

Volume 84, No. 4

Winter 2021

MISSISSIPPI LIBRARIES



A Quarterly Publication of the
Mississippi Library Association
©2021

ISSN 0194-388X

Editorial Staff

Editor

Tina Harry
Catalog & Asst. Automation Librarian
The University of Mississippi
tharry@olemiss.edu

Assistant Editor

Tracy Carr
Library Services Bureau Director
Mississippi Library Commission
tcarr@mlc.lib.ms.us

Copy Editor

Audrey Beach
Resource Librarian
Mississippi Delta Community College
beachgirl1796@gmail.com

News Reporter

Hali Black
First Year Experience Librarian
University of Southern Mississippi
Hali.Black@usm.edu

Book Review Editor

Tori L. Hopper
Children's & Teen Services
& Programming Coordinator
Columbus-Lowndes Public Library System
thopper@lowndes.lib.ms.us

MLA Reporter

Janessa Ullendorf
Circulation/Media Specialist
University of Southern Mississippi Gulf Coast
Janessa.Ullendorf@usm.edu

Indexer

Kristin Rogers
Electronic Resources & Discovery Librarian
The University of Mississippi
kerogers@olemiss.edu

Contents

President's Page.....	57
Creating Library Video Tutorials	58
<i>Hali Black</i>	
The Seed Exchange.....	61
<i>Jaclyn Lewis Anderson</i>	
AICPA and the University of Mississippi.....	66
<i>Royce Kurtz</i>	
SLIS Notes	68
<i>Stacy Creel</i>	
MLA Annual Conference 2021 Recap.....	70
News Briefs.....	73
People in the News	74
Book Reviews.....	75
<i>Surviving Hitler, Evading Stalin</i>	
<i>The Girls in the Stilt House</i>	
<i>Second Chance Magic.</i>	
<i>Cradle in the Oak</i>	
Volume 84 Index.....	77

On the cover: *Mixed-block quilt* by Carrie P. Mastley, Assistant Professor/Manuscripts Librarian at Mississippi State University Libraries

This quilt was created by a grandmother/granddaughter duo several decades apart. Jo Ann Kelly pieced this mixed-block quilt years ago, and her granddaughter, Carrie P. Mastley, quilted and bound it in 2015.

Mississippi Libraries is a quarterly, open access publication of the Mississippi Library Association (MLA). The articles, reports, and features herein represent viewpoints of their respective authors and are not necessarily the official options of the Association.

In order to assure the widest possible audience for the works published in *Mississippi Libraries*, the work is added, by contractual agreement, to one or more EBSCO Publishing databases. *Mississippi Libraries* is also indexed in *Library Literature* and *Information Science Abstracts*.

For more information, visit <http://misslib.org/publications>

2021 Executive Board**President**

Mara Polk
Director
Central Miss. Regional Library System

Vice-President

Stephen Parks
State Librarian
State Law Library of Mississippi

Secretary

Adrienne R. McPhaul
Assistant Dean of Learning Resources
Jefferson Davis Campus Library

Treasurer

Michele Frasier-Robinson
Education & Human Sciences Librarian
University of Southern Mississippi

Immediate Past President

Mary Beth Applin
District Dean of Learning Resources
Hinds Community College

ALA Councilor

Meredith Wickham
Director
First Regional Library System

SELA Councilor

Sarah Mangrum
Access Services & Assessment Librarian
University of Southern Mississippi

Section Chairs

**Association of College and Research
Libraries (ACRL) Section Chair**
Courtney Hicks

Public Library Section Chair

Katrina Castilaw

School Library Section Chair

Angela Mullins

Special Libraries Section Chairs

Joyce Shaw

Trustees Section Chair

Rickey Jones

For more information, visit:

<http://misslib.org/Executive-Board>

President's Page

I am humbled and privileged to have served as the 2021 MLA President. Over the last two years, I have learned how resilient and brilliant we are. Our collective determination to serve our communities has remained steadfast. I would like to thank all the Executive Board, section, roundtable and committee chairs and members for your work and commitment to the Mississippi Library Association. Because of your service, our organization continues to thrive and move forward. My special thanks to our MLA Administrator Paula Bass for keeping our organization on task with deadlines and reports; to our *Mississippi Libraries* editor, Tina Harry, for editing and publishing our journal in a timely manner; to our Web Committee chair, Jennifer "Nabz" Todd, for a litany of technical support and skills used to maintain our website and to assist with our two virtual conferences; to Stephen Parks, the incoming president, for providing us with an awesome virtual conference experience.

The 2022 Executive Board is excited and has already started planning. President Stephen Parks is working on committee appointments and developing ideas to engage the organization's membership further. He has already sent his first email about "libraries in the news" where he provided links that highlighted Mississippi libraries. Vice-President Phillip Carter will be planning the first hybrid conference to be held at the beautiful MSU Riley Center in Meridian, MS. With the conference being hybrid, please consider volunteering. Volunteering is an



important component for our organization's success.

Our association's mission is "to provide professional leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." I hope all of you will consider serving in some capacity in MLA whether it is by chairing a committee or volunteering to work the conference. I look forward to serving as the Immediate Past President and I look forward to the New Year!

Creating Library Video Tutorials

Challenges & Best Practices

Hali Black

*First Year Experience Librarian & Learning
Design Coordinator
University of Southern Mississippi*

In effort to meet the needs of on-line courses and remote learning, many academic libraries have been tasked with creating online learning objects, such as tutorials and instructional videos. While library-created video content is a not a new concept, interest in library videos has certainly grown in the last few years. Most libraries can attest that there is a much greater demand from our patrons for video content now than there was before the COVID-19 pandemic. Such increased demand makes sense given that videos can provide a personal touch that many remote or automated services cannot. Considering many patrons are or have been experiencing increased isolation due to the pandemic, videos can provide a much-needed personal connection between the library and the user. Additionally, library patrons are already consuming non-library related videos, therefore it makes sense for libraries to create video content for them. This article shares best practices and considerations for creating instructional videos and tutorials that your library can be proud of.

ADJUSTING TO THE COVID-19 PANDEMIC

During the spring semester of 2020, the University of Southern Mississippi, like many other institutions, made the decision to move to

online learning and remote work for the safety of its students and employees. This abrupt change from face-to-face to online at the midpoint of the semester presented many challenges. As the First Year Experience Librarian, much of my work focuses on introducing first-year and transfer students to library resources and supporting them as they acclimate to the rigors of academic research.

The move to online course delivery, much of which was held asynchronously, forced many librarians including myself to consider how to deliver information literacy content in different formats while maintaining relevancy and accessibility. When first faced with this challenge, I began to realize that there were many things to consider before we could even get started. While also coping with a global pandemic and adapting to remote work, we needed to make decisions quickly and effectively in order to maintain our instructional services and support our students and faculty who were also juggling these changes.

CONSIDERATIONS FOR CREATING CONTENT

Some of the things we considered and questions we posed when thinking about the creation of video content included:

GENERAL VS. COURSE-SPECIFIC CONTENT

Should we try to anticipate needs with general "how-to" videos or should we focus on creating course-specific videos as requested?

Anyone who has attempted to create instructional videos can acknowledge that it takes a good deal of planning, preparation, and time to create quality videos.

VIDEO CREATION SOFTWARE PROGRAMS

While there are many video creation software programs available, most of them are not free and many are not beginner friendly. It can also be frustrating starting with a free version of a program only to find out later that certain features are not included such as adding captions or embedding codes.

CONTENT STORAGE AND HOSTING

Content storage and hosting were also considered because video files often take up a lot of virtual storage space. We also considered the shelf-life of video content. Were we creating videos that we plan to use as a temporary means or are we trying to create videos that will be used for years to come? The idea that these videos could be around for a while caused many of us to feel the pressure of creating perfect, professional-level videos, despite the time-crunch.

ACCESS AND ACCESSIBILITY

How will our patrons access the videos? Will all of our patrons be able to access our content? In effort to anticipate potential accommodations, we planned our approach with the goal of creating accessible, inclusive content for our patrons.

CHALLENGES & OPPORTUNITIES

After thinking through these considerations, we began to plan for our content creation. As you might expect, we faced many challenges. The first challenge we faced was adapting library instruction to online formats, particularly for asynchronous courses. As someone who often implements game-based learning activities into my library instruction, this was particularly challenging as many of my instructional games rely on live, in-person participation. Next, choosing a content creation software program was not a simple choice. Some of our instruction librarians possessed previous experience with specific software, while others had no experience with video creation and editing. Selecting a single software program that provided most of the bells and whistles we wanted, but that was also beginner and budget-friendly was challenging. A lot of time and research went into looking at different software programs, included features, and multi-user pricing. Also, as librarians, most of us are accustomed to learning new technologies, but due to time constraints and the nature of remote work, we had to learn fast. During this time, our instructional librarians were juggling different demands and it was not feasible to conduct group training. Therefore, librarians who needed to create instructional videos promptly were not able to rely on colleagues for support through the process. And, while most of us are familiar with providing accessibility accommodations when needed, I believe the pandemic has given us all a sink or swim course in accessible design of

library instruction. Another challenge was simply getting used to being on camera. While not all instructional videos require one to be viewable on camera, most will at least require the use of recorded audio. It can be difficult to grow accustomed to hearing your own voice recordings. Utilizing speech-to-text caption software tools also presented their own challenges. Additionally, determining content storage and hosting, as well as expected shelf life were decisions that had to be reexamined throughout the process as we learned more about creating and storing video content. Providing access was also a subject of much discussion. Should we embed instructional videos into our website or into our LibGuides? For course-specific videos, should we provide that content directly to the course instructor? If so, how do we control and monitor the content we create and share? Addressing these challenges allowed us to learn a lot about the creation of video content and the needs of our patrons. We still haven't solved all of these issues, but we continue to adapt and persevere.

CONTENT PLANNING

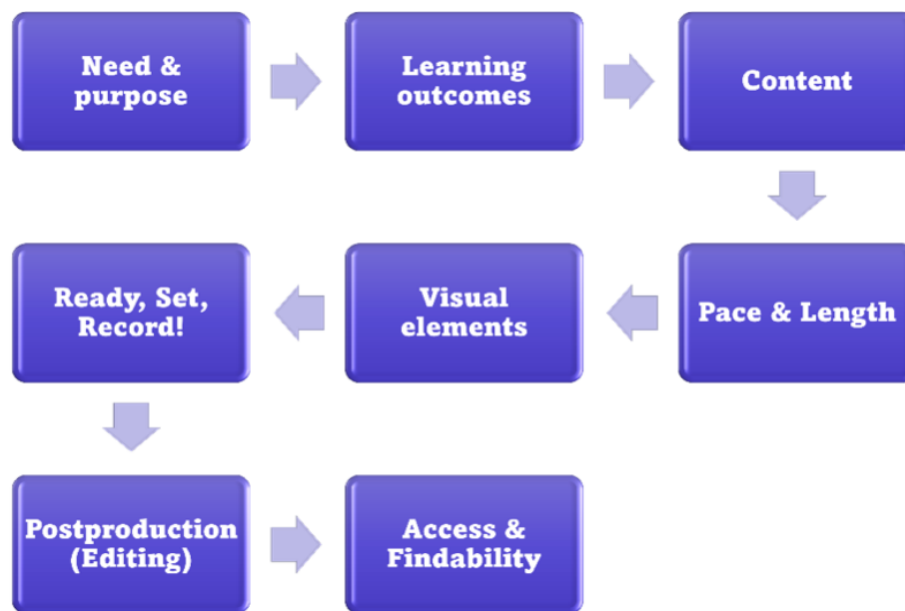
After addressing these considerations and making some logistical decisions, the next step was actually planning and creating the content. This flow chart (Figure 1) shows the steps we took when creating new library videos. The first step is to figure out the need or purpose of the video. It is important to communicate with colleagues throughout this process to ensure that you aren't creating unnecessary videos or videos that have or are currently being

created. After determining the need and purpose, the next step is to consider what you want your patrons to learn from the video. Create a list of two to three learning outcomes that will serve as a guide for your video. Next, map out your content using storyboards or scripts. Much like regular instruction, we need to connect our learning outcomes to our content to ensure learning and skill gaining. After planning your content, consider the pace and length of your video. Are you able to cover all of your content in a brief video? Or should you break the content up into multiple videos? Next, think about your visual elements. No one wants to watch a video of someone reading text from slides and static images can be boring, so consider how you can make your videos visually interesting and appealing to your audience. After all this planning, now it's time to record your video. There are many different options for recording video and audio footage. Select the one that best fits your needs. Unfortunately, after recording your video, your work is only halfway done. Now, we move into what film creators call post-production or editing. This is where you can fix mistakes and insert overlays, background music, clickable links, captions, and more. And finally, you'll want to determine the best method of getting your videos to your users.

BEST PRACTICES FOR CONTENT CREATION

While the flow chart (Figure 1) can guide you through decision making when creating videos, here are some best practices to keep in mind as you create your videos:

Figure 1: Decision making flow chart



CONTENT

Start the video with the most important and most desirable information, usually the “how to.” Then, once the most essential information is explained, provide context and more information on the subject. Give the basics first so that users can navigate away from the video once their vital information needs are met.

LENGTH

Keep videos short and to the point. Consider breaking videos into one minute or thirty-second segments with a table of contents for quick and easy navigation.

PACE

When narrating, speak slightly more slowly than when in regular conversation. Some students will find this speed too slow, but they will adapt. This helps produce more accurate speech to text captions and can be beneficial to non-native English speakers who may be listening and reading along.

AUDIO AND VISUALS

Most patrons do not turn to library video tutorials for entertainment, but for information and instruction. While music and other elements can be used to capture attention, most users will prefer a simple, straightforward informational video. Images and graphics should be clean, professional-looking, and not distracting.

ACCESSIBILITY

It is essential to include captions to meet web accessibility standards for patrons and for non-native English speakers whose comprehension is improved when they can both read and listen to instructions.

FINDABILITY

Consider advertising video tutorials in locations that patrons visit often or near the resources for which the instructional videos are created.

Recommended Resources and Further Reading

Blevins, A. E., Deberg, J., & Childs, C. (2014). Developing a Best Practices Plan for Tutorials in a Multi-Library System. *Medical Reference Services*

Quarterly, 33(3), 253–263. <https://doi.org/10.1080/02763869.2014.925662>

Bowels-Terry, M., Hensley, M. K., & Hinchliffe, L. J. (2010). Best practices for online video tutorials in academic libraries: A Study of student preferences and understanding. *Communications in Information Literacy*, 4(1), 17–28.

Bremer, P. (2019). Are You Ready for Your Close-Up? Creating a Library Promotional Video. *Reference Librarian*, 60(2), 117–121. <https://doi.org/10.1080/02763877.2018.1554518>

Colburn, S., & Haines, L. (2012). Measuring Libraries’ Use of YouTube as a Promotional Tool: An Exploratory Study and Proposed Best Practices. *Journal of Web Librarianship*, 6(1), 5–31. <https://doi.org/10.1080/19322909.2012.641789>

Digital Pedagogy - A Guide for Librarians, Faculty, and Students. (2021). University of Toronto Libraries. <https://guides.library.utoronto.ca/c.php?g=448614&p=3529576>

Henrich, K. J., & Prorak, D. (2010). A school mascot walks into the library: tapping school spirit for library instruction videos. *Reference Services Review*, 38(4), 663–675. <https://doi.org/10.1108/00907321011090791>

Keep Teaching: Virtual Library Instruction Resources. (2021). The Ohio State University-University Libraries. <https://guides.osu.edu/c.php?g=1010265&p=7318843>

King, D.L. (2018). Making Library Videos: Seven simple steps to visual marketing. *American Libraries*. <https://americanlibrariesmagazine.org/2018/11/01/making-library-videos/>

Leeder, K. (2009). Learning to teach through video. *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2009/learning-to-teach-through-video/>

Marchis, B. (2018). Putting levity into literacy: Professionally produced library instruction videos. *Journal of Information Literacy*, 12(2), 113–120. <https://doi.org/10.11645/12.2.2488>

Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38(1), 43–52.

Obradovich, A., Canuel, R., & Duffy, E. P. (2015). A Survey of Online Library Tutorials: Guiding Instructional Video Creation to Use in Flipped Classrooms. *Journal of Academic Librarianship*, 41(6), 751–757. <https://doi.org/10.1016/j.acalib.2015.08.006>

Online Video Tutorials - Best Practices. (2020). Auburn University. <https://libguides.auburn.edu/c.php?g=519230&p=3550529>

Saines, S. (2011). Circulation — The Making of: Library Videos and the Real World. *Journal of Academic Librarianship*, 37(6), 532–535. <https://doi.org/10.1016/j.acalib.2011.08.001>

Yuhiro Mizunuma, Kazuki Sato, Fumiaki Miyazaki, & Keita Tsuji. (2019). YouTube Videos Produced by U.S. Public Libraries: Analyzing Factors that Increase Views. *Qualitative & Quantitative Methods in Libraries*, 8(4), 547–560.

Zhao, J. C. Y., & Mawhinney, T. (2020). Effectiveness of Vernacular Library Orientation Videos in Comparison with the English Language Equivalent. *College & Research Libraries*, 81(7), 1107–1122.

The Seed Exchange

Growing Non-Traditional Collections

Jaclyn Lewis Anderson

Head Librarian

Chattanooga Public Library

Previously with the

Madison County Library System

In the summer of 2019, the Chattanooga Public Library (CPL), based in Chattanooga Tennessee, launched a seed exchange program. This program was designed to encourage education and awareness around gardening, food production, and seed saving. Securing donors and community partners, creating cataloguing and collection rules, training staff, and promoting the collection were all essential steps to the success of this collection. However, this type of collection can be tailored to most libraries' and community's needs and capacities, making seed libraries one of the more accessible and adaptable library collections.

A seed library can be as simple as a shelf with Tupperware containing different seeds, or as complex as a catalogued collection with information digitally indexed for each seed. Looking at your library's space and staffing as well as its connections with potential community partners may help determine the size and scope of your seed library.

COMMUNITY PARTNERS AND DONORS

Building the Chattanooga Seed Exchange hinged on identifying community sponsors. We did not have the funding to purchase seeds and although there are grant-funded

opportunities available, we initiated a grassroots approach by reaching out to small farms through a local farmers' market. Before long, we had a short list of local farmers willing and excited to donate seeds to this collection. After several months of accepting seed donations from these sources, our local food bank contacted us and offered to donate seeds as well.

Other possible allies include master gardeners, community gardens, food security organizations, local garden nurseries, 4H clubs, and feed & seed stores. Looking at your community and identifying those relationships can open doors that are closer than you think. If you have good relationships with corporate and business sponsors who might be interested in funding this endeavor, then those may also be viable options.

DISPLAY

Once we had a sufficient amount of donations, we had to decide how and where this collection would be housed. We took a cue from the [Nashville Seed Library](#) and repurposed a card catalog. The drawers are the perfect size for seed packets, and card catalogs are typically attractive specimens for patrons to explore!

In order to properly brand the catalog, we used our Makerspace's vinyl plotter and design station (a computer outfitted with the Adobe Creative Suite) to create a branded sign to hang above the catalog as

well as vinyl stickers to place directly on the top and sides of the catalog.

Realizing that this collection might induce some head-scratching, we adhered basic instructions on how to "check out" seed packets:

1. Use your library card to check out seeds at the Reference Desk
2. Grow Plants
3. Save Seeds
4. Return dry, labeled seeds back to library!

Keeping this collection as simple as possible for its users as well as the staff is essential in seeing its success.

CATALOGUING

How does one catalog a packet of broccoli seeds? Cataloguing seeds is not necessary but it can help track statistics. For the Chattanooga Seed Exchange, categories of seeds were first determined. These included:

- Flowers and Herbs
- Nightshades (Tomatoes, Eggplants, Peppers)
- Beans and Peas
- Greens and Lettuces
- Cucurbits (Squash, Pumpkins, Melons)
- Root Vegetables (Carrots, Radishes, Beets)
- Cruciferous (Broccoli, Brussels, Cauliflower)

One can simplify this to one category simply titled "Seed Packet," but CPL wanted to track what types of seeds circulate the most.

Second, a bibliographic record for each seed type was created using titles such as "Seed Packet - Greens,



Stills advertising the Seed Exchange from CPL's promotional video titled "Here We Go!" Video created by the advertising company Humanaut, printed with their permission.

Lettuces, Tomatoes, Peppers, Okra.” Once the bib records were established, each was linked to an item record with an assigned barcode. Once again, this process can be simplified with one item record linked to one bib record.

The circulating rules CPL determined for its collection include:

- Seeds are non-holdable
- Seeds are not visible in the catalog
- Seeds have no late fees
- Seeds are assigned the format classification of “artifact”

This is only one example of how to catalog seeds! Your seed library may differ depending on how you want your collection to circulate and be accessible to your patrons.

CHECK-OUT PROCEDURE AND STAFF TRAINING

Hacking old school librarianship methods is a great technique when creating exciting and relevant new collections. CPL staff can search for the seeds packets in the ILS with a simple title search of *seed with the format delimited to artifacts. This delimiting will remove all the books about seeds and gardening. Staff also have an informational card kept at the reference desk which not only gives all the basic checkout rules of this collection, but also has the item barcodes which can easily be typed in or scanned.

Staff do not actually check out seed packets to a patron’s library account. We scan each barcode using our “in-house” module. These stats are then compiled twice a year to review how well this collection is being used by the public.

We have consistently found that

flowers and herbs are the most popular with our patrons, which may be because we are a city system, and many of our patrons live in apartments or do not have much green space to grow vegetables.

We know that this in-housing process is not waterproof. Certainly, some patrons walk off with their seed packets without informing staff. If that is a true concern of yours, you could also run an inventory of your collection once a month to determine how many seed packets have been distributed. Simply knowing how many seed packets are in your display cabinet gives you the initial information you need to deduct how many have been distributed in the community.

Other rules of CPL’s Seed Exchange include:

- Must have a valid library card
- Can check out 5 packets daily
- Take selected seed packets to the front desk so staff can “check out” your seed packets

Additional information is available as well, including a brochure letting patrons know best practices for saving their seeds and that we welcome donations!

PACKAGING

Determining what supplies you will need is an important component to starting a seed library. This may be determined by who your sponsors are, and how your donated seeds are packaged. The bulk of the Chattanooga Seed Exchange’s seeds were given to us in large, bulk seed packets. In order for us to distribute seeds to as many patrons as possible, we had to split up these large packets into smaller, more appropriately sized packets for residential



Top view of the Chattanooga Seed Exchange, including basic instructions on how users can “check out” seeds. Photo by Andria Davis.



Side view of the Chattanooga Seed Exchange. Vinyl decals made on the library’s Vinyl Plotter are adhered to the card catalog, to help advertise the collection. Photo by Andria Davis.

gardeners.

We had two requirements: the seed packets needed to easily fit in the card catalog drawers and certain information had to be printed on each seed packet. We opted for coin

Get **seeds** for your garden at the library.



Chattanooga
Public Library @ Broad Street



Billboard image for CPL's 2020 promotional campaign. Created by the advertising company Humanaut, printed with their permission.

envelopes (about \$30 for 500) and adhesive labels (about \$50 for 500).

On each label, we printed the library's logo, the type and variety of the seeds, as well as the donor. That way, we brand our product, give credit to our sponsors, and supply patrons with the essential information they need about their seeds. We have experimented with inserting more comprehensive information on a paper slip into each seed packet, such as when to plant, depth to sow, days until bloom, et cetera, but found this to be too time consuming.

Recently, we received a donation of organic seeds from a large grocery store. These seed packets did not need to be split into smaller packets, so we simply applied a circular sticker on each packet containing our logo and the donor's name. This was a huge time saver and a method we will continue for future donations when applicable.

PROMOTION

Originally, CPL took a very conservative approach to marketing this collection. We issued a press release, we made a few social media posts, and listed it discreetly on our website. For outreach, we occasionally

had a small table at a farmer's market. Mostly, people found out about it because they stumbled across it at the library or they heard about it by word of mouth.

The covid related shutdown is surprisingly what really helped this collection take off. For several months (June - October of 2020), we offered checkout via our curbside service while our buildings were closed to the public. Every week, we featured two types of seeds, typically a flower seed and a vegetable seed. When someone called to request their curbside items, we used this as an opportunity to advertise our two weekly seed packets. During this time period, we circulated approximately fifty seed packets a week, which far surpassed its pre-pandemic circulation.

Once our buildings reopened, we had another jolt of well-timed advertising. In 2019, we secured funding to run an expansive community awareness campaign, including commercials and billboards, which came to fruition in the fall of 2020. Our Seed Exchange was included in both the commercial and had its own billboard. Not surprisingly, these helped advertise this collection, leading to new donors,

community partners, and patrons. (*Commercial linked in additional resources section.*)

CONTINUATION OF PARTNERSHIPS

The awareness of this collection has led to other seed donors, including patrons. Some of our patrons have used seeds from the Chattanooga Seed Exchange to grow plants, save seeds, then donate them back into the collection. Other partners have included a local composting company who donated 200 sample bags of compost. That way, a patron could take home a seed packet and an accompanying bag of compost. Despite new donors, it has been imperative that we regularly communicate with our primary partners, to ensure those relationships stay viable.

IN-LIBRARY AND OUTREACH PROGRAMMING

There are all sorts of possibilities for creating programming in conjunction with a seed library. Seed and plant swaps are wonderful opportunities to partner with gardening clubs, local nurseries and small farms. For educational workshops,

subjects such as seed salvaging, foraging, and growing native plants are relevant topics. To make it easier, reaching out to any organizations or companies in your area will typically have a wealth of ideas and qualified speakers.

Lastly, educational school gardens and community gardens are another avenue for outreach. We have donated seeds for peas, okra, collards, and kale to school gardens during their planting seasons. Possibly, these endeavors can create future donations!

CONCLUSION

Seed libraries are wonderfully accessible collections for libraries to create. They can be modified for your library's needs, as well as your community's needs. You can design it to reflect your area's native flora and cultural history pertaining to food growing and gardening. They can be angled to focus on seed saving and educational programming. The beauty of seed libraries is that they can grow and change depending on the season and the community response. Seed libraries can be a bit of an experiment, but one with low overhead and potentially very rich results!

ADDITIONAL RESOURCES

Here We Grow. Chattanooga Public Library. 2020 <https://youtu.be/1uNyEaO7cd0> - Commercial for the Chattanooga Public Library promoting its services, including its Tool Library and Seed Exchange. Released in early fall 2020.

Nashville Seed Exchange. Nashville Public Library. <https://library.nashville.org/events/seed-exchange> - The Nashville Seed Exchange is a

seed library located and managed by several public libraries in Nashville Tennessee. Seeds are available for free at for all NPL cardholders.

Seed Libraries. <http://seedlibraries.weebly.com/> - Seed Libraries is an online community of seed libraries. One can join for free to receive updates about best practices as well as upcoming workshops and seminars. It serves as a support network for anyone wanting to start or sustain a seed library.

Share Seeds. Eating in Public. <https://nomoola.com/seeds/> - Eating in Public is a group founded in Hawai'i with the intention of organizing and supporting programs around alternative methods of food sharing. Their projects include seed libraries, communal potlucks, basket making apprenticeships, and more. They occasionally showcase

their work in museums and in various publications.

Simple Steps to Starting a Seed Library. Public Libraries Online. 2015 <http://publiclibrariesonline.org/2015/01/simple-steps-to-starting-a-seed-library/> - A public librarian from central California describes her process in establishing a seed library for her library system. This article includes solid advice for anyone interested in starting a seed library.

Southern Exposure Seed Exchange. <https://www.southernexposure.com/growing-guides/> - The Southern Exposure Seed Exchange is a resource for purchasing seeds, including heirloom seeds and seeds native to the Mid-Atlantic and Southeastern regions. Their website includes growing guides and information on events and workshops.



Different packaging techniques used by the Chattanooga Seed Exchange. Photo by Jaclyn Anderson.

AICPA and the University of Mississippi

A 20-Year Partnership

Royce Kurtz

Accounting Curator

University of Mississippi Libraries

On a hot August day in 2001, a dozen semi-trucks carrying over 4,000 boxes rolled up to a warehouse loading dock on the outskirts of Oxford, Mississippi. It was the beginning of a partnership – now twenty years old and counting – between the American Institute of Certified Public Accountants (AICPA) and the University of Mississippi Libraries. The AICPA had decided the previous year to divest itself of its paper library in order to move more quickly into providing digital services to its members. The Institute put out a request to university libraries to submit proposals on how they would maintain the Institute's library and its services.

What services and books were involved? The AICPA library had actually begun in 1918 with an endowment of \$150,000 to pay for collections and the establishment of an information bureau to answer member's questions. The Institute also solicited gifts from members. The Detroit firm of Hollis, Tilton and Porte donated five rare accounting books, including Luca Pacioli's famous 1494 treatise *Summa de Arithmetica*. The *Summa* contains the first published description of double-entry bookkeeping (and is now the most viewed book in the University's Special Collections). The AICPA library's rare book collection grew to 191 volumes, and the rest of the library finally grew to 33,000

books, 93,000 pamphlets, 1,300 periodical titles, and over 500 photographs. The library loaned materials to members and answered their reference questions.

When Jimmy Davis, Dean of the School of Accountancy at the University of Mississippi, received the invitation to submit a proposal to the AICPA, he saw an opportunity

to add thousands of items to the university's already large accounting collection. John Meador, Dean of Libraries, was also enthusiastic about the prospect of adding a world class collection to the library's holdings. The two deans approached the University Foundation and Robert Khayat, then the chancellor of the university. He too was enthusiastic, and the university's resources were pledged to the proposal. The Robert M. Hearin Foundation was approached and agreed to underwrite part of the expenses of housing and re-cataloging the collection. A proposal was drafted, "Plan for a National Library of the Accounting Profession". Chancellor Khayat and Dean Meador flew to New York City to present the proposal to the executive board of the AICPA.

In February 2001, the University of Mississippi's proposal won the award, and the final contract was signed on June 27, 2001. After the arrival of the AICPA materials in Oxford that August, processing began. It would take the technical services division of the Library three years to catalog the new acquisition. The reference department in the J.D. Williams Library took on the task of answering AICPA members' reference questions, a challenging task for librarians not trained in accounting. The School of Accountancy lent their support by helping sort and select materials (thanks to professors Dale Flesher and Rick Elam) and by furnishing accounting graduate students to help answer reference questions and process collections.



Cover of Luca Pacioli's 1494 original Summa de arithmetica, geometria, proportioni et proportionalita.

To date, the AICPA Library Service at the university library has, with the help of accounting graduate students, answered over 52,000 questions.

Soon after winning the award for the AICPA's collection, the University Library decided to pursue federal funding for a digitization program. In January 2002, with the assistance of Dean Davis, the Library secured a \$350,000 directed grant from the federal government's Institute of Museums and Library Service. The grant was to be exploratory, designed to provide an opportunity for the library to set up equipment, software, and procedures to start a digitization program.

In the summer of 2002, an informal group consisting of Dr. Bill Samson (University of Alabama), Dr. Gary Previts (Case Western University), and Dr. Dale Flesher approached the library about digitizing the early issues of the *Accounting Historian's Journal* (AHJ) and the newsletter, the *Accounting Historian's Notebook* (AHN), both published by the Academy of Accounting Historians. This was the library's first major digitization effort. Now 40 volumes of the AHJ, 1974-2013, and 36 volumes of the AHN, 1978-2016, are freely accessible on the library's digital platform, eGrove <https://egrove.olemiss.edu/>.

Having successfully launched digital versions of the AHJ and AHN, the library pursued other digital projects using the accounting collection. Old, out-of-copyright pamphlets were digitized as well as AICPA materials that were still in copyright. The AICPA material, of course, required negotiating a license agreement with the AICPA

for each set of documents. *Exposure Drafts* (350 copyrighted between 1962 to 2006) and *Audit and Accounting Guides* (251 copyrighted between 1979 and 2006) were the first AICPA series to be licensed and go online.

In March 2009, Dr. Royce Kurtz, the library's accounting curator, approached the Deloitte Foundation with a proposal for a digital, web-based collection of documents that would illustrate the history of Deloitte & Touche USA (now Deloitte). The project would focus on the history of the Company and its predecessors in the United States from 1895 through 1983. From the early 1900s, Haskins and Sells and Touche, Niven, & Co., (both predecessor firms of Deloitte) were major forces in shaping the American accounting profession by actively publishing scholarly and professional materials, sponsoring research, and participating in the professional standards setting organizations.

Dale Flesher and Royce Kurtz wrote the proposal and Jay Rothberg, executive secretary of the AICPA, actively supported the project. Deloitte approved the project and provided \$155,000 toward its completion. By March 2010, 3,260 digital objects were freely available on the Library's web page as part of the Deloitte Collection. They have been downloaded over 75,000 times by users around the world.

In July 2012, the AICPA again approached the University of Mississippi Library about taking materials. The AICPA had retained from the original library a small Library of Record, consisting of the organization's ledger books, transcripts of council meeting minutes,



R. Kurtz, M. Stocks, D. Flesher, and R. Elam look through AICPA materials.

semiannual meeting minutes, minutes from public hearings, type-scripts from committees, divisions and boards as well a copy of all their own publications, for a total of 354 boxes of material. These would now become part of the University's collection.

And so a new partnership began. The AICPA granted the library a license which allowed it to post digital copies of material for which the AICPA held copyright. The items had to be ten years old or older. This opened new opportunities for large and on-going digital projects.

Today the digital accounting collection on the University's eGrove platform hosts 16,000 digital objects including books, journal articles, newsletters, pamphlets, transcripts of meetings, and manuscripts. New materials are scanned in daily from our paper collections. There have now been over half a million downloads by individuals and educational and commercial organizations from across the United States and from many other countries.

The National Library of the Accounting Profession, both in paper and digitally, has been the product of many partnerships. The University Library's faculty and staff have generously helped in all the ways that it is necessary to process,

maintain, and access the collection in all its formats. The School of Accountancy has offered steadfast support, particularly with its contribution of student help in answering questions and processing materials.

The partnerships have involved many from beyond this university as well. The Academy of Accounting Historians has offered important support and advice. Accounting

firms, particularly Deloitte, have been generous in their support of the Library's historical and scholarly mission. The AICPA has furnished time, financial support, and resources. The AICPA has been willing to make its materials widely available to both practitioners and scholars in digital form. There are also individuals, institutions, and libraries who have contributed books and

papers to the library from their own collections. Finally, there are generous donors (who wish to remain anonymous) who have contributed invaluable financial support. It is not only a partnership between the University of Mississippi and the AICPA but a partnership with the wider community of the accounting profession.

SLIS Notes

Stacy Creel

*Associate Professor & Interim Director
School of Library and
Information Science (SLIS)
The University of Southern Mississippi*

"What is marketing, and how do you define the concept as it relates to libraries?... In essence, marketing is the link between the user's needs, and the library's resources and services" (Canzoneri, 2014, p. 92).

Marketing is a vital part of library services. It informs library customers, and potential customers, about resources, programs, events, and services. Successful marketing requires knowing your target audience and knowing how to best reach them, but not all libraries have staff with the background and know-how for marketing and public relations.

Who should do your marketing? Is it done by each division or section's front line person? Is it centralized? What is your quality control? What skills and training do they need?

After libraries identify which person or persons are taking on the tasks of marketing, an assessment



Poster pdf created using Canva by Dr. Creel for student poster symposium

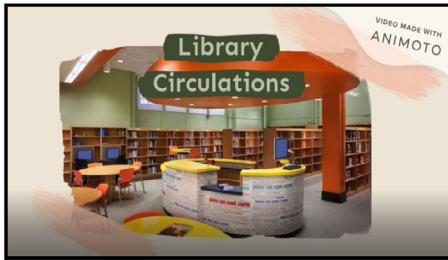
of what types of marketing best suits the library and the specific programs, resources, and services should take place. When and where should it take place? What current marketing tools and pathways are already being used? What might be added?

Libraries commonly rely on the following:

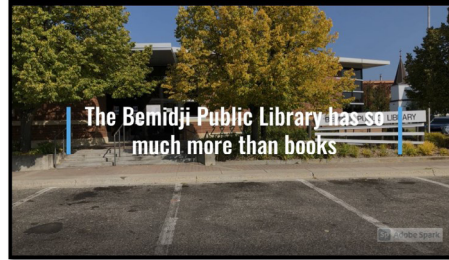
- Word of mouth
- Internal flyers/signage

- External flyers
- Social media platforms: Facebook, Twitter, Instagram, TikTok, Snapchat, GoodReads, Pinterest
- Email
- Text Blasts
- Local media outlets

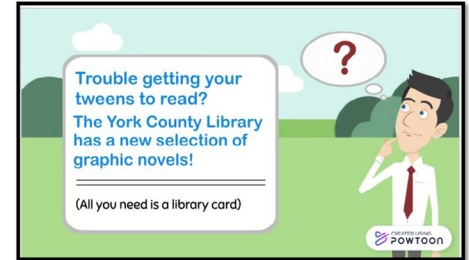
As libraries rely more and more heavily on advertising through virtual means - social media and websites - more training may be necessary. Academic studies for both public libraries and academic libraries continue to indicate that there is a need for more training, resources, and expertise on using social media in marketing and that Facebook and Twitter still reign supreme in their use (Choi & Joo, 2021). The School of Library and Information Science at Southern Miss also heard back from students and alumni that this was a need they were facing in their libraries. This call in the literature and from constituents for more training led to the development of LIS 559: Library Public Relations and Marketing. Students are required to evaluate and use different resources to promote libraries in print, but there is a special emphasis



Screenshot of an Animoto video created by Amanda Beaugez for class (used with permission)



Screenshot of an AdSpark video created by Ara Gallo for class (used with permission)



Screenshot of a PowToon video created by Alvina Wright Jefferies for class (used with permission)

on social media and virtual platforms. The following selection of resources and readings come from that new course.

RESOURCES

Wevideo (<https://www.wevideo.com>): Free trial with their watermark/logo; features a green screen, large stock media of videos, images, and music included in the business plan; unlimited storage.

Animoto (<https://animoto.com>): Free with their watermark/logo; create video slideshows from photos or video clips with music for web-based presentations.

PowToon (<https://www.powtoon.com>): Free trial with their watermark/logo; create videos, screen-casts, whiteboard doodles, and animated videos.

Adobe Spark (<https://www.adobe.com/products/spark.html>): Free version with their watermark/logo; create graphics, collages, flyers, websites, videos and animations.

Vyond (<https://www.vyond.com>): Free trial with their watermark/logo; create whiteboard doodles and animated videos.

Canva (<https://www.canva.com>): Free; create graphics, videos, presentations, posters, and visual content for social media and websites.

Visme (<https://www.visme.co>):

Free; create graphics, videos, presentations, posters, and visual content for social media and websites.

Snappa (<https://snappa.com>): Free; online graphic tool similar to Canva for blogs, ads, social media and more.

Easil (<https://about.easil.com>): Free; drag and drop graphics creator and editor.

YouTube (<https://www.youtube.com>): video hosting, editing, and free automatic captioning.

Additional closed captioning from YouDescribe, CADET—Caption and Description Editing Tool, Able Player, and OzPlayer.

SUGGESTED READS & REFERENCES

Canzoneri, B.R. (2014). Why a marketing background is a good fit for the library profession. In D. Lowe-Wincentsen, (Ed). *Skills to make a librarian: Transferable skills inside and outside the library* (pp. 91-103). Cambridge: Elsevier Science & Technology. <http://dx.doi.org/10.1016/B978-0-08-100063-2.00009-0>

Choi, N. & Joo, S. (2021). Understanding public libraries' challenges, motivators, and perceptions toward the use of social media for marketing. *Library Hi Tech*, 39(2), 352-367.



Screenshot of a WeVideo project created by Rachel Sullivan for class (used with permission)



Screenshot of Vyond project created by Lauren Moore for class (used with permission)

Gotter, A. (2020, May 05). Social Sharing & Copyright: What brands can & can't use on social media. Retrieved December 07, 2021, from <https://adespresso.com/blog/social-sharing-copyright-can-cant-use/>.

Hursh, A. (2021, December 06). Super Library Marketing: Practical tips and ideas for library promotion. Retrieved December 07, 2021, from <https://superlibrarymarketing.com>.

Spina, C. (2021). Video accessibility. *Library Technology Reports*, 57(3), 5-33.

Spina, C. (2018). Developing an accessible and inclusive social media presence. *Marketing Libraries Journal*, 2(1), 53-60.

WebJunction (2015). *Finding free images to use in your library*. Retrieved from <https://www.webjunction.org/documents/webjunction/>

[finding-free-images-to-use-in-your-library.html](https://www.usm.edu/sl原因is@usm.edu).

Feedback and suggestions are welcome – send to slis@usm.edu or call 601-266-4228. Visit <https://www.usm.edu/sl原因is> for additional information about the ALA-accredited MLIS degree program, Graduate

Certificate in Archives and Special Collections, and Graduate Certificate in Youth Services and Literature. SLIS also offers a Bachelor of Science degree in LIS as well as a LIS minor. All classes are online and typically meet once each week during the evening hours.

MLA Annual Conference 2021 Recap

Stephen Parks

MLA Vice-President

The Mississippi Library Association held its 2021 Conference virtually October 12-14, 2021. Once again, MLA chose Whova as the conference platform. We also used Zoom as our primary streaming tool. A total of 362 attendees heard from and listened to a wide variety of sessions. According to Zoom, the top 10 attended sessions for the conference were:

1. Keynote Speaker: Greg Lambert
2. Better Together: Communicating Creatively for Better Communication
3. Keynote Speaker: Deen Freelon
4. Always Open: Creative Approaches to Providing Materials in Virtual Environments
5. Back to Basics 2.0: Story Walks, Suggested Family Activities and Activity Packets
6. Truth, Trust, and Authority: Libraries Navigating the COVID Infodemic (Sponsored by the Special Libraries Section)
7. Are You Ready for the Job Market?
8. MLA Awards
9. Virtual Gaming Programs
10. A Generation Found: Precious Pearls of Wisdom (Sponsored by the MLA Black Caucus)

Peggy May Scholarship

Peggy May devoted her time and energy to the advancement of libraries in the state of Mississippi. Until her tragic and untimely death in 1974, she traveled the State extensively to support the efforts of library colleagues in small and large libraries to develop library services for Mississippi citizens. Peggy May loved all aspects of librarianship; she particularly enjoyed encouraging new librarians in their academic and career pursuits. The Peggy May Scholarship endowment was established after her death to honor her dedication to librarianship and support her commitment to recruit talented individuals to the profession.



Anita Winger

Mississippi State University-Mitchell Memorial Library



Erik Cebrian

University of Southern Mississippi

Virgia Brocks-Shedd Scholarship

The Virgia Brocks-Shedd Scholarship is awarded by the Mississippi Library Association Black Caucus Roundtable (BCRT) in honor of the late Virgia Brocks-Shedd who devoted twenty-six years of outstanding service to the Humanities. This award is made annually to a minority student and is a one-time, non-renewable award paid directly to the recipient. The recipient must attend the School of Library and Information Science at the University of Southern Mississippi at Hattiesburg.

Past President's Award

The Past President's Award is given to an outstanding beginning professional librarian who is an active MLA member. Candidates must hold an MLS degree, be employed in Mississippi and have between two and six years professional experience, two of which must be in Mississippi.



Hali Black

University of Southern Mississippi

Peggy May Award

The Peggy May Award was created to memorialize Peggy's professional accomplishments and to recognize individuals who exemplify her outstanding achievement in library development and/or recruitment of personnel to the library field.

Peggy was among the first recipients of a scholarship from the Mississippi Library Association. In 1959, she was awarded \$300 to study library science at Mississippi Southern College, now known as the University of Southern Mississippi. She worked as a student assistant in the library during the school year and for Meridian Public Schools in the summer.



Janet Paczak

Central Mississippi Regional Library System

Outstanding Achievement Award

The Outstanding Achievement Award recognizes one of the following:

1. A librarian for contributions in one or more of the following areas: Library promotion resulting in permanent library service improvement; Contributions to professional literature; Outstanding service in one individual library unit
2. A library trustee who has planned and executed a program of library promotion that resulted in permanent library improvement in the development of public libraries.
3. Any citizen who has been instrumental in bettering public knowledge and understanding of library and professional resources, needs, and uses.



Mary Beth Applin

Hinds Community College, Dean of Libraries

The **Whova app** allowed participants to add sessions to their own individual agendas as a reminder to attend a session live or perhaps to go back and watch the recording. According to Whova, the Top Ten Sessions added to Attendees' Agendas were:

1. Almost a Librarian: What a long-time staff member has learned from an MLIS program
2. Always Open: Creative Approaches to Providing Materials in Virtual Environments
3. Expand your library's reach with the MAGNOLIA First-Search/WorldCat Discovery subscription
4. Visit the Exhibits (Virtually)
5. A Generation Found: Precious Pearls of Wisdom (Sponsored by the MLA Black Caucus)
6. Back to Basics 2.0: Story Walks, Suggested Family Activities and Activity Packets
7. Virtual Gaming Programs
8. Lessons Learned Managing Team Projects in a Pandemic: the Civil War and Reconstruction Governors of Mississippi Project
9. Mississippi Author Awards
10. Lunch and Learn: Gulf Coast Research Laboratory's Marine Education Center

The **MLA Awards** is an event that many look forward to each year to close out the Conference. This year, as well as last year, we held the Awards on the second day of the Conference.

Awards were given out virtually to the following well-deserving recipients:

- Peggy May Scholarship: Anita Winger, Mississippi State University – Mitchell Memorial Library

• Virginia Brocks-Shedd Scholarship: Erik Cebrian – University of Southern Mississippi

• Past President's Award: Hali Black - University of Southern Mississippi

• Peggy May Award: Janet Paczak – Central Mississippi Regional Library System

• Outstanding Achievement Award: Mary Beth Applin – Hinds Community College, Dean of Libraries

• Friends of the Library Award – Chapter One Award: Friends of the Starkville Public Library

• Friends of the Library Award – Ruby Assaf Presidential Award: Ray Clolinger, Friends of the Tallahatchie County Libraries, Tallahatchie County Library System

• Public Relations Award – Best Year-round Effort by an Individual Library to Publicize Library Services in General: Mid-Mississippi Regional Library System

Many of our MLA Awards did not receive any nominations this year. Let's all make a commitment to think of deserving individuals and library systems to nominate this next year so that we might give out each and every MLA Award.

The MLA Author Awards is also an event many look forward to each year. Caroline Barnett and her committee selected three outstanding authors, all of which were able to join us via Zoom. The MLA Author Awards winners were:

• Fiction: *Love Letters to Jane's World*, by Paige Braddock, becoming the first graphic novel to be honored by the MLA Author Awards.

• Non-Fiction: *Surviving Hitler*,

Friends of the Library Award

Chapter One Award

The Chapter One Award is presented to a local Friends of the Library Chapter that has made an outstanding volunteer contribution in the area of service to libraries during the year.

Friends of the Starkville Public



Ray Clolinger Friends of Tallahatchie County Libraries Tallahatchie County Library System

Friends of the
Library Award

Ruby Assaf Presidential Award

The Ruby Assaf Presidential Award honors an outstanding volunteer in Friends of Mississippi Libraries (FML) or in a local Friends chapter.



Public Relations Award

**BEST YEAR-ROUND EFFORT
BY AN INDIVIDUAL LIBRARY
TO PUBLICIZE LIBRARY
SERVICES IN GENERAL**



Evading Stalin: One Woman's Remarkable Escape from Nazi Germany, by Mildred Schindler Janzen and Sherye Green

• Juvenile: *Almost Paradise*, by Corabel Shofner

A well-received addition to this year's Conference was the three Lunch and Learns held during the lunch break. As we were unable to gather for lunch with colleagues in person, many of us were able to join virtually while we ate and learned at the same time.

The three sessions included:

• *The Art of the State Law Library*

of Mississippi with State Librarian Stephen Parks who discussed various portraits, sculptures, and maps on display in the State Law Library.

• *Gulf Coast Research Laboratory's Marine Education Center* with Joyce Shaw who introduced and discussed a virtual tour of the GCRL MEC.

• *Fourteenth Colony: The Forgotten Story of the Gulf South During America's Revolutionary Era* with author Mike Bunn who discussed the little-known history of West Florida during the Revolutionary

Era.

The Conference concluded on Thursday afternoon. President Mara Polk thanked the entire association for persevering through the pandemic that we are continuing to face. Polk commended the Association for being "resilient, innovative, and creative" in coming up with ways to "make the best of our situation" as "we show up and are ready to work."

May we all continue to show up and be ready to work until we meet again, hopefully, in Meridian, Mississippi, October 11-14, 2022.

News Briefs

Hali Black

First Year Experience Librarian
University of Southern Mississippi

UNIVERSITY OF MISSISSIPPI LIBRARIES TO HOST HOLOCAUST EXHIBIT: DEC. 1- JAN. 14

The University of Mississippi Libraries will host *Americans and the Holocaust*, a traveling exhibition

from the U.S. Holocaust Memorial Museum that examines the motives, pressures and fears that shaped Americans' responses to Nazism, war and genocide in Europe during the 1930s and 1940s. Americans and the Holocaust will be on display at the University Libraries' J.D. Williams Library along with a series of related special events, from Dec. 1,

2021 to Jan. 14, 2022.

More information about the exhibit is available at: <https://exhibitions.ushmm.org/americans-and-the-holocaust>

Submitted by:

Adam Clemons

Research & Instruction Librarian, Assistant Professor

University of Mississippi



People in the News

Hali Black

*First Year Experience Librarian
University of Southern Mississippi*

The Hancock County Library System welcomed new Executive Director **John Brdecka** on September 13, 2021. Hancock County Library System serves roughly 46,000 residents on the coast from its five outlet locations in Bay St. Louis, Kiln, Diamondhead, Waveland, and Pearlington. Brdecka is an Illinois native, hailing from the Chicago area. Brdecka completed his MLIS at Dominican University in River Forest, Illinois. He brings sixteen years of experience to the position, making the leap from academic to public libraries after working in various positions at Northwestern University, most recently as Interim Associate University Librarian for Resource Delivery and Management. Brdecka will oversee HCLS' thirty-two staff members.

"I'm fortunate to be in the position to work with so many passionate people who eat, drink, live for the communities they serve and I look forward to working with them to move this library system forward," said Brdecka.

John Brdecka was recently featured in the local news article for the Sea Coast Echo detailing his background and influences. Brdecka also provided input for an article in American Libraries on the challenges libraries face in recovering from severe storms. Hancock County Library System suffered only minor impacts from this season's



Hurricane Ida. The library was able to provide services to evacuees in the wake of significant damage to neighbors in Louisiana.



The Jackson-George Regional Library System Board of Trustees welcomed new Library System Director **Angela Stewart**

at the October 2021 meeting. She was promoted from the Pascagoula Public Library where she served as branch manager. Stewart was also the Gautier Public Library manager before being promoted to the main library in Pascagoula.

"I am incredibly happy to be selected as library system director," said Mrs. Stewart. "I feel fortunate to be able to work with such a capable group of people who are totally committed to public service. I look forward to working with all the libraries and communities we serve."

After working on air for 15 years, including as a radio announcer on K99 and Magic 93.7 FM, Angela decided to change her career path. In July of 2001, she was hired as a library clerk at the Vancleave Public Library and became very interested in Library Science as a career. Stewart is a longtime Gautier resident and a 1984 graduate of Pascagoula High School. She received her Bachelors of Library Science in 2013 and her Masters of Library and Information Science in 2017 at the University of Southern Mississippi.

Jackson-George Regional Library System also announced a change



for the Pascagoula Public Library by selecting **Jeanne Damiano** as branch manager. Damiano takes the position that was previously held by Angela Stewart who is now the new Library Director for the system. Damiano was previously the JGRSLS Collection Management Services coordinator in Administration. She previously served as branch manager for the Lucedale, Ocean Springs, and Vancleave Public Libraries.

Damiano graduated with a BA in Library and Information Science and minor in English from Southern Mississippi in 1997 and received her MLIS in 1999. She also received the 1999 Anna M. Roberts Award for scholarship, service, and professionalism.

For more information about Jackson-George Regional Library System, visit <https://www.jgrls.org>.



University of Mississippi Libraries is proud to welcome **Brooke Gross** as a Research & Instruction Librarian and Assistant Professor. Brooke earned her Master of Science in Information Sciences from the University of Tennessee, Knoxville, in December 2020. While in graduate school, she worked with UT Libraries as the GRA for Assessment Programs & Collection Strategy and the GSLA for Rare Books. Prior to joining the University of Mississippi, she served



as the Assistant Librarian at Holmes Community College in Grenada, MS.



Hannah Madonna joined The University of Southern Mississippi Libraries in September 2021 as assistant professor/arts and humanities



librarian at Cook Library. She earned her master of information degree in Library and Information Science from Rutgers University and a bachelor of arts degree in English from The University of Southern Mississippi. She is currently enrolled in the MFA in creative writing program at Mississippi University for Women.

As Arts and Humanities Librarian, Madonna provides research services with a focus on patrons from

the Schools of Communication, Humanities, Interdisciplinary Studies, Music, Performing and Visual Arts, and Social Science and Global Studies. Her duties include instruction, research assistance, collection development, and outreach. Madonna's previous work history includes eight years at the Library of Hattiesburg, Petal, and Forrest County in Hattiesburg, MS.

Book Reviews

Tori L. Hopper

*Children's & Teen Services
& Programming Coordinator
Columbus-Lowndes Public Library System*

Janzen, Mildred Schindler & Green, Sherye S.

Surviving Hitler, Evading Stalin
Sunbury Press Inc., 2020. 239 pp.
\$19.95 (Paperback).

In this nonfiction story, Mildred Janzen, née Schindler, shares her story about staying alive during World War II and her struggles after the war. Parts of the story have been retrieved from newspaper articles written throughout the decades. Schindler was almost 16 years old when her world turns upside down. Co-author Sherye Green helps Janzen, who is now 92, tie the events into an intricate biography of a young girl surviving the war with courage.

Janzen describes what life was like on the Schindler farm in the 1940s. She shares a diagram of the farm in Germany where she helped grow potatoes in the fields with her Pappa. She recalls that her mother

made loaves of rye bread by cooking them in a brick oven fueled by pine branches. Janzen's father hated Hitler but could not talk about it for fear of his family being targeted. At one point, the Schindler family's favorite store, owned by Jewish friends, is found dark and their friends have gone missing.

On February 1, 1945 Russian soldiers captured Janzen's family. Her father was taken, and she was forced into a labor camp. She endured many hardships at the labor camp, such as washing shirts for soldiers until her hands bled. After the war ended, Janzen was reunited with her mother and brother and returned home.

Janzen describes being notified by enemy soldiers that her hometown was now a part of Poland. The soldiers informed her family that they must leave or become Polish citizens, where they would have to sacrifice their German traditions. Instead of becoming Polish citizens, the Schindler family left. Original German documents, including photographs saved by an aunt and uncle

in America, help to tell this story about survival.

Janzen's story inspires gratitude in the reader for the freedoms available in America. Green, a former Miss Mississippi and educator, states that Janzen's story captured her heart, leading her to assist with the story's publication. *Surviving Hitler, Evading Stalin* is a nonfiction story for public library nonfiction and World War II history readers to absorb, and could also be useful for teens in school libraries.

*Linda June Owens
Retired Library Media Specialist
Hattiesburg, MS*



Mustian, Kelly

The Girls in the Stilt House
Sourcebooks Landmark, 2021. 363 pp. \$16.99 (paperback)

Kelly Mustian's debut novel finds its footing in the deep south of Mississippi's delta during the 1920s. While easily marketed as a read-alike to *Where the Crawdads Sing*, Mustian's book stands on its own

through vivid descriptions of place and nature and lives intertwined, thick as the roots of the swamp cypress.

Mississippi's Natchez Trace sets a vivid backdrop for the stories of Matilda and Ada as they navigate the complexities of class, gender, and race in sweltering heat as oppressive as the themes. Ada returns home from a failed adventure, her first beyond her swamp's borders. She's pregnant, poverty-stricken, and out of options. Her father's lifestyle and abusive nature turn hellish as she fights to create a space for herself in their derelict stilt house. Soon after, the mysterious Matilda enters her life to simultaneously save Ada and confound her. Together they forge through actions and events that should bind them more strongly than sisters. And yet, Matilda is wary of any bond that might relegate her to the role of the supporting character. Much like the stilt house itself, the relationships presented by Mustian are balancing acts.

As they attempt to hide their more desperate deeds from the authorities, work through their trauma and plan new lives for themselves, they end up confronting the roles they're allowed to play in the 1920s South and simultaneously discovering the roles reserved for those of higher class, color, and means.

The Girls in the Stilt House is a work of historical fiction propelled by complexities our society still struggles with today. Be prepared to settle in for a read that succeeds in being thoughtful, poetic, and heartfelt.

Lindsey Beck
Librarian
New Hope High School



Pillow, Michelle M.

Second Chance Magic.

Oxford, MS: The Raven Books, LLC, 2020. 300 pp. \$11.99 (paperback)

Finding love in your forties can be a daunting task, but add a sprinkle of magic into the search, and you'll be right in company with Lorna Addams, the main character of *Second Chance Magic* by Michelle M. Pillow. In the first chapter, we learn that Lorna's husband, Glenn, has died. His funeral was a Jerry Springer episode without the laughs, as Glenn's other wife and family turn up to mourn his death as well. Clueless to her husband's secret life until that moment, Lorna packs up and moves away from the gossip in Vermont to a much quieter, small town atmosphere in North Carolina. In North Carolina, Lorna meets Heather and Vivien, who introduce her to the magic that was inside of her all the while. Heather's very available bachelor brother, William, oozes a subtle sexiness that makes him just the right distraction for Lorna. The group of new-found friends is connected by the legend of Julia Warrick, a witch who held séances in the community theater for the townsfolk for payment as part of her livelihood.

Pillow's book was hard to put down and was an endearing read for those who enjoy the "Good Witch" show. Lorna's interactions with Heather, William, and Vivien pull the reader into the storyline immediately, and as Lorna taps into her abilities the story and magical experience swell off of the page. The author doesn't waste the reader's time

with the romance in this book; characters are quick to accept their feelings for each other in a mature, adult way. Readers won't be able to help but to root for Lorna and William to accept newfound love in their forties as they tackle spirits both kind and nefarious, who seem to distract every character from learning more about their own inner magical abilities. In the end, *Second Chance Magic* shows that the world doesn't end once middle age is in full swing and maybe - just maybe, a second chance at a relationship will stir up the good magic that is absolute love.

Nicole Minor
Acquisitions & Cataloging Coordinator
Columbus-Lowndes Public Library



Wheeler, Candace Cox

Cradle in the Oak

Brandon MS: Dogwood Press, 2021. 347 pp. \$24.99 (hardcover)

Carrie Burns is a young mother of two wonderful boys and married to a loving husband and father in Biloxi, Mississippi, at the beginning of the 20th century. Or so she believes. At the beginning of the novel, Jake, Carrie's husband, has taken her two sons away with their babysitter, whom he plans to marry. He has told their children that Carrie contracted yellow fever and that they needed to leave so she could heal and so that it would not spread to them. He eventually plans to tell them that she has died so he can move on with his new bride. As a way to occupy her mind, Carrie begins to work as an assistant at a seafood factory that harvests oysters. Readers are swept up in her world as she learns about the business and

eventually decides to set up her own business. She works with her cousin, David, who practices law and helps her to search for her missing sons. Carrie's search eventually lands her in Florida, where the truth is unraveled through a series of events that leads her to dress as a man. During her journey, she learns that Jake has a gambling addiction and has a life

she knows nothing about. Regardless of Jake's choices, Carrie is determined to do whatever it takes to get her boys back.

Candace Cox Wheeler does a wonderful job at pulling the reader in on the very first page and keeping them hooked until the very end. Wheeler loosely based the story off of her husband's grandmother who

was determined to reclaim her own sons, who were taken away from her. *Cradle in the Oak* is a fast read with short chapters. Fans of romance, suspense, and novels set in Mississippi or the South will enjoy this read.

Audrey Beach
Reference Librarian
MS Delta Community College

Volume 84 Index

Kristin Rogers

*Electronic Resources & Discovery Librarian
The University of Mississippi*

2021 MLA Annual Conference Recap (84:4, pages 70-73)

2021 MLA Virtual Conference Information (84:3, pages 42-45)

2021 SAIL/Cyamus Joint Annual Conference Report (84:2, pages 25-27)

AICPA and the University of Mississippi: A 20-year Partnership. (84:4, pages 66-68)

Anderson, Jaclyn Lewis. *The Seed Exchange: Growing Non-Traditional Collections.* (84:4, pages 61-65)

Black, Hali. *Creating Library video Tutorials: Challenges & Best Practices.* (84:4, pages 58-60)

Creating Library video Tutorials: Challenges & Best Practices. (84:4, pages 58-60)

Creel, Stacy. *ePrograms: A Gathering of Resources.* (84:1, pages 6-8)

Creel, Stacy. *Soft Skills in Library Job Advertisements and LIS Curriculum.* (84:3, pages 34-41) Peer Reviewed

ePrograms: A Gathering of Resources. (84:1, pages 6-8)

Kurtz, Royce. *AICPA and the University of Mississippi: A 20-year Partnership.*

(84:4, pages 66-68)

The Mindful Magnolia: An interest article on the growth of mindfulness in the state of Mississippi and its Libraries. (84:1, pages 3-5)

Mississippi Author Awards (83:3, pages 45-46)

MLA Annual Conference 2021 Recap (84:4, pages 70-73)

National Library Week 2021 (84:1, pages 12-15)

National Library Week Proclamation from Governor Tate Reeves (84:1, page 11)

News Briefs (84:1, pages 14-15) (84:2, pages 27-28) (84:3, pages 48-52) (84:4, page 73)

People in the News (84:1, pages 15-16) (84:2, pages 28-29) (84:3, pages 52-53) (84:4, pages 74-75)

Phillips, Joi. *A Teaching Odyssey: A Journey Through the Development and Transformation of an Information Literacy Course, 2001-2021.* (84:2, pages 21-22)

Presidents Page (84:1, pages 2-3) (84:2, page 20) (84:3, pages 33-34) (84:4, page 57)

Salinero, David. *A Teaching Odyssey: A Journey Through the Development and Transformation of an Information*

Literacy Course, 2001-2021. (84:2, pages 21-22)

The Seed Exchange: Growing Non-Traditional Collections. (84:4, pages 61-65)

Shaw, Joyce. 2021 SAIL/Cyamus Joint Annual Conference Report (84:2, pages 25-27)

SLIS Notes (84:1, pages 8-10) (84:2, pages 23-24) (84:3, pages 47-48) (84:4, pages 68-70)

Soft Skills in Library Job Advertisements and LIS Curriculum. (84:3, pages 34-41) Peer Reviewed

A Teaching Odyssey: A Journey Through the Development and Transformation of an Information Literacy Course, 2001-2021. (84:2, pages 21-22)

Ussery, Afton Fawn. *The Mindful Magnolia: An interest article on the growth of mindfulness in the state of Mississippi and its Libraries.* (84:1, pages 3-5)

Welsh, Teresa S. *Soft Skills in Library Job Advertisements and LIS Curriculum.* (84:3, pages 34-41) Peer Reviewed

BOOK REVIEWS

Beach, Audrey. Book review by (84:4, page 76-77)

Beck, Lindsey. Book review by (84:2, page 30; 84:4, pages 75-76)

Berry, Maya. Book review by (84:3,

pages 54-55)

Black, Hali. Book review by (84:1, page 17-18)

Cradle in the Oak. Book review by Audrey Beach (84:4, page 76-77)

Durkee, Lee. *The Last Taxi Driver*. Book review by Judith Hilkert (84:1, page 17)

Exploding Hushpuppies: More Stories from Home. Book review by Wil'Lani Turner (84:2, page 31)

Foster, B. Bain. *I Don't Like the Blues: Race, Place, and the Backbeat of Black Life*. Book review by Kathryn New (84:1, page 17)

Gay Faulkner: Uncovering a Homosexual Presence in Yaknapatawpha and Beyond. Book review by Hali Black (84:1, pages 17-18)

Garner, Anita Faye. *The Glory Road*. Book review by Judith Hilkert (84:3, pages 53-54)

The Glory Road. Book review by Judith Hilkert (84:3, pages 53-54)

Gordon, Phillip. *Gay Faulkner: Uncovering a Homosexual Presence in Yaknapatawpha and Beyond*. Book review by Hali Black (84:1, pages 17-18)

Haines, Carolyn. *Independent Bones, a Novel*. Book review by Lindsey Beck (84:2, page 30)

Henderson, Aileen Kilgore. *The World Through the Dime Store Door*. Book review by Jeffrey Martin (84:3, page 54)

Hilkert, Judith. Book review by (84:1,

page 17) (84:3, pages 53-54)

How to Read. Book review by Maya Berry (84:3, pages 54-55)

I Don't Like the Blues: Race, Place, and the Backbeat of Black Life. Book review by Kathryn New (84:1, page 17)

The Girls in the Stilt House. Book review by Lindsey Beck (84:4, pages 75-76)

Independent Bones, a Novel. Book review by Lindsey Beck (84:2, page 30)

Hazen, Mildred Schindler with Green, Sherye S. *Surviving Hitler, Evading Stalin*. Book review by Linda June Owens (84:4, page 75)

The Last Taxi Driver. Book review by Judith Hilkert (84:1, page 17)

Liner, Emily. *Stretch Like Scarlet*. Book review by Venetia Oglesby (84:2, page 30)

Martin, Jeffrey. Book review by (84:3, page 54)

Minor, Nicole. Book review by (84:4, page 76)

The Mississippi Gulf Coast Seafood Industry: A People's History. Book review by Joyce M. Shaw (84:3, page 55)

Mustian, Kelly. *The Girls in the Stilt House*. Book review by Lindsey Beck (84:4, pages 75-76)

New, Kathryn. Book review by (84:1, page 17)

Oglesby, Venetia. Book review by (84:2, page 30)

Owens, Linda June. Book review by (84:4, page 75)

Pillow, Michelle M. *Second Chance Magic*. Book review by Nicole Minor (84:4, page 76)

Richardson, Thomas. *How to Read*. Book review by Maya Berry (84:3, pages 54-55)

Second Chance Magic. Book review by Nicole Minor (84:4, page 76)

Shaw, Joyce M. Book review by (84:3, page 55)

Stephens, Deanne Love. *The Mississippi Gulf Coast Seafood Industry: A People's History*. Book review by Joyce M. Shaw (84:3, page 55)

Stretch Like Scarlet. Book review by Venetia Oglesby (84:2, page 30)

Surviving Hitler, Evading Stalin. Book review by Linda June Owens (84:4, page 75)

Tarabelle, Leslie Anne. *Exploding Hushpuppies: More Stories from Home*. Book review by Wil'Lani Turner (84:2, page 31)

Turner, Wil'Lani A. Book review by (84:2, page 31)

Wheeler, Cadance Cox. *Cradle in the Oak*. Book review by Audrey Beach (84:4, page 76-77)

The World Through the Dime Store Door. Book review by Jeffrey Martin (84:3, page 54)



To join MLA, or to renew your membership:

<http://misslib.org/membership>

2021 MLA Executive Board Minutes:

<http://misslib.org/Meeting-Minutes-2021>