELTA STATE UNIVERSITY

Delta State University is pleased to welcome **Michael E. Mounce,** as the Reference/Instructional Services librarian in the W. B. Roberts Library. Mr. Mounce earned his M.L.I.S. at The University of Southern Mississippi. He gained library work experience at several other libraries in Mississippi.

LUCAS ENDOWMENT AWARDED

Mary Hamilton, Electronic Services librarian, and **Dee Jones**, curator of the deGrummond Collection, USM Libraries, The University of Southern Mississippi have been awarded a grant from the Lucas Endowment. They are editing a book of the speeches delivered at the Children's Book Festival from 1990 through 2002. The speeches have been recorded over the years on reel-to-reel tape and cassette tapes. The grant will fund a tape transcription of the speeches, which they will then edit, adding a short biographical statement and a photo. When the project is completed, Jones and Hamilton hope to have their work published.

MID-MISSISSIPPI DIRECTOR HONORED

Richard Greene, Director of the Mid-Mississippi Regional Library System, was cited for his tenure of service and presented with a plaque by the Regional Library Board of Trustees. Honoring his 25 years of dedicated service, Greene was not only recognized for his contributions and efforts in his job, but is well known for incorporating community activities into the libraries.

From left to right, Mrs. Martha Ramzy, Leake County; Mrs. Janice Flemming, Holmes County; Mr. Charles Ritter, Attala County; Richard Greene, Director; Mr. William Fluker, Montgomery County; and Linda Milner, Assistant Director of the Mid-Mississippi Regional Library System.

MHC HONORS PRIDGEN

The Mississippi Humanities Council honored **Pamela Pridgen**, Director of The Library of Hattiesburg, Petal, and Forrest County, with the 2001 Public Humanities Achievement Award for her leadership in providing humanities programming to the local community. The Library has been able to offer many outstanding programs in the arts and humanities in partnership with several academic departments from USM, the Hattiesburg Arts Council, the Historic Downtown Association, the Friends of the Library, and the Mississippi Humanities Council.

IMLS GRANT AWARDED

The Institute for Museum and Library Services (IMLS) announced on September 25 that the University of Southern Mississippi Libraries received a federal grant of $204,680 to support its Civil Rights in Mississippi Digital Archive project, which includes digitization of oral histories, historical manuscripts, and images documenting the history of race relations in the state. The two-year grant project also funded a temporary librarian and three graduate assistants for the duration of the project.

News Briefs

MLC ANNOUNCES CHANGES

Sharman Smith, Executive Director of the Mississippi Library Commission, announces significant changes have also been made in the facilities of the Commission: Blind and Physically Handicapped Library Services (BPHLS) moved from its long-term Jackson home on I-55 to the MLC Headquarters on Ellis Avenue. The move occurred over 3 weeks in November, with service to the BPHLS users being disrupted for only a short period. Essentially, the entire Miller Center headquarters was rearranged to accommodate all MLC services in one building, for the first time in decades. The combined services will allow more effective planning, restructuring and merger of MLC's operations, in preparation for the planned 2004 move to a new building in the Research and Education Complex in Jackson.

MLC suffered a significant budget reduction (3.35%) in December. In addition to cuts in the operating budget of the agency, budget cuts had to be made in funding for MAGNOLIA, as well as to library aid programs, including Personnel Grants and Health Insurance for public librarians, and telecommunications subsidies.

WARREN COUNTY-VICKSBURG PUBLIC LIBRARY

At a special celebration noting fifteen years as a single-county library system, the Warren County – Vicksburg Public Library held their official debut of the Gaylord Polaris Library Automation System on December 20, 2001. An upgrade from the library's previous Galaxy system, Polaris offers enhanced capabilities based on a Windows 2000 platform. Deb Mitchell, Library Director, also announced that patrons would now have access to the library's catalog from the Web page at www.warren.lib.ms.us. Mitchell thanked the Warren County Board of Supervisors for local monetary support and members of the state legislature for the capital bond monies that funded the system upgrade. She expressed appreciation to the staff at Gaylord Information Systems and the library staff for their hard work to make the system a reality. She also thanked Kirk Sansom of the Mississippi Library Commission who implemented the link on the library's home page.

HUMPHREYS COUNTY LIBRARY RECEIVES LSTA GRANT

The Mississippi Library Commission has awarded a $7,380.00 Library Services and Technology Act (LSTA) grant to the Humphreys County Library headquartered in Belzoni, Mississippi. These funds are being used to purchase books, videos, and materials needed to present story-telling programs at the various kindergartens, Head Start programs, and day care facilities in Humphreys County. Children between the ages of three and six are the targeted group. Exposing children this young to the Library and its resources should make a lasting impression on them. "Miss Library Lady" will take her "Bag of Tricks" to the various facilities and present a program. The "Bag of Tricks" will contain books, videos, flannel-graph stories, games, handouts, etc. After each program the "Bag of Tricks" will be left at the facility to be used until the next program, or it can be exchanged at the Library for a different bag. There will be ten different "Bags of Tricks" to be circulated. Teachers may request the "bag" of their choice, since ten different subjects will be covered. If funds permit, additional "bags" will be prepared.

Mark Your Calendar

President's Page

(continued from page 1)

programs developed by different MLA groups, as well as between MLA and outside organizations. Share your ideas for creative ways in which we can better meet the needs of our members.

Very often school libraries in Mississippi have severely limited resources and inadequate staffing. Many school librarians feel that there is no one serving as an advocate for their needs or interests. The number of school librarians who are members of MLA has steadily fallen in recent years. In 2002, I would like to take steps to change these trends. School libraries need an advocate, and I believe that MLA should be at the forefront of this effort. By improving and expanding our programming for school librarians, we offer them good reasons to become members of MLA.

Finally, the long-term financial health of the association requires that we carefully review our expenses in what we do as an organization and how we utilize our resources. The first cost-cutting success in this area was achieved by Ann Branton, editor of *Mississippi Libraries*, who found that she could save $800 on each printing of the journal by eliminating internal color and reducing the number of copies printed without diminishing the content of the journal. We are hopeful that further reviews of our spending will result in other operating efficiencies. During the coming year, we also plan to investigate new means of increasing revenue from non-dues sources. We will strive to obtain more sponsorships and vendor support for MLA conference programs, and we would like to identify annual sponsors for our educational scholarships.

The year ahead will be a challenging one. To achieve these goals, as well as the goals set by each of the MLA sections, round tables and committees, will require the contributions of many of you. Organizations can only achieve success through the efforts of many individuals working as a team. I am asking for you to step forward and to help make this team a winner in 2002.

Thank you for your confidence in me and I look forward to working with you during the year.

MISSISSIPPI LIBRARY ASSOCIATION 2002 CONFERENCE COMMITTEES

LOCAL ARRANGEMENTS

Co-Chairs:	Ann Branton	USM
	Linda McKay	Hancock County Library System
Members:	Kay Wall	USM
	Sherry Laughlin	USM
	Pamela Pridgen	The Library of Hatt. and Forrest Cty.
	Cathy Kanady	NE Regional Library
	Gwen Taggart	Hancock County Library System

EXHIBITS

Co-Chairs:	Carol Green	USM
	Mary Hamilton	USM
	Suzanne Graham	USM
Members:	Kaylene Behm	USM
	Janice Garrett	Tupelo HS
	Kathy Davis	USM Gulf Coast
	Eric Volke	Library Interiors, Inc.
	Glen Norton	GN Associates, Inc.

HOSPITALITY

Chair:	Stella Wheat	Lamar Cty. Library
Members:	Otha Keys	South Jones HS
	Glenda Segars	Itawamba CC
	Tracy Englert	USM
	Allison Mays	Millsaps
	Chuck McClure	Quitman Upper Elem. Lib.
	Allisa Beck	USM, Gulf Coast
	Pamela Ladner	MGCCC-Jackson Cty. Campus
	Glenda Redmond	MGCCC, Perkinston Campus
	Paulette Entrekin	Laurel-Jones Library
	Susan Prendergast	Hancock County Library System

POSTER SESSIONS

Chair:	Barton Spencer	USM
Members:	Kay Wall	USM
	Sheila Cork	Hancock County Library System
	Alice Shands	Sunflower County Library
	Robert Wolverton, Jr.	MSU

REGISTRATION

Co-Chairs:	Mary Perkins	Hancock County Library System
	Vanessa Ritchie	USM Gulf Coast
Members:	Ruth Ann Gibson	Mississippi College
	Kathleen Wells	USM
	Otha Keys	South Jones HS
	Jacqueline Quinn	Hinds Community College
	Adrienne Bradley	Hancock County Library System
	Kathy Ferris	Hinds Community College
	Kaylene Behm	USM
	Chuck McClure	Quitman Upper Elem. Lib.
	Susan Byra	East Miss. Library Sys.
	Myra Haynes	Hancock County Library System
	Evelyn Necaise	Hancock County Library System
	Sandra Marsall	Hancock County Library System

About Books

Brunner, R. Scott. *Carryin' On: And Other Strange Things Southerners Do.* New York: Villard Books, 2001. 159 pp. $19.95 hardcover.

With *Carryin' On*, R. Scott Brunner has carried on the tradition established in his earlier book *Due South.* In the new book, Brunner presents essays on themes ranging from what is common and what is not in "Common Is As Common Does" to a hilarious account of a parent trying to use the bathroom and wishing for a little privacy from a small child in "Overheard."

Dieters beware! As in his previous work, Brunner focuses on Southern food in several of his essays. "Paschal" is an essay on Atlanta's airport cafeteria that illustrates the fondness Southerners feel for their cafeteria-style eateries. "Tastes like Summer" describes a perfect summer meal: fresh pole beans, new potatoes with cornmeal-thickened gravy, steamed yellow squash, sliced tomatoes, and cornbread.

Carryin' On: And Other Strange Things Southerners Do lives up to the promise shown in *Due South* and is recommended for collections in every Mississippi and Southern library, especially those that already have *Due South.*

Tracy Englert
Catalog Librarian
University of Southern Mississippi

Cheseborough, Steve. *Blues Traveling: The Holy Sites of Delta Blues.* Jackson, MS: University Press of Mississippi, 2001. 216 pp. $18 paper.

Blues Traveling is an historical, geographical, and social guide to blues culture and etiquette in Mississippi and the Mississippi Delta region, extending to parts of Arkansas and Tennessee. Places of interest are identified on maps, and street addresses, phone numbers, and detailed directions are given.

The tour of the state begins with some good advice in the first chapter, providing planning tips and guidelines for good times and what to expect in terms of accommodations, food, and entertainment. With chapter two, the tour begins in Memphis, traveling down Highway 61 in chapter three and on to Vicksburg by the end of chapter seven. The excursion turns to Jackson and on further east to the Meridian area in chapters eight and nine. In chapter ten, the journey turns north to the Mississippi hill country and ends in Hernando-Nesbit off Interstate 55 near the Tennessee line.

As travel writing goes, the author has thoroughly covered every important blues related venue replete with clubs, lounges, juke joints, churches, gravesites, plantations, museums, radio stations, films, festivals and picnics, blues societies, blues-related enterprises such as record stores and souvenir shops, and even parks and campsites.

Since the tour is organized around a cultural theme as opposed to a place, many interesting anecdotes are included to make reading about the tour very spicy and tantalizing.

The author has captured the local color and gravity of contemporary community life that celebrates and nourishes Delta blues culture. Down home lifestyle is still the predominate reality, especially in the face of the popular legends, mysticism, and mythology sometimes associated with blues culture. The true blues enthusiast can create an exciting itinerary based on any of the many interesting aspects of blues culture that are covered in this book. Travel book lovers will find this an exhilarating armchair tour. *Blues Traveling* is recommended for academic and public libraries and for all audience levels with an interest in blues.

Rashidah Z. Hakeem
Acting Head, Blues Archive and Music Library
University of Mississippi

Morris, Willie, with photographs by David Rae Morris. *My Mississippi.* Jackson, MS: University Press of Mississippi, 2000. 109 pp. text, 97 pp. photographic narrative. $37 hardcover.

My Mississippi is a combination of text and photographic narrative. Capturing in words and photos the state's contrasts and contradictions, as well as its beauty and mystery, Willie Morris and his photographer son, David Rae Morris, approach contemporary Mississippi life and heritage with compassion and humor.

A Mississippi native, Willie Morris shares his assessments of the realities in Mississippi today and gauges how the state has changed over the last centuries. Beginning with the land with its layouts and offerings, Morris provides volumes of informational tidbits and history about the various sections of Mississippi. His trip takes the reader from the Piney Woods to the Gulf Coast to the northeast corner of the state before continuing on through the Black Prairie, the hills, and the Delta.

Morris portrays the most vital concerns of the citizens, beginning with the development of the state on up to the present century. Seen through the eyes of one of its own sons, *My Mississippi* surveys the familiar and the not so familiar, from the bugs on the windshield in the Delta springtime to the beauty queen traditions to the one in five Mississippi fishermen.

Surveying the rivers and the casino industry, farming, education, and government, Morris covers the state's industry and trade with his usual conversational manner. His pride in the colleges and the industries within the state is apparent in his descriptions of their challenges and victories.

In conclusion, Morris praises the brilliant and creative Mississippians who have distinguished themselves within the state, nationally, and internationally. He speaks with pride of Mississippi singers Elvis

Presley, Leontyne Price, and Jimmy Buffett; comedian Jerry Clower; artist Walter Anderson; football stars Walter Payton and Brett Favre; television hostess Oprah Winfrey; writers William Faulkner, Eudora Welty, Tennessee Williams, Elizabeth Spencer, Ellen Gilchrist, Larry Brown, and John Grisham.

When the text is finished, the book is not. A photographic narrative follows, with 97 pages of interesting and provocative photographs of Mississippi life. Morris's son, David Rae, is not a native of the state and so provides a new perspective for what are everyday occurrences and commonplace events. The photographs are refreshing and unique.

My Mississippi is a book for all libraries. Willie Morris's love of Mississippi is evident throughout his narration. This book was finished only a few weeks before his death in August 1999. It is a trip home for him, but for others it is a trip around a state full of uniqueness and color. Willie Morris's Mississippi is everyone's Mississippi.

Donna Phelps Fite
Purvis Branch Librarian
Lamar County Library System

Parker, Laurie. *The Turtle Saver.* Jackson, MS: Quail Ridge Press, 2002. 40 pp. $16.95 hardcover.

Laurie Parker, author/illustrator of such favorites as *Mississippi Alphabet, Louisiana Alphabet, Texas Alphabet,* and *Everywhere in Mississippi,* has produced another charmer with *The Turtle Saver.* In *The Turtle Saver,* Parker, a Mississippi State University graduate and current Starkville resident, uses the same rhyming style and collage illustrations that make her previous works so memorable. However, with *The Turtle Saver,* Parker takes herself to new levels by exploring more complex themes.

The book opens with the quotes "Thou canst not stir a flower without troubling of a star," by 19th century English poet Francis Thompson, and "You must travel throughout all of time and space to know the true impact of any event," by Vietnamese monk Thich Nhat Hanh. The quotes are brought to life in the happenings of *The Turtle Saver* as Parker examines the ways in which one man's act of kindness is interconnected with an entire sequence of events. The tone of the book remains light throughout, and Parker's rhymes are a true delight to read. The colorful illustrations enhance the book's appeal.

In *The Turtle Saver,* Laurie Parker has created a work that combines the fun and whimsical spirit that characterizes her previous books with content that makes readers consider the effects of even their most simple actions. Adults and children will gain pleasure from following this cleverly woven tale. *The Turtle Saver* is recommended for all public and school libraries.

Sarah Spencer
Information Services Librarian
University of Southern Mississippi

Waller, James. *Prejudice Across America.* Jackson, MS: University Press of Mississippi, 2000. 310 pp. $45 hardcover; $18 paper.

Dr. James Waller of Whitworth College in Spokane, Washington had a fantastic idea for giving his students a closer look at the world around them. A group of sheltered, primarily white students would take a trip to "focus on the history of prejudice and discrimination in America." (xvi) This trip would give them the opportunity to gain first-hand experiences and knowledge from those who lived and are still living with this particular social ill.

The first trip was undertaken in Jan Term, a three-week intensive course in January of 1996. With the first trip behind him, Waller designed a second study tour for Jan Term of 1998. The trip included a mix of educational and life-altering experiences, chance encounters, and (as with any good trip) a bit of personal bonding and fun. *Prejudice Across America* chronicles the second group of students, their leader, and the experiences they had on their trip across America.

In *Prejudice Across America,* Waller allows the reader to follow the class's travels on a day-by-day basis. He gives historical information about each city and its peoples and how they have developed along racial and economic lines. The book chronicles the people with whom the travelers come in contact, both planned and chance encounters that lead to a better understanding of how prejudice is expressed in our world. Waller includes both personal observations and excerpts from student journals to tell the story of this emotional, spiritual, intellectual, and often very personal journey.

The cities visited were Los Angeles, San Francisco, Chicago, Memphis, New Orleans, Birmingham, Atlanta, and Washington, D.C. During the course of the journey, the White House contacted Waller to meet with him and his students to discuss the purpose of the student trip and their life-learning experiences across America.

After they returned from their travels, the group was involved in a number of activities to bring the topic of race relations and prejudice to the forefront. However, everyone was left to puzzle for themselves how to fit what they had learned into their lives and how to make a difference by improving racial understanding. The book closes with excerpts from each of the student diaries. *Prejudice Across America* is recommended for public and academic libraries of any size.

Brooke Lippy
Catalog Librarian
University of Central Arkansas

About Children's Books

2002 CALDECOTT AND NEWBERY WINNERS

CALDECOTT MEDAL

Weisner, David. *The Three Pigs*. New York: Clarion Books, 2001. [40 p.] $16.00.

Weisner's *Tuesday*, for which he won a Caldecott Medal, ends with pigs flying. *The Three Pigs* answers readers' questions about how pigs can fly. The book begins with a familiar rendition of the story of the three little pigs and the big bad wolf. Rapidly the story breaks down as the pigs are blown out of the story and the wolf looks around helplessly for ham. The pages of the book are lying around like a disassembled art gallery when one pig folds a page into a paper airplane and the three pigs soar off into white space. They crash and wander through a gallery of pages where they enter and quickly exit a cloying nursery rhyme (the cat follows them out) and where they enter a knight's tale and rescue a dragon, who also follows them out of the story. The pigs return to the brick house in their original pages just long enough to perplex the wolf when a dragon answers his threat to huff and puff. The three pigs and their two new friends settle down comfortably to bowls of alphabet soup. With a similar sense of fun and possibility found in Jon Scieszka's *The True Story of the Three Little Pigs*, this surreal pig adventure will delight young readers.

CALDECOTT HONOR BOOKS (3)

Kerley, Barbara. *The Dinosaurs of Waterhouse Hawkins*. Illustrated by Brian Selznick. New York: Scholastic, 2001. [46 p.] $16.95.

After meticulous research, Kerley and Selznick present the amazing life and work of Benjamin Waterhouse Hawkins, a Victorian sculptor and painter of dinosaurs. Waterhouse is famous for his life-sized sculptures of dinosaurs that he designed and built using a creative process that began with his drawings, clay models, molds, and supportive iron skeletons and finally resulted in a finished dinosaur made of bricks, tiles, stones, and cement. For people of the Victorian era, it was their first time to see a dinosaur. This richly illustrated biography follows Waterhouse from boyhood into his seventies when he returned to England where he wondered about the future of dinosaur discoveries.

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* Illustrated by Bryan Collier. New York: Jump at the Sun/Hyperion Books for Children, 2001. [36 p.] $15.99.

"Inspiring" and "glorious" only begin to describe this fine biography with its clear, spare text and its rich collage and watercolor illustrations. Rappaport interweaves some of Dr. Martin Luther King's most memorable words with descriptions of major events related to his passion for civil rights. Designed for children ages 4-9, this elegant book with Dr. King's large, smiling face on the cover will attract children to enter his world and read all the words.

Simont, Marc. *The Stray Dog*. New York: HarperCollins, 2001. [32 p.] $15.95.

A well-thought-out blend of spare text with pleasing line and watercolor illustrations, this book tells the happy story of Willy, the stray dog, and his new-found owners. In true picture storybook fashion, text and pictures work together to entertain readers with a classic tale.

NEWBERY MEDAL

Park, Linda Sue. *A Single Shard*. New York: Clarion Books, 2001. 152 p. $15.00.

Tree-Ear, a thirteen-year-old orphan in medieval Korea, has lived most of his life under a bridge with his friend and protector, Crane-man. Tree-Ear's village, Ch'ulp'o, is home to a group of dedicated potters who produce beautiful celadon ceramics. Gradually, Tree-Ear becomes a part of this community and has the opportunity to help Min, a master potter, while dreaming of the day he, too, can create remarkable vases. Park's story is an absorbing and satisfying journey through Tree-Ear's successes and failures, his comforts and hazards.

NEWBERY HONOR BOOK

Horvath, Polly. *Everything on a Waffle*. New York: Farrar Straus Giroux, 2001. 150 p. $16.00.

This charming novel features Primrose Squarp, an eleven-year-old girl who lives in Coal Harbor on the coast of British Columbia. During a terrible storm her parents are lost at sea. Her Uncle Jack returns to the fishing village to take care of her and pursue his unpredictable career in real estate development. Primrose tries to make everyone understand that her parents are still alive and are worried about her. While she waits for her parents to return, readers are privy to the small dramas in her life. Blending cleverly with the action, each of the sixteen chapters ends with an easy recipe, such as Tuna Noodle Casserole and Chocolate-Covered Nuts. The last chapter concludes with a recipe for waffles, connecting with the title and with a local restaurant, The Girl on the Red Swing, where every meal is served on a waffle. Good humor, unusual characters, and an interesting setting mix together for a tasty treat for upper elementary children.

Rosemary Chance
Assistant Professor, SLIS
The University of Southern Mississippi
Rosemary.Chance@usm.edu

MLA Executive Board Meeting Minutes

DECEMBER 7, 2001

BOARD MEMBERS ATTENDING

Henry Ledet, *President*
Terry Latour, *Vice-President/President-elect*
Kaylene Behm, *Secretary*
Mary Julia Anderson, *Executive Secretary*
Glenda Segars, *SELA Representative*
June Schmidt, *ACRL Chair*
Joe Tynes, *Public Libraries Chair*
Rhonda Tynes, *Immediate Past President*
Cindy Harrison, *School Section Chair*

OTHERS IN ATTENDANCE

Rowena Drinkwater, *Friends of Mississippi Libraries*
Theresa Ellison, *Black Caucus chair*
Phyllis Lowe
Victoria Penny, *YPSRT chair*
Prima Plauché
Sharman Smith

President Ledet called the meeting to order at 10:00 a.m. and presented the agenda.

I. OFFICERS' REPORTS

A. Minutes of the previous meeting were distributed. June Schmidt moved to adopt the minutes; the motion was seconded by Rhonda Tynes, and approved.

B. **Treasurer's report** – The Balance Sheet was distributed. After review, Rhonda Tynes made the motion to accept the report, seconded by Joe Tynes. It was accepted.

C. **Vice-President's report** – Terry Latour reported the recent conference registration count as 387 pre-registrations, 51 on-site registrations. Bills are still being coming in so final monetary figures are not available.

II. SECTION REPORTS

A. **ACRL** – June Schmidt reported a good meeting at the conference. She will be preparing the annual report in hopes of some support from ALA.

B. **School** – Cindy Harrison reported that the meeting at the conference was good, but poorly attended, possibly due to scheduling conflicts.

I. ROUNDTABLE REPORTS

A. **Technical Services** – Kathy Wells reported a good meeting at the conference with good attendance of 34 people.

B. **LIRT** – Shirlene Stogner reported a great meeting at the conference with 40 people in attendance.

IV. COMMITTEE REPORTS

A. **Legislative Committee** – Sharman Smith reported that she is working with Deb Mitchell and Glenda Segars on legislative issues. Sharman circulated several "issue statements" on how the budget cuts affect libraries and library users. If approved by the board, the issue statements will be distributed to the legislators. Joe Tynes moved to accept the report, seconded by Keith Coleman. Upon a vote, the motion was approved.

B. **National Library Week Committee** – Jennifer Smith requested approval for purchasing plaques for the legislators participating in Legislative Day. Keith Coleman made the motion to approve the purchase, seconded by June Schmidt. Upon a vote, it was approved.

C. **Membership Committee** – Kathy Wells reported the success of sharing a booth at the conference with Mississippi Libraries all during exhibits hours. A door prize was raffled off for those persons signing up for membership. 50 new members joined.

D. **Internal Audit Committee** – Shirlene Stogner distributed a report from the committee chaired by Tom Henderson. After presentation of issues and recommendations, June Schmidt made the motion to accept the report, seconded by Cindy Harrison. Upon a vote, the report was accepted.

E. **Scholarship Committee** – June Schmidt reported that the auction held at conference brought in $1,600 for the scholarship. She solicits suggestions on enhancing the scholarship fund.

F. **Public Library Standards** – Joe Tynes reported that he and Sharman will try to meet in the near future and report at the next meeting.

V. OTHER REPORTS

A. Sharman Smith reported from Mississippi Library Commission. MLC has two new employees: Jim Parks, Director of Public Services Bureau and Ethel Ewing, secretary to the director. Sharman reported on the grants given out, and the issuing a call for grants for 2003. The MLC website has information about deadlines and specific grants.

VI. ADJOURNMENT – The meeting was adjourned at 10:45 a.m.

Respectfully submitted,
Kaylene Behm, Secretary

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DECEMBER 7, 2001

BOARD MEMBERS ATTENDING

Terry Latour, *President*
Prima Plauché, *Vice-President/President-elect*
Keith Coleman, *Treasurer*
Kathleen Wells, *Secretary*
Henry Ledet, *Past President*
Indira Bhowal, *Special Library Section Chair*
Dee Dee Long, *School Library Section Chair*
Jim Parks, *Parliamentarian*
Jeff Slagell, *ACRL Chair*
David Woodburn, *Public Library Section Chair*

OTHERS IN ATTENDANCE

Mary Julia Anderson, *Executive Secretary*
Ann Branton, *Editor, Mississippi Libraries*
Kathrin Dodds, *Mississippi State University*
Rowena Drinkwater, *Friends of Mississippi Libraries*
Pat Matthes, *Fiscal Management Committee Chair*
June Schmidt, *Scholarship Committee Chair*
Jennifer Smith, *National Library Week Committee Chair/Vice-Chair, Public Library Section*
Sharman Smith, *Executive Director, Mississippi Library Commission*
Shirlene Stogner, *LIRT Chair/Internal Audit Committee*

President Terry Latour called the meeting to order at 10:50 a.m. The agenda was presented.

I. INTRODUCTIONS AND/OR COMMENTS

President Latour distributed a list of new officers and chairs and introduced new Board members and other attendees. He also distributed for corrections a list of committee assignments for 2002, noting that he is still in the process of appointing chairs for some committees.

II. OFFICERS' REPORTS

A. President Latour presented for discussion a set of MLA goals for 2002, based on suggestions he has received from members and on his own aims for the association.

1. Help libraries and librarians gain additional support for their services.
   a. Provide support for continuing education and higher salaries.
      i. Be proactive in seeking legislative support.
      ii. Expand MLA's Web presence.
   b. Improve communication within the association.
      i. Promote use of MLA's e-mail list.
   c. Improve MLA's financial standing.
2. Increase membership (MLA currently has a little over 500 members); all in the association need to work to recruit new members.
   a. The 2001 membership list will be sent out to Board members for use as a recruiting tool.
3. Improve organizational programming, including continuing education.
4. Boost membership of the School Library Section.
   a. Serve as a stronger advocate for school library concerns.
   b. Improve and expand programming for school librarians.
5. Increase financial support for MLA.
   a. Review current financial practices.
   b. Increase Peggy May Scholarship fund by finding a sponsor.
   c. Try to get additional support from vendors for conference programming.

These goals will be discussed further at the January Board meeting.

III. OLD BUSINESS

A. **Fiscal Management Committee** – FMC Chair Pat Matthes distributed an MLA budget analysis, with a proposed budget for 2002. Jeff Slagell moved to accept the report for discussion; Kathy Wells seconded. Discussion followed. Projected income is down for 2002. There was general agreement that funding for Executive Board travel should be cut to zero as a cost-saving measure. President Latour noted that balances on financial statements issued throughout the year may not reflect actual current funds, and that re-evaluation of the way balance sheets are kept is needed. Henry Ledet moved that the 2002 budget be accepted; Jeff Slagell seconded. Approval was unanimous. Pat Matthes also submitted a list of Fiscal Management Committee recommendations:

1. That the governing bodies of *Mississippi Libraries* consider recommending a raise in subscription rates from $16 to $25.
2. That the governing bodies of *Mississippi Libraries* recommend an increase in advertising rates.
3. That the *Mississippi Libraries* editorial board

look into decreasing the number of copies printed as a cost-saving measure.

> 4. That the Executive Board approve provision of free first-year memberships for new librarians.

Ann Branton pointed out that extra copies of *Mississippi Libraries* are used for vendors and job candidates and as giveaways at conferences. There was discussion of the proper cost for a subscription to the journal, which is included in the MLA membership dues. After some discussion of the responsibilities of the Publications Committee, the Board agreed that President Latour would refer the recommendations concerning *Mississippi Libraries* to that committee. Henry Ledet moved that the final recommendation, to grant free memberships for new librarians, be approved; Keith Coleman seconded. Considerable discussion followed, centering on whether the association could afford such a measure and the difficulties of defining "new members." President Latour noted that not all MLA members hold the MLS degree. Prima Plauché suggested that consideration of the proposal be deferred to the end of 2002, with the Board focusing on increasing membership in the interim. Henry Ledet withdrew the motion, and President Latour agreed to follow Jim Parks' suggestion that the proposal be referred to the Membership Committee.

B. National Library Week Committee – Jennifer Smith noted that committees will need to make their own arrangements for meeting rooms for Legislative Day (Jan. 28). Information on National Library Week/Legislative Day activities will be mailed to all MLA members.

C. Nominating Committee – Since this committee has just been appointed, President Latour reported that the Nominating Committee will make its recommendations at the January meeting.

IV. NEW BUSINESS

A. 2002 Conference Planning – Vice President Prima Plauché reported that the 2002 MLA Conference dates have been changed to October 16-18 to avoid a conflict with the SELA conference. She announced chairs of conference committees: Ann Branton and Linda McKay, Local Arrangements; Suzanne Graham, Carol Green and Mary Hamilton, Exhibits; Mary Perkins, Registration; Stella Wheat, Hospitality; Barton Spencer, Poster Sessions. Prima Plauché suggested "Libraries and Librarians – Making a Difference in Mississippi" as a possible conference theme, and added that she will send out a list of other possible themes for consideration.

B. 2003 Conference Site Selection – Prima Plauché reported that she has received suggestions from several sites on the Coast for the 2003 conference; she recommended that the Site Selection Committee tour prospective sites. She also raised the possibility of a joint MLA/SELA conference sometime in the future.

C. Membership E-Mail List – President Latour noted that the MLA e-mail list has not been kept current; some newer members are not on the list, and there are many incorrect addresses for people who have changed jobs or left the state. Invalid addresses cause many "bounces" when a message is sent to the list. Prima Plauché suggested that subscription information should be clearly available on the MLA Web site, and that an "unsubscribe" mechanism is needed. Following Jeff Slagell's suggestion, President Latour will refer the task of upgrading the list to the Web and Membership Committees.

Mary Julia Anderson mentioned that online membership cards will soon be available.

D. Web Committee Proposal – President Latour introduced a proposal submitted by Web Committee Chair Steve Turner recommending that MLA have its own independent Web address (this would require sponsorship). The memo noted that having the MLA site hosted by a particular institution creates problems for Web Committee members who work elsewhere and need to modify information on the site. An independent MLA Web site could take in donations and memberships electronically. Ann Branton noted that the electronic version of *Mississippi Libraries* would also work better on an independent site.

There would be ongoing costs associated with such a site. The memo will be further discussed at the January Board meeting.

E. Other New Business – Mary Julia Anderson announced that the MLA office has a Selectric typewriter and a thermal fax machine available. Jeff Slagell will post the information on the MLA Web site. As treasurer of MAGNOLIA, Pat Matthes announced that MAGNOLIA has had to drop *Books in Print*; the *Literature Resource Center* is being proposed as a replacement. Information on this change has been sent to the MAGNOLIA e-mail list. Mary Julia Anderson reminded the Board of national Legislative Day, May 6-7. Prima Plauché noted that there needs to be a reliable way of getting in touch with school librarians, since not all are on the MAGNOLIA K-12 list.

V. 2002 BOARD MEETING SCHEDULE

President Latour announced that the next Board meeting will be held at the Mississippi Library Commission at 9 a.m. on Jan. 28, 2002; he noted the rest of the 2002 meeting schedule as proposed in the agenda and asked for comments. The schedule was approved as distributed.

VI. ADJOURNMENT

The Board adjourned at 12:25 p.m.

Respectfully submitted,
Kathleen L. Wells, Secretary

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JANUARY 28, 2002

BOARD MEMBERS ATTENDING
Terry Latour, *President*
Prima Plauché, *Vice-President/President-Elect*
Keith Coleman, *Treasurer*
Henry Ledet, *Past President*
Indira Bhowal, *Special Library Section Chair*
Dee Dee Long, *School Library Section Chair*
Glenda Segars, *SELA Representative*
Randy Sherard, *Trustee Section Chair*
Jeff Slagell, *ACRL Chair*
Jim Parks, *Parliamentarian*

OTHERS IN ATTENDANCE
Mary Julia Anderson, *Executive Secretary*
Ann Branton, *Editor,* Mississippi Libraries
Velma Champion, *Intellectual Freedom Committee*
Marty Coleman
Tracy Englert, *Membership Committee*
Chris Ferguson, *Archives and History Committee*
Janice Garrett, *Membership Committee*
Deb Mitchell, *Legislative Committee*
Jennifer Smith, *National Library Week Committee Chair/Vice-Chair, Public Library Section*
Sharman Smith, *Executive Director, Mississippi Library Commission*
Steve Turner, *Web Committee Chair*
Kay Wall, *Nominating Committee*

President Terry Latour called the meeting to order at 9:07

a.m. The agenda was presented.

I. OFFICERS' AND STAFF REPORTS

A. Minutes – Minutes of the previous Board meeting were distributed and reviewed. Prima Plauché moved to accept the minutes; Glenda Segars seconded. Approval was unanimous.

B. Treasurer – Treasurer Keith Coleman submitted a Mississippi Library Association Balance Sheet as of Dec. 31, 2001. It showed a total liabilities and equity of $68,914.05. However, Jan. - Dec. 01 revealed a net deficit of -$2,833.02. Treasurer Keith Coleman commented that it was becoming increasingly difficult to balance the budget each year. Membership should be considered a top priority as the past several years have seen a steady decline that effects association funds. A small profit was realized from the annual conference. See attachment for more information.

C. President – President Latour distributed a list of updated committee assignments and noted that they are still subject to change

D. VP/President Elect – VP Prima Plauché submitted a Mississippi Library Association 2002 Conference Report. The report stated that conference will be held October 16-18, 2002 at the Hattiesburg Lake Terrace Convention Center. The conference hotel will be announced at a later date. Dr. Robert Martin, Director, Institute of Museum and Library Services will serve as the keynote speaker. Two working themes were listed: Mississippi Libraries...Making the Difference, Libraries...Making a Difference in Mississippi. See attachment for more information.

E. ALA Councilor – No report.

F. SELA Councilor – SELA Councilor Glenda Segars announced that the upcoming SELA conference will be held Oct. 24-26 in conjunction with the South Carolina Library Association in Charleston, SC. More conference details are available at the SELA Web site, including membership information. Glenda Segars said a potential conflict between the MLA and SELA conferences was avoided.

G. Executive Secretary – No report

H. *Mississippi Libraries* Editor – *Mississippi Libraries Editor* Ann Branton submitted a report in response to recommendations to lower publishing costs for Mississippi Libraries. It was noted that one factor related to increased costs was the inclusion of more pages per issue. The winter 2001 issue print run was reduced from 1000 copies to 750 to reduce costs. Editor Ann Branton noted that by reducing the print run and eliminating internal color, she was able to reduce costs by 20% without significantly effecting content. She recommended that subscription rates be increased from $16.00 a year to $20.00 dollars a year. Approval was unanimous. Editor Ann Branton also recommended that the $500 dollar stipend allocated to the editor be placed on a separate line in the budget ($18,500 *Mississippi Libraries* budget). Approval was unanimous. See attachment for more information.

II. SECTION REPORTS

A. ACRL – ACRL Chair Jeff Slagell announced that the ACRL Chapters Council meeting was held at ALA Midwinter in New Orleans Jan. 20, 2002. The ACRL 11th National Conference: Learning to Make a Difference will take place in Charlotte, NC April 10-13, 2003. In addition, Chapter Topics (Council Newsletter) and the Chapter Council Web site were discussed by the editor Debbie Malone. ACRL Chair Jeff Slagell mentioned that he submitted a brief report of the Mississippi Chapter's activities for the last newsletter. Finally, funding issues for Chapters and other

ACRL Units were discussed. Any relevant information will be shared as it becomes available. An ACRL Executive meeting was to take place later in the day.

B. **Public Library** – VP Prima Plauché spoke for David Woodburn. The Public Library Section is interested in discussing various options for speakers with people that have suggestions and possibly compiling a speaker list. She also noted that Trustees have expressed an interest in a Trustee discussion group.

C. **School Library** – School Library Chair Dee Dee Long said that she was discouraged by the barriers effecting school librarian membership. Time and money were noted as the primary causes. She asked for ideas in expressing the importance of professional development. President Terry Latour suggested that continuing education credit, national certification, and training be explored as possible options. It was noted that April Harris was the new contact person at the State Department of Education and should be contacted for a statewide list of school librarians. President Terry Latour stated he would initiate contact with Ms. Harris.

D. **Special Library** – Special Library Chair Indira Bhowal stated that she had been contacting people about possible conference program ideas (e.g. emergency management) and was interested in creating a listserv and a Web page.

E. **Trustee** – Trustee Chair Randy Sherard expressed the importance of utilizing trustees and exploring why more school librarians and trustees weren't members of the association. He saw a good opportunity to increase membership through trustees who would hopefully pass along the information and encourage the involvement of others.

III. ROUND TABLE REPORTS
None.

IV. COMMITTEE REPORTS
A. **Legislative** – Legislative Chair Deb Mitchell thanked Jennifer Smith, Mary Julia Anderson, and the Mississippi Library Commission staff for all of their work on the afternoon program and reception. She commented that it could be a difficult year and that everyone should provide their support. President Terry Latour asked if there were any key issues that should be emphasized and Chair Deb Mitchell said she had issue sheets available. In particular, it was noted that House File 1512 (sponsored by representative Moore – Rankin County) was a filtering bill that needed to be monitored carefully. Finally, Chair Deb Mitchell stated that $900,000 had been cut from the previous year and that if enacted, the proposed budget of the Mississippi Library Commission for next year would result in a total reduction of 2 million dollars compared with the beginning budget for the 2001 fiscal year. See attachment for more information.

B. **Membership** – Membership Co-Chair Tracy Englert said that the Membership Committee was entertaining a number of ideas in the short term to increase membership. They include: the creation of a welcome packet, emailing libraries, membership incentives, and organizing a membership drive with prizes. In the long term, they would like to consider different membership types, categories, and 1/2 price first-time memberships. President Terry Latour mentioned that he had 2001 association membership lists available for Board members and the Membership Committee. VP Prima Plauché stated that at ALA Council Relations meetings, all associations reported dealing with membership problems and that ideas were available on the ALA Web site.

Parliamentarian Jim Parks suggested returning to the idea of regional meetings for those members that are unable to attend the annual conference. Editor Ann Branton mentioned that many academic librarians were looking for service projects and could possibly be used in this effort as speakers and workshop leaders.

C. *Mississippi Libraries* – See section I.H.

D. **National Library Week** – National Library Week Chair Jennifer Smith said that 208 people were pre-registered for today's program and many school librarians were calling this year. She expressed her thanks to Mary Julia Anderson and the Mississippi Library Commission for their assistance.

E. **Nominating** – Nominating Committee Chair Kay Wall submitted their report which recommends the following slate for the Mississippi Library Association 2002 elections:
Vice President/President Elect:
Juanita Flanders, *Hinds Community College*
Rahye Puckett, *Mississippi Library Commission*
Secretary:
Victoria Penny, *First Regional Public Library*
Sara Morris, *Mississippi State University*
Treasurer:
Kathy Davis, *USM Gulf Coast*
Jennifer Smith, *Madison County Public Library*
Chair Kay Wall also recommended that the Association change the Nominating Committee December report to January in the future because of logistical reasons. The committee also recommends that several changes be made to the MLA handbook. The report was accepted without a vote. See the attachment for more information.

F. **Web Page** – Web Page Chair Steven Turner submitted a revised proposal to the Executive Board. It recommended that the Association purchase a domain address, move to a commercial server, and consider credit card processing and the selling of products with the new server capability. In addition, it suggested that the Association consider corporate sponsorship and ask Web hosting services to donate server space as a means to reduce costs. Editor Ann Branton proposed a possible advertising package deal that would include *Mississippi Libraries* and the Web Site along with a new fee structure. President Terry Latour suggested that more research be done on the various options without making a firm commitment and that the findings be reported at the next Board meeting. Web Page Chair Steven Turner recommended that he explore the options listed in the report in greater detail and report back to the Executive Board. Prima Plauché moved to accept; Keith Coleman seconded. It was unanimously approved.

V. OLD BUSINESS
A. **2003 Conference Site Selection** – Prima Plauché said that proposals from seven hotels on the coast had been narrowed down to four. The Harrison and Hancock County Tourism Bureaus had invited the Mississippi Library Association Site Committee to visit. Prima Plauché had a handbook question regarding who made up the Site Committee. It was decided that it will consist of the President, Past President, Vice President/President Elect, and the Treasurer.

B. **Email List** – President Terry Latour distributed an email exchange between himself and Stephen Cunetto. It detailed instructions to subscribe and unsubscribe from the Mississippi Library Association email list. Prima Plauché stated that a process was needed to delete bad addresses and to make the subscription part of the application process. Individuals could then maintain their personal subscription as they see fit. Steven Turner suggested placing the instructions on the Association Web Page. President Terry Latour suggested

including the list instructions with membership cards. He also asked Steven Turner to contact Stephen Cunetto to get the appropriate information to add to the Web Site. It was also noted that the academic list would need to be passed on to a new owner because of Suzy Turner's retirement. Chris Ferguson at Mississippi State was asked to investigate the change and to forward appropriate information for the academic list and any other section lists to the Web Committee so that information and links can be added to the MLA Web page. President Terry Latour said he would forward the list of undeliverable addresses to Stephen Cunetto. See attachment for more information.

C. **President's Goals** – President Terry Latour distributed a handout with goals that he had first introduced at the December Executive Board meeting. He stated that he intended to submit them in the form of a narrative so they could be included in the next issue of *Mississippi Libraries*. Prima Plauché moved that the Executive Board accept and support the goals; Keith Coleman seconded. It was unanimously approved.

VI. NEW BUSINESS
A. **ALA @ Your Library Campaign** – Prima moved that the Mississippi Library Association participate in and support the ALA @ your library campaign; Keith Coleman seconded. It was unanimously approved. President Terry Latour stated he would contact ALA and report on any relevant progress at the next meeting.

B. **Funding for Programs**
1. **Differences between Sections, Round Tables & Committees** – President Terry Latour stated that $500 is allocated yearly to Sections for program activities. Round Tables are self-supporting through dues. Variable amounts for Committees are allocated on a case-by-case basis. Henry Ledet noted that a problem with committee funding was getting them to ask for funds before the budget is set.
2. **Conference fundraising policy statement** – President Terry Latour moved that all fund raising for the conference and other programs should be approved by the Executive Board; Keith Coleman seconded. It was unanimously approved. In addition President Terry Latour moved that the Executive Board provide authorization for the Vice President/President Elect to conduct fund raising activities for the annual conference and keep the Executive Board abreast of any activities; Keith Coleman seconded. It was unanimously approved. Prima Plauché asked if donations could qualify as tax deductions. The Association's IRS classification status will be investigated and the Board will be informed.

C. **MLA Committees** – President Terry Latour postponed discussion of committees until the March meeting.

VII. ANNOUNCEMENTS
A. **Next Board Meeting:** Friday, March 8, 10 a.m., MLC Board Room
B. **Other Announcements:** Prima Plauché announced that she attended the Creating Library Leaders pre conference at the ALA Midwinter meeting. She will report on it at the next Board meeting.

VIII. ADJOURNMENT

The Board adjourned at 11:40 a.m.

Respectfully submitted,
Jeff Slagell, ACRL Chair

MLA 2002
Conference Preview

Mark your calendars for three days of professional development and networking opportunities at the Mississippi Library Association annual conference October 16-18, 2002 at the Hattiesburg Lakeview Convention Center.

Dr. Robert Martin, Director of the Institute of Museum and Library Services (IMLS) is the keynote speaker at an all-conference luncheon on Thursday. Dr. Martin is a librarian, archivist, administrator and educator. He is the first librarian to hold the position of IMLS Director since it's creation. His address, "Libraries: Making a Difference in Mississippi" is the theme of the conference.

The Hattiesburg Convention Center offers a unique opportunity for an innovative schedule of events. Two pre-conferences are scheduled for Wednesday morning.

Susan Silk, a consultant with Citigate Communications, will present a pre-conference entitled "Positioning Your Library to Make A Difference." The pre-conference is in partnership between the Mississippi Library Association, the Mississippi Library Commission and MLA's Public Library and Trustee Sections. Catherine Nathan, Chairman of the *Magnolia* Training Committee will present pre-conference training on three *Magnolia* products.

For those who will use Wednesday morning for travel to Hattiesburg, three roundtables have scheduled luncheon programs. Afternoon programs will begin at 1:30 p.m. The first general session "Afternoon with Authors" begins at 3:00 p.m. followed by the all conference President's Reception.

Wednesday will also offer youth services and school librarians a full day of programs including a luncheon and time to visit exhibits.

A variety of innovative and interesting programs are scheduled around Thursday's all-conference luncheon. The evening Author Award's Banquet is followed by a social sponsored by the New Members Roundtable featuring the Irish music of Dr. Jim Flanagan on guitar.

Friday offers times for networking and visiting with friends during several breakfast programs, discussion groups and meetings. The conference will end with the Mississippi Library Association's Awards Luncheon.

For additional information, visit the Mississippi Library Association's Website at www.lib.usm.edu/~mla/home.html during the coming months.

mla

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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
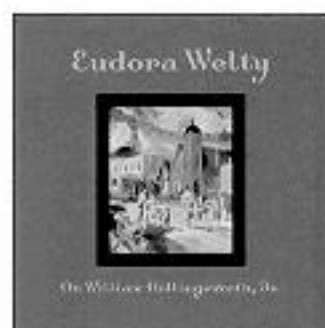
Account Number _____

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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

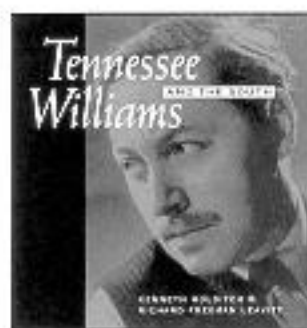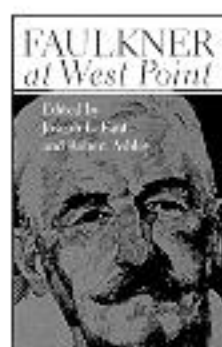Post Office Box 20448
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