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Mississippi Library Association

P.O. Box 13687
 Jackson, MS 39236-3687
 Office Hours: 9 a.m.-1 p.m. M, Tu, Th, F
 E-mail: mja@meta3.net
 Executive Secretary: Mary Julia Anderson
 MLA Web site: <http://www.misslib.org>
 Web Master: Molly Signs McManus, signsmj@millsaps.edu

President

Susan Cassagne, Director
 Natchez Adams Wilkinson Library Service
 220 South Commerce St.
 Natchez, MS 39120
scassagne@naw.lib.ms.us

Vice President

Catherine A. Nathan, Director
 First Regional Library System
 370 West Commerce St.
 Hernando, MS 38632
cnathan@first.lib.ms.us

Secretary

Linda Milner, Assistant Director
 Mid Mississippi Library System
 201 S. Huntington St.
 Kosciusko, MS 39090
asstdirector@midmissregional.lib.ms.us

Treasurer

Carol Green, Serials Librarian
 The University of Southern Mississippi
 118 College Drive #5053
 Hattiesburg, MS 39406
carol.green@usm.edu

Immediate Past President

Juanita Flanders, District Dean of Learning Resources
 Hinds Community College McLendon Library
 P.O. Box 1100
 Raymond, MS 39154
hjflanders@hindsc.edu

ALA Councilor

Robert Lipscomb, Director
 Harrison County Library System
 1300 21st Ave.
 Gulfport, MS 39501
r.lipscomb@harrison.lib.ms.us

SELA Councilor

Mary Beth Applin, Information Services Librarian
 The University of Southern Mississippi
 118 College Drive #5053
 Hattiesburg, MS 39406
mary.applin@usm.edu

Parliamentarian

Shirlene Stogner

2006 SECTIONS**ACRL Section**

Chair: Janet Breeden
janet.hudson@usm.edu

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Chair: Jennifer Smith
jensmith@warren.lib.ms.us

School Libraries

Chair: Bettie Cox
betcox@mde.k12.m2.us

Special Libraries

Chair: John Whitlock
jwhitlock@mlc.lib.ms.us

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Chair: Randy Sherard
sherard@canuffy.net

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PRESIDENT'S PAGE

Insurance Lessons Learned From Katrina



Susan Cassagne

While you may wonder at the title of this column, please read on. In the aftermath of Katrina, many of us who were not directly affected by the disaster nonetheless dealt with the indirect result – evacuees needing services. As we all struggled to accommodate our newest patrons, we probably contemplated our disaster plans. Planning for a disaster and planning a disaster recovery are two totally different concepts, as many found out. Granted, the disaster many of us experienced was one-of-a-kind – we hope—but there are no guarantees in life. We should all take note of the lessons we have learned since August 29, 2005.

Adequate insurance coverage is certainly a topic that we have all read and heard about in the months since the disaster. We generally think of insurance in terms of homeowner insurance. However, for our purposes, I will focus on property damage coverage. For public libraries, the library building is usually owned by the funding city or county. School libraries are part of campuses owned by school districts. College and university libraries are part of campuses owned by specific colleges or universities. Special libraries are as unique as the entities they serve.

For public libraries, this is where the similarities often end; while the library building (generally) is owned by a funding entity, the collection (generally) is owned by the library/Administrative Board of Trustees. Some public libraries purchase their own property damage insurance policies, while some are insured as part of their city's or county's general "umbrella" coverage of all city- or county-owned buildings. The collection (contents) may,

or may not be, covered under that general plan. This disaster caused me, personally, to inquire what kind of coverage we have. Our building is owned by the City of Natchez and is insured under their policy which covers all city-owned properties. However, the library/administrative board of trustees is not named as an "additional named insured." In insurance-ese, this means that an insurer could deny

coverage of the contents to the city, as the city has no "insurable interest" in the contents, since they are not owned by the city. Neither the city attorney, nor the city clerk, was aware of that minor detail. The insurance agent wasn't aware that the city did not own the collection. I have since taken steps to correct this oversight. However, this issue caused me to wonder about whether other public libraries are sufficiently covered, if they are covered at all, or if they think they have all the coverage they need, but really don't.

Last October when this board was asked, and agreed, to serve another year in our current positions, I must confess one of my first thoughts was, "Oh, no, another four *President's Columns!*" During that same meeting, Bob Lipscomb, Harrison County Libraries' Director and ALA Councilor, gave his report, which included insurance issues with several of his storm-damaged/destroyed buildings. I felt the topic, which may really only relate to public libraries, was important enough to devote a column to. Administering a library can be likened to running a business, and in fact, often is! All library administrators should check with their specific buildings' owner(s) and ensure that there is sufficient insurance coverage on both the buildings and the contents under their direction. ■

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Contents

EDITORIAL STAFF

EDITOR

Elizabeth Stephan
JD Williams Library
The University of Mississippi
University, MS 38677
estephan@olemiss.edu
662-915-6628

ASSISTANT EDITOR

Lauren Young
Rowland Medical Library
The University of Mississippi Medical Center
2500 North State Street
Jackson, MS 39216-4505
lmyoung@rowland.umsmed.edu

COPY EDITOR

Tisha Zelnor
The University of Southern Mississippi
tisha.zelnor@usm.edu

BUSINESS MANAGER

Tisha Zelnor
The University of Southern Mississippi
tisha.zelnor@usm.edu

ADVERTISING EDITOR

Missy Murphey
The University of Mississippi
ulrmm@olemiss.edu

REPORTER

Tina Harry
The University of Mississippi
tharry@olemiss.edu

BOOK REVIEW EDITOR

Christina Torbert
The University of Mississippi
ctorbert@olemiss.edu

MLA PUBLICITY COMMITTEE CHAIR

David Brown
First Regional Library
dbrown@yahoo.com

INDEXER

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

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On the cover: This month's cover is *Keegan Sitting* by James Price. Price received his BFA from the University of Mississippi in 2004. He lives and works in Taylor, Mississippi, and shows his paintings at Taylor Arts Gallery. Price may be contacted at japrice70@hotmail.com.

MISSISSIPPI LIBRARIES

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In order to assure the widest possible audience for the work published in *Mississippi Libraries*, that work is added in electronic form to the Mississippi Library Association Web site and, by contractual agreement, to one or more EBSCO Publishing databases. *Mississippi Libraries* is also indexed in *Library Literature and Information Sciences Abstracts*.

Dues must be paid by March 1 in order to receive the Spring issue of *Mississippi Libraries*.

School Libraries: Budgets, Snakes, and Remembrance

Elizabeth Stephan
Editor, *Mississippi Libraries*
Business Reference Librarian
JD Williams Library
University of Mississippi

In the Spring issue of *Mississippi Libraries* we are looking at school libraries. Although we planned the topic of this issue several months ago, it sadly coincided with the death of long-time school librarian, Barbara Carroon. Carroon's involvement in Mississippi school libraries was both influential and worthy. Those of us at *Mississippi Libraries* would like to dedicate this issue to Barbara Carroon and her work within MLA and our school libraries.

Iris Collins, School Media Specialist at the Anniston Elementary School Library, writes about programs designed to draw kids and their parents into the library. *K.I.D.S. Kits and a Snake: How One Library Media Center Reaches Out to Its Students* looks at three different programs the Anniston Elementary Library has developed in order to reach their students. The K.I.D.S. Kit program teaches critical thinking through research projects. Their bibliotherapy collection allows children to work through difficult problems with a school counselor and a special library collection. Their nature center, which includes a snake named Flame,

teaches students, parents, and members of the public about nature and the world around them. Even after the destruction caused by Hurricane Katrina, the Anniston Elementary School Library will continue to grow and develop ways to engage their students in non-traditional ways.

Josie Roberts, a National Board Certified Library Media Specialist at Purvis Elementary School, has long been involved with state legislation relating to school libraries. In her article *Current School Library Legislation: Saving our School Libraries*, she discusses how within the last decade, Mississippi state legislation has been passed that requires schools to employ librarians in order to meet accreditation standards. Roberts explains the history behind the legislation and how current legislation may change requirements regarding the employment of school librarians.

A topic often covered in *Mississippi Libraries* and discussed among librarians is money. Where do you find the funding needed to develop new programs? Where do you find the money to pay for the basic necessities? In *Shaking the Trees for Funding to Support School Libraries*, Joi Jones Philips lists several grant and fundraising programs geared towards school libraries. With funding for school libraries seemingly always in danger of being cut, extra funds are often a necessity.

Both Iris Collins and Josie Roberts are past recipients of the Carroon Apple Award. *Mississippi Libraries* assistant editor Lauren Young looks back at the life of Carroon in her remembrance, *In Memoriam: Barbara Carroon*.

The upcoming themes for *Mississippi Libraries* have already been determined; be thinking now if you could contribute to any of the upcoming issues. This summer we will focus on technical services. This fall we will be looking back at the recovery from Hurricane Katrina as well as information for the 2006 Annual Conference. The Fall 2005 issue of *Mississippi Libraries*, as well as our annual conference, were disrupted when the storm came ashore in August 2005. It seems appropriate that we take some time to look at how far we have come. We would also like to thank those who assisted our libraries in the time after Katrina. If you were part of a library assistance program, please share your story. The focus of the 2005 MLA Conference was to be Building Communities; in the last six months, many of our peers have not only been building, but *rebuilding* their communities and libraries. Send your stories and pictures to editor Elizabeth Stephan at estephan@olemiss.edu. Winter 2006 will focus on archives and special collections. If you are interested in submitting something for any of these issues, please contact editor Elizabeth Stephan. ■

**Have an article or theme issue idea for
Mississippi Libraries?
Contact us!**

**E-mail story suggestions and comments to editor
Elizabeth Stephan at estephan@olemiss.edu**

K.I.D.S. Kits and a Snake: How One Library Media Center Reaches Out to Its Students

Iris T. Collins

Library Media Specialist

Anniston Avenue Elementary School

Abstract

According to the Oregon Educational Media Association, the mission of a school library media center is "to provide availability of library media center resources and services to students in an environment that promotes inquiry, creativity, self-direction, communication and the ability to think critically." At Anniston Avenue Elementary School in Gulfport, Mississippi, three programs help them live up to this mission statement: *K.I.D.S. (Kids Interest Discover Studies) Kits*, a bibliotherapy collection, and a nature center. These programs have made the library a happening place at the school. Students and parents are there when the doors open and when the doors close. The visitors may be a mother and daughter with an opossum skeleton, parents selecting a book about the death of a grandparent, or a student engaged in the independent study of mummies.

Kids Interest Discover Studies (K.I.D.S.) Kits

Critical thinking! Enrichment! Independent study!

K.I.D.S. Kits are organized thematic boxes of multimedia materials. The concept for K.I.D.S. Kits came to Mississippi through the U.S. Dept. of Education's National Diffusion Network. The kits require a four-step research process in order for students to complete a self-selected study. This program does not supersede classroom instruction, but it is designed to invoke active student involvement at higher levels of thinking and independent learning. Students of all abilities ask and answer questions on topics of interest to them. Each kit includes high interest materials that vary in terms of difficulty and learning style.

The four steps are:

1. **Exploration:** This time is used to explore a topic and discover the information and resources in the kit. Minimum 1-2 visits.
2. **Investigation:** The student must identify a specific aspect of a topic that they want to investigate and determine a research question. Minimum 2-3 visits.
3. **Application:** A product (not an art project) is created and an oral presentation summarizing the independent study is prepared. Minimum 2-3 visits.
4. **Presentation:** The student shares their product and research with their teacher and classmates.



Two students with materials from K.I.D.S. Kits. Photo by Iris T. Collins



A display of the K.I.D.S. Kits. The kits are organized in thematic boxes. Photo by Iris T. Collins

4. **Presentation:** The student shares their product and research with their teacher and classmates.

A survey is conducted within the student body to identify topics of interest. Based on the survey results, the topics for the kits are selected. Once the topics are known, available resources are collected. A letter may be sent home asking for donations for specific topics. This encourages parental involvement. Many materials will need to be purchased. There are several methods to finance the building of these kits: (1) fund-raiser proceeds, (2) a grant, and (3) "extra" money from the principal. Containers should be created while waiting for the resources to arrive. Those ubiquitous copy paper boxes work well when covered with Contact® paper, which is strong and reinforces the boxes. Contact paper has a wide selection of colors and designs to choose from, and the covered boxes are easily decorated to indicate the subject of the contents.

What type of materials should be included? Books, magazines, posters, DVDs, puppets, games, models, realia, prints, instruments, and puzzles are examples of the items that may be found

in the kits. An area in the library should be designated for the kits. Tables and chairs are optional since children prefer to work on the floor, but allow ample space since several students may be working on different topics simultaneously. A sign-in binder is a good management tool, and its forms serve a dual purpose. One side is for sign-in for each visit. The reverse side can be used for an assessment. The evaluation side should include space for the required research question and for writing the facts discovered during the investigation.

During the exploration stage, the student tries to narrow down their topic and form a research question. The investigation stage allows the student to gather information on their topic. The application stage requires a variety of materials for the creation of the final product. The student makes the decision on the format of their product. A few examples are in table 1.

Letter	Journal	Sculpture	Puppet show
Survey	Skit	Game	Labeled diagram
Map	Poster	Diorama	Transparency
Chart	Collage	Puzzle	Advertisement
Poem	Model	Timeline	Flannel board story

Table 1

Written reports are allowed but rarely chosen. Once the product is completed, the student schedules a time with their teacher for an oral presentation. This presentation to the class includes the research question, the information learned, and the product and its description. This final step may prove the most beneficial step for the presenter and classmates alike.

Bibliotherapy

Fearful students? Angry students? Anxious students?

How can the library media center meet the needs of these students? Bibliotherapy is the answer. Bibliotherapy means book therapy. The library media specialist and guidance counselor at Anniston Avenue Elementary School have developed a partnership that benefits these students' emotional needs/prob-

lems. The bibliotherapy program has been in place for four years at Anniston. Books are utilized to provide appropriate developmental literature to address problems or issues in the lives of students.

Children express their worries and fears differently from adults, and their reactions are often misunderstood by adults. Children lacking the necessary verbal skills may cause behavioral problems at school. Unlike other therapies, bibliotherapy begins with a book and seeks a response. The experiences of characters in books allow an emotional distance for a child. Children who cannot see their own behavior are able to recognize a similar behavior in a book's character. This narrative therapy provides a connection for the counselor (or parent/teacher) to help students to relate to issues in their own lives.

This program requires two staff members working closely together: the librari-

an and the guidance counselor. The counselor identifies the needs of the child, evaluates the child's level of development, and obtains the

permission of the parents. The librarian's role is to recommend books with the identified theme that will interest the child. The availability of the collection is crucial since the counselor is a frequent visitor to the collection, parents browse the collection upon the recommendation of the counselor, and students arrive at the library with written referral notes from the counselor. Consequently, the bibliotherapy collection is housed separately from the general collection. Its titles circulate on an as-needed basis; therefore, the circulation cycle is shorter than the regular collection.

Subjects to include in a bibliotherapy collection are anger management, grief, divorce and step families, illness, drug abuse, child abuse, self-concept, handicaps, and other subjects that affect students participating in the therapy. The

success of this collection is measured by the counselor or the parent when the child reacts with questions, a personal story, or just an emotional response. Parents and the guidance counselor at our school have been so pleased with the positive effects of this special collection that it has tripled in size since its inception.

Nature Center

A hands-on Nature Center has been a big draw in our library. Do you want parents and members of the community to visit? A nature center is the answer. Students and visitors are fascinated by the different collections: fossils, kangaroo skin, and ostrich eggs are a few of the things they can see when they visit. But how does a media center collect such a variety of items? Our collection began with a turkey feather brought to school one Thanksgiving. The students were fascinated. This piqued their interest. They wanted to know what else we could collect. Soon after that we had birds' nests, wasps' nests, snake skins, lizard and frog skeletons, deer antlers, and a goat skull. These items had the desired effect – students were amazed that they were allowed to examine and actually touch such items.

Their enthusiasm became visible when they began to add to the collection. Everyone became very interested and began to contribute. Items such as dinosaur fossils, sharks' teeth, a large snapping turtle skeleton, and many more were brought in by fathers and other community members. Even repairmen found the collection interesting and asked to contribute a giant hornets' nest, the tail of a rattlesnake, and a buffalo beard. Relatives in other states sent items such as twenty-five peacock feathers from a farm in Texas. If the school is open, someone is in the library admiring and asking questions about the nature center collection. Teachers appreciate having real specimens to enhance science lessons. Students become fascinated by the items and want more information. They begin to search the non-fiction books or conduct Internet searches to locate this information.

The students were so interested in the various snake skins that the principal purchased a corn snake (non-poisonous) as the library's pet. A Name-the-Snake contest was conducted after studying the characteristics of corn snakes. The student body selected "Flame" for a name based on the snake's coloring. As it is a young snake, Flame is small and fun to hold. The highlight of library visits is the chance to hold the snake, which has become a wonderful method of maintaining well-behaved students. Many lessons (nature, behavioral, and academic) evolved from having Flame in the library.

Summary

One final note: This article has been written in the present tense. These programs were a vital part of the library media program at Anniston Avenue Elementary School. All of the above were actually done on a daily basis without interfering with the library's basic mission of putting books in the hands of children and teaching these children how to use a library. However, Hurricane Katrina destroyed Anniston's library in August 2005. We are now in a rebuilding mode. It is a golden opportunity to build a better facility, a better collection, and a better instructional program. And Flame survived the storm. ■

APPENDIX ONE: Steps to Create Kits

Resources

- Identify materials on-hand and available
- Solicit donations of materials
- Select and order new materials

Containers

- Gather copy paper boxes and cover with Contact paper
- Or order sturdy decorative boxes
- Decorate boxes with large, colorful graphics to depict topic within

Evaluation

- Design a child-friendly form
- Create a check-in process

Location

- Select a visible area to allow monitoring
 - Provide ample work space for students and kits
 - Electrical outlet available
- Conduct a teacher in-service
Conduct an orientation for students

APPENDIX TWO: Research Process

Step one: Explore

- Examine all items in your kit
- Requires one - two visits

Step two: Investigate

- Select one aspect of your topic for study
- State your research question
- Requires two - four visits

Step three: Apply

- Design a product to represent your study
- Requires two - four visits

Step four: Present

- Share your product and facts with your class
- Presentation is conducted in your classroom



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Current School Library Legislation: Saving Our School Libraries

Josie Roberts
School Media Specialist
Purvis Elementary School

Abstract

For the last two years, a House bill has been filed that would allow schools meeting Level 4 or 5 accreditation standards to be exempt from the requirements relating to school librarians. Within the last decade, Mississippi state legislation was passed that required schools to employ librarians in order to meet these accreditation standards. In this article, Roberts explains the history and importance behind this legislation and calls for advocacy on libraries' behalf.

Librarians are known to be vocal. Last year when the Mississippi State Senate introduced a bill that would have exempted Level 4 and 5 schools from having the required number of certified school librarians, librarians and friends of libraries contacted their legislators. Because of their tenacity, the Senate removed the wording regarding school librarians from the bill. A bill similar to last years' is currently in the State Senate. Once again, librarians must speak up.

Recent History

In 1993 former Senator Jim Bean witnessed the impact of certified school librarians on student achievement. He delighted in students actively engaged in research under the guidance of those librarians.

Years before the Mississippi Curriculum Frameworks contained educational benchmarks and the National Board for Professional Teaching Standards (NBPTS) published the *Early Childhood through Young Adulthood Library Media Standards*, Senator Bean watched classroom teachers collaborating with certified school librarians to establish learning goals and plan instructional sequence for multiple student learning styles. Bean saw students accessing various resources

through technology that was not available when he was a student. He understood the necessity for Mississippi students to become information literate in a society that must compete globally. He understood the importance of school librarians encouraging students' love of reading and development of lifelong learning skills.

As a result of visiting active public school libraries, Bean authored a historic bill that became law beginning with the 1994-1995 school year. The law mandated that school districts must employ certified school librarians as a minimum requirement for Level 3, 4, and 5 accreditation. If a school has an enrollment of up to 499 students, that school must have at least a half-time certified librarian. For schools with 500 or more students, the school must have at least one full-time certified school librarian. This became part of Section 37-17-6 of the Mississippi Code of 1972 as amended.

The Mississippi Department of Education (MDE) published the "Mississippi Public School Accountability Standards, 2004" that lists MS Code 37-17-6 for certified school librarians (Standard 5.1 and 5.2, 17). Standard 24 states:

The school district meets the following requirements for library-media services: (Level 4 and 5 schools are exempted.)

24.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

24.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students. (20)

In a memorandum the Office of Accreditation provided clarification of the above standards thusly: "Regarding this standard, all schools are required to have a library and library staff [...] all schools are required to have a library-media center [...] MDE would not review the services offered in the library (Level 4 and 5) assuming they were high performing."

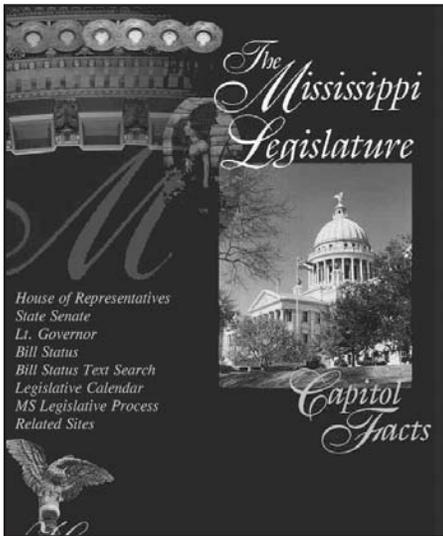
The law for certified school librarians and Standard 24 can be found on the MDE Web site by clicking on Publications and then Library Media Guide. The MDE Office of Academic Education created an excellent publication in 2002 entitled "Mississippi School Library Media Guide." Exemplary minimum library staffing recommendations are listed on page 16.

Recent Developments

Last year there was a Senate bill that would have exempted Level 4 and 5 schools from having the required number of certified school librarians. Librarians and friends of libraries contacted their legislators and, on behalf of the children of Mississippi, this wording was removed from the bill.

As this article is being written, our legislature is in session and several bills have been filed that include school library programs and services. This year, a House bill has been filed that would allow schools meeting Level 4 or 5 accreditation standards to be exempt from the requirements relating to school librarians.

It is hard to understand why we must continue to fight the battle for certified school librarians and library services when the No Child Left Behind Act demands highly qualified teachers. Every school must be required to have certified school librarians with no exemptions, and every school librarian should be collaborating with teachers and teaching skills related to the Mississippi Curriculum Frameworks and the NBPTS Library Media Standards.



The Mississippi Legislature home page. From here you can access the status of bills in current and past sessions.

Librarians and those concerned for the future of Mississippi must monitor bills each session and contact legislators when concerned. To search bill status, go to the Mississippi Legislature home page (www.ls.state.ms.us) and click on Bill Status. To find requirements for certified school librarians, search by committee name (education committee) or by code section (37-17-6).

Research has proven that certified school librarians and strong library media programs lead to higher student achievement regardless of socioeconomic or educational levels of the community. The updated research paper "School Libraries Work!" outlines why school libraries are important. Included are Web addresses for state studies showing the impact of school libraries and library media specialists on student academic achievement.

In "Information Power: Building Partnerships for Learning," you will find chapters on information literacy standards, collaboration, leadership, technology, learning and teaching, and information access and delivery. The Language Arts section of the Mississippi Curriculum Frameworks can be downloaded from the Mississippi State Department of Education Web site and school librarians can use the benchmarks to collaborate with classroom teachers to teach library lessons to develop skills listed in the Curriculum Frameworks.

REFERENCES

Mississippi Department of Education. Mississippi Public School Accountability Standards, 2004. <http://www.mde.k12.ms.us/accred/mpsas.doc>

RELATED SOURCES

Scholastic Library Publishing. School Libraries Work! [Danbury, CT]: Scholastic Library, 2006. http://librarypublishing.scholastic.com/content/stores/LibraryStore/pages/images/slw_06.pdf

Mississippi Legislature <http://www.ls.state.ms.us>.

Information from current and past legislative sessions can be found under Bill Status.

Josie Roberts is National Board Certified Library Media Specialist at Purvis Elementary School. She represented Mississippi as a voting delegate to the White House Conference on Libraries and Information Services and three AASL Affiliate Assemblies. She served as Chair of MLA School Section, received the Carroon Apple Award and MLA Outstanding Achievement Award, and was included in the 2005 ALA National Advocacy Honor Roll. ■

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Shaking the Trees for Funding to Support School Libraries

Joi Jones Phillips
Reference/Instructional Services Librarian
Delta State University

Identifying grants and fundraisers for school libraries can be a laborious task, but grants and fundraisers are great opportunities for school libraries to earn money to purchase books, materials, and equipment. Although both require hard work and dedication, they are proven methods of generating funding. School libraries and media centers are often in need of extra funding to support new programs and technology. Since money does not "grow on trees" and budgets are normally strained, funding has to come from other sources in order to achieve certain goals. This article will briefly describe ten funding opportunities that could supplement the budgets of school libraries in Mississippi. Consult the Web sites for complete details.

Grants and Foundations

The screenshot shows the ED.gov website for the 'Improving Literacy through School Libraries' program. The page includes a navigation menu on the left with options like 'Home', 'About', 'Programs', 'Grants', 'Contact Us', and 'Privacy'. The main content area features the program title, a 'Purpose' section, and a 'Program Background' section. A sidebar on the right contains a 'What's New' section and a 'Contact Us' section.

Improving Literacy through School Libraries

Improving Literacy through School Libraries (<http://www.ed.gov/programs/lsl/index.html>)

This program offers discretionary/competitive grants to public school districts that are located in areas with a family poverty rate of twenty percent or more. Mississippi has over one hundred school districts that are eligible for this grant. Past recipients include Cleveland, North Bolivar, Sunflower, and Lawrence County

School Districts. The grant application is available at <http://www.grants.gov> and registration for Grants.gov may take five or more days to complete. Award amounts vary and the deadline to apply is published in the *Federal Register*.

The Phil Hardin Foundation

(<http://www.philharidin.org>)

The Foundation awards grants to public school districts and other tax-exempt organizations in Mississippi. Grant proposals should be based on one or more of the foundation's themes: early childhood education, preparation for college, achievement gap, community-based initiatives, leadership, and philanthropic initiatives. The amounts of the awards vary. Although there is not a firm deadline, proposals and applications should be submitted three months before a funding decision has to be made.

phone, mail, or e-mail. The contact information is listed on the Web site.

The screenshot shows the website for The Edward E. Ford Foundation. The header includes the foundation's name and tagline: 'Encouraging and improving secondary education by independent schools in the United States'. Below the header is a navigation menu with links for 'HOME', 'ABOUT THE FOUNDATION', 'APPLYING', 'PROJECTS OF INTEREST', and 'RECENT GRANTS'. The main content area features a 'RECENT NEWS' section with a search bar and a list of updates. The footer contains contact information: 'The Edward E. Ford Foundation, 1122 Kankaworth Drive, Suite 105, Towson, MD 21284, phone: 410-823-2201, fax: 410-823-2202, email: info@eeford.org'.

The Edward E. Ford Foundation

The Edward E. Ford Foundation

(<http://www.eeford.org>)

This foundation gives matching funds grants to independent secondary schools in the United States. Schools must be members of the National Association of Independent Schools (NAIS) to apply. Grants are \$50,000 or less. However, larger grants have been awarded. Proposals are accepted after a place has been secured on the agenda for one of the board meetings by calling 410-823-2201. The board meets in November, April, and June. The deadlines to submit proposals are September 1, February 1, and April 1, respectively.

The Coca-Cola Foundation

(<http://www2.coca-cola.com/citizenship/foundation.html>)

Coca-Cola supports successful educational programs in elementary and secondary schools and other tax-exempt organizations. The grant application is available online. Proposals should be very concise and limited to five pages or less. Funding decisions are made quarterly by the board of directors. The grant amounts vary.

American Association of School Libraries (AASL)/Highsmith Research Grant (<http://www.ala.org/ala/aasl/aaslwards/highsmithgrant/aaslhighsmith.htm>)

This grant supports research that measures and evaluates the value of school library

The screenshot shows the website for The Laura Bush Foundation for America's Libraries. The header includes the foundation's name and tagline: 'THE LAURA BUSH FOUNDATION FOR AMERICA'S LIBRARIES'. Below the header is a navigation menu with links for 'HOME', 'ABOUT', 'GRANTS', 'CONTACT', and 'DONATE'. The main content area features a 'Current newsletter from Laura Bush Foundation made available. Read here...' section with a 'Read here...' link. Below this is a 'Mrs. Bush' section with a 'Read about Laura Bush & her passion for books, reading, & children.' link. There is also a 'The Foundation' section with a 'Find out more about us & how you can contribute!' link. The footer contains contact information: 'The Laura Bush Foundation, 1122 Kankaworth Drive, Suite 105, Towson, MD 21284, phone: 410-823-2201, fax: 410-823-2202, email: info@laurabushfoundation.org'.

The Laura Bush Foundation

The Laura Bush Foundation for America's Libraries

(<http://www.laurabushfoundation.org>)

The Laura Bush Foundation provides grants to school libraries within the United States to purchase books. The purpose of the grant is to provide up-to-date books to schools that are in dire financial need. The maximum award amount is \$5,000. To apply, contact the foundation by

media programs in relation to learning and education. Grants are \$5,000 or less. Applicants must be personal members of AASL to receive a grant. The deadline is normally February 1 of each year. Grant applications are available online.

Fundraising Resources



General Mills Box Tops 4 Education

General Mills Box Tops 4 Education
(<http://boxtops4education.com>)

General Mills offers three ways to earn money for your school: (1) redeem box tops from General Mills products, (2) shop online with stores through Box Tops Marketplace, and (3) make charges with the Box Tops for Education Visa card. Eligible box tops are worth ten cents each. The program requires a site coordinator that collects the box tops and sends them to General Mills. Checks are mailed to participating schools twice a year on May 15 (deadline February 28) and December 15 (deadline October 31). The maximum amount per school is \$20,000 each year.

Tyson's Project A+

(<http://www.tyson.com/projectaplus>)
Tyson allows schools to earn money by redeeming Tyson Project A+ labels. Eligible products are identified with a Project A+ logo. Once a school has registered with the program, the site coordinator can collect and redeem labels year round. Each label is worth twenty-four cents and a minimum of one hundred labels can be submitted any time. Then a check will be mailed to the school within four weeks. A maximum of \$12,000 can be earned each year.

Campbell's Labels for Education
(<http://labelsforeducation.com>)

This program accepts labels from eligible



Campbell's Labels for Education

Campbell's products in exchange for materials, equipment, and even a minivan. The site coordinator collects the labels and selects items from the *Campbell's Labels for Education* catalog. The redemption period is August 1, 2005 to June 1,

2006. Labels must be postmarked by June 1 and received by June 15, 2006.

Ecophones (<http://www.ecophones.com>) Ecophones has a fundraising program that allows schools to recycle cell phones and ink jet cartridges for cash. Schools can receive up to \$300 per cell phone and up to \$5 per ink jet cartridge. A price list for the cell phones and ink jet cartridges is on their Web site. A representative from the school must register online to participate in the program. Ecophones will pay the shipping fees and mail a check to the school within thirty days after receipt and inspection of the items. All promotional materials, as well as tax deduction receipts for the donors, are available on their Web site. Ecophones is a member of the Better Business Bureau® Online Program. ■

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In Memoriam: Barbara Paddock Carroon



Lauren M. Young
Assistant Editor Mississippi Libraries
Instructor/Outreach Services Librarian
Rowland Medical Library
The University of Mississippi
Medical Center

Mississippi Libraries would like to recognize the passing of a great Mississippi librarian, Mrs. Barbara Paddock Carroon. Barbara died at the age of 82 on December 7, 2005, in a hospice facility in Ridgeland, Mississippi.

Barbara, a native of Pennsylvania, met her husband after moving to New Mexico upon graduation from the Clarion State Teachers College in 1945. She and Lamar Carroon married in 1947. The couple made homes in Santa Fe; Louisville, Kentucky; Albany, New York; Montgomery and Tuscaloosa, Alabama; and Denver, Colorado, before settling in Jackson, Mississippi in the 1960s. It was at this point that Barbara earned her master of library science degree from the University of Mississippi, a natural transition as she had worked in libraries in New Mexico, Colorado, and Alabama.

Barbara's service to Mississippi libraries was profound. As a school librarian, and then an administrator with the Hinds County Public Schools, she worked to develop effective K12 school library services in small, rural communities throughout the county. She worked with the Mississippi Library Association and the Mississippi State Department of

Education to implement the Mississippi School Library Media Specialists Assessment Instrument in 1988 in an effort to ensure qualified school library media specialists in all schools. She served as the Library Media Supervisor for Hinds County Schools and as Project Coordinator for Mississippi Humanities Council programs such as "Let's Talk About It" and "Mind-scape." She also worked on the MPA/MHC Newspaper Project.

The School Libraries Section of the Mississippi Library Association established the Carroon Apple Award to honor outstanding accomplishments in the field of school library media services. Barbara was awarded the first Apple award, and subsequent awardees have been awarded with a brass apple engraved with the words "MS. LIBRARY ASSN. – CARROON APPLE – OUTSTANDING SERVICE." When asked what winning the Carroon Apple Award meant to her, 2004 recipient Otha Keys said, "Winning the Carroon Award was an honor for me and so very special because it's given in honor of someone who spent her whole life promoting libraries and librarianship, something I love and try to do daily. The award and what it stands for inspired me to be better and try to live up to those standards that Mrs. Carroon set forth. It is doubly special in light of the fact that she is no longer with us and that I was the last recipient prior to her death. Her legacy and what she has done for all librarians is amazing; it humbles me

every time I look at the award or it is mentioned. I just hope that in my career I can be half the librarian and advocate for librarianship that she was and that I can inspire others as she has."

Carroon was an active member of the Mississippi Library Association, holding the offices of School Library Section Chair, Secretary and President for the Mississippi Library Association, President of the Friends of Mississippi Libraries. She served on the Administrative Board for the Jackson/Hinds Library System and the Consortium for Library Automation in Mississippi Task Force. She was honored as a National Advocacy Honor Roll Advocate for the American Library Association. Carroon also had strong community ties, including membership at the Briarwood Presbyterian Church in Jackson and in the Jackson Yacht Club for over thirty years.

Carroon is survived by her husband, Lamar Carroon of Jackson; son, Robert Carroon of Jackson; daughters, Barbara Ann Carroon of San Leandro, CA and Jean Carroon of Boston, MA; three grandchildren, Catherine Carroon, Lydia Carroon and Carter Payne; brother, Clark Paddock; and sisters, Elizabeth Jernigan and Phoebe Spence.

Memorial donations may be sent to the Rebuild Mississippi Libraries Fund, c/o AmSouth Bank, 210 E. Capitol Street, Jackson, MS 39201 and Briarwood Presbyterian Church, 620 Briarwood Drive, Jackson, MS 39211. ■

News Briefs



Prima Plauché, center, Hancock County Library System Director, receives the keys to the donated mobile unit from the Alleghany Public Library System Director John Taube. Also pictured is Marion Francis, Anne Arundel County Public Library Administrator and a Mississippi native. Francis spearheaded a disaster committee that committed the resources of the mobile unit, books and a cash donation from the Maryland Library Association. Photo by Mary M. Perkins

Hancock Library Receives Mobile Unit for Pearlinton

Anne Arundel County Public Library (AACPL) and other libraries in Maryland are stepping in to help the Hancock County Library System. The Maryland Library Association (MLA) Board has recently voted to adopt a "sister" library in the community of Pearlinton. Marion Francis, AACPL Administrator and Mississippi native, is chairing the committee in charge of this effort. The group includes representatives from public, academic and special libraries and media specialists from public school systems.

The Pearlinton Public Library, a branch of the Hancock County Library System, served both an elementary school and the general public. The facility, which opened in 1999, received extensive wind and water damage from Hurricane Katrina. The contents of the building were destroyed.

As part of the MLA effort, the Alleghany County Public Library is donating a bookmobile to the Pearlinton Public Library. Cash and donations from library systems, corporations and the general public were sought to refurbish the vehicle and outfit it with computers, books and other materials that can be enjoyed by the residents of Pearlinton and the surrounding communities.

"The offers of assistance from libraries and individuals from all over the world has been incredible," said Prima Plauché,

director of the Hancock County Library System. "The mobile unit from the Alleghany County Library System, and the work of the Anne Arundel County Public Library System and the Maryland Library Association, along with scores of individuals, corporations and libraries is a bright spot in an otherwise overwhelming, heart-breaking and long-term recovery."

SirsiDynix, one of the leading information technology providers for libraries and their users worldwide, installed the computer, barcode reader and printer for the mobile unit. Future plans call for obtaining satellite Internet service and providing more computers for the public. "Libraries are vital to the communities they serve," said Patrick Sommers, SirsiDynix chief executive officer. "The Hancock County Library System is proof of this. In a time of widespread devastation and uncertainty, Hancock County citizens looked to the library for information and assistance. At SirsiDynix, we understand that the sooner the library returns to normalcy then the sooner Hancock County returns to normalcy. This, coupled with our longtime relationship with Hancock County, is why it is important to us to help outfit this bookmobile for the community of Pearlinton and the surrounding areas."

More information on the mobile unit and the Hancock County Library System is available by calling 228-467-5282 or by accessing the library system's Web page at <http://www.hancocklibraries.info>.

Special Collections Gifts for Leontyne Price Library

Librarians at Rust College's Leontyne Price Library are very excited about receiving two valuable gifts as part of their special collections: the Toliver Gift of William Toliver serigraphs and oil paintings, and the contemporary "Inuit" sculpture gift of over forty pieces of carved stones from the Arctic region.

2005 MLA Public Relations Awards

The 2005 MLA Public Relations Awards were announced Monday, January 9 at the MLA Board Meeting and then displayed at the dedication of the

new MLC building later that afternoon.

The winners were:

- **First Regional Library** – Best Coordinated Effort of Several Libraries to Publicize Library Services Around a Single Theme or Event
- **Lee County Library** – Best Year-Round Effort by an Individual Library to Publicize Library Services in General
- **Laurel-Jones County Library** – Best Newsletter Submitted by Library Group

Hurricane Education Recovery Act

To all school library media specialists in Alabama, Louisiana, Mississippi, and Texas:

On December 30, President Bush signed into law the Defense appropriations bill, which included the Hurricane Education Recovery Act. This act provides funds for public and private schools that are educating displaced students and schools that were damaged and/or destroyed by Hurricane Katrina or Hurricane Rita.

Section 101 of the Hurricane Education Recovery Act provided funds for the "Immediate Aid to Restart School Operations." According to the legislative language, these funds may be used for a wide variety of activities including the initial replacement of instructional materials and equipment, including textbooks. Congress intended these funds to be flexible. We have contacted officials at the U.S. Department of Education and they concur with Congressional intent.

If you are in any school that qualifies for these funds, please contact your school administrator to ensure that the needs of the school library are met. If you are told that purchasing materials and/or equipment for school libraries is not an allowable use of funds, contact us immediately. We will provide you with official clarification from the U.S. Department of Education.

Emily Sheketoff

800-941-8478

esheketoff@alawash.org

Melanie Anderson

800-941-8478

manderson@alawash.org ■

About Books

Johnson, Mary Elizabeth and Carol Vickers; photography by J.D. Schwalm. *Threading the Generations: A Mississippi Family's Quilt Legacy.* Jackson: University Press of Mississippi, 2005. [119 pp., illustrated, notes, bibliography, index] \$28.00 (hardback)

Alabama author Mary Elizabeth Johnson has created another eye-catching book on Mississippi quilts. You may remember her 2001 publication *Mississippi Quilts*, published as an extension of the Mississippi Quilt Association's statewide documentation project. This new book focuses on the historical journey of one family's heirloom quilts from Abram Keller Shaifer's early settlement in 1813 to fourth generation and present-day owner, Mrs. Elizabeth (Libby) Hollingsworth.

According to co-author Carol Vickers, Libby was just one of thousands of Mississippians who participated in the 1995-1997 statewide quilt-swaps. Yet, her visit was the highlight of Vickers' two-year quest to document and photograph the state's treasures. Through Libby, Vickers discovered the Shaifer collection of quilts spanning one hundred years and made exclusively in Mississippi.

Libby had no idea how unique her quilts were until that day. After the event she stated, "I took five quilts, which was the limit. It was a slow day, so I took five more, then five more. By the time the quilt-sharing was over, I had taken twenty-nine quilts to be documented." Out of her collection, totaling over fifty, this book was born.

The book includes forty-four color, full-spread photographs of the Shaifer quilts. Many family photos are included in the book and are a nice touch as you read their stories. The chronological placement of quilt photographs allows readers to see an evolution of popular styles; utilitarian, complexly pieced, crazy fad, appliqué and decorative kits.

Both Johnson and Vickers are well-versed in the history of quilts and are always eager to share with an audience. Carol Vickers, a Decatur resident, is a

current member of the Mississippi Humanities Speaker's Bureau. A "must see" event occurs when the two meet for a shared audience. Their friendship, like the Shaifer pinwheels and nine patches, is threaded together beautifully.

This book is recommended for public and academic libraries. It appeals to history buffs, genealogy researchers, artists, crafters and any serious Mississippiana collector.

Maggie Moran

*Public Services & Reference Librarian
Northwest MS Community College*



Libby, David J. *Slavery and Frontier Mississippi, 1720-1835.* Jackson: University Press of Mississippi, 2004. 163 pp. \$42.00 (cloth binding)

Margaret Mitchell's *Gone with the Wind* may have given a romanticized view of the antebellum South, but David J. Libby's *Slavery and Frontier Mississippi, 1720-1835* exposes the sadistic reality of the unjust and inhumane treatment of slaves in the colonial to pre-Civil War Southern United States.

Libby focuses on slavery in Mississippi during the period of 1720-1835, covering the Spanish, French, and English colonies and U.S. territories until early statehood. Some studies viewed Mississippi as "a culture frozen in time," assuming that slavery or race relations in Mississippi were "static and unchanging." Libby argues that "slavery took many shapes in Mississippi before it became the institution stereotyped in so much scholarship studying the later antebellum period," and that this evolution spanned over one hundred years. Libby recognizes that in the early colonial period, the French, Spanish, Natchez Indians, Choctaw Indians, and the Senegambians in West Africa (where most of the slaves brought to the Lower Mississippi Valley came from) all had their own social construction of slavery. Natchez, Choctaw and Senegambians defined slavery in terms of membership in (or exclusion from) society. The

relationship between slave-owners and slaves was social rather than economic.

European colonial slavery, on the other hand, was economically driven. They brought with them people they thought were well-suited to enslavement. Slaves for them were property to be owned and protected. While there was no economic incentive to keep slaves in the former system, with the growth and demand of agricultural industry in Mississippi, slavery in Mississippi evolved as "a part of economic system related to European colonization that created a transatlantic marketplace."

Unlike other topical or thematic studies on slavery, this work examines slavery in Mississippi with an emphasis on issues of cultural exchanges and migrations, work patterns, economic transformations, slave communities, and planter ideology in a chronological approach. The author uses extensive primary and secondary sources to meticulously document and support his views on slavery in Mississippi in the colonial and early national periods. His analysis of runaway slaves advertised in the *Natchez Mississippi Messenger* between 1805 and 1808 is a good example of the analytical research method used in this study.

This book is highly recommended for all public and academic libraries in Mississippi and to all readers who are interested in slavery in the United States.

Daisy Cheng

*Head of Cataloging
University of Mississippi*



Huffman, Alan. *Mississippi in Africa: The Saga of the Slaves of Prospect Hill Plantation and Their Legacy in Liberia Today.* New York: Gotham Books, 2004. 328 pp. \$27.00 (cloth)

More a narrative than a history of a Mississippi family, *Mississippi in Africa: The Saga of the Slaves of Prospect Hill Plantation and Their Legacy in Liberia Today* is a story that begins with the last

will of Isaac Ross: planter, slaveholder, philanthropist and, ultimately, abolitionist. Upon his death in 1836, he stipulates in his last will that the majority of his slaves are to be emancipated and allowed to emigrate to the new American colony of Liberia on the western coast of Africa if they so chose. In addition, from the profits of the sale of Prospect Hill, one of his three plantations in Jefferson County, Mississippi, the freed slaves are to be given funds to support themselves as they establish a new colony called Mississippi in the southern part of Liberia. Ross' heirs fought to overturn the will, but in 1848, after twelve years of costly litigation, the courts supported the will, and subsequently, several hundred freed slaves sailed to Liberia.

The author, Alan Huffman, is a Mississippian who grew up hearing this family story. In his quest to document the facts, Huffman interviews several people who know the saga of the freed slaves of Prospect Hill, and, as descendents of both white and freed black families, they share their own versions of the tale. In addition to the oral histories handed down through the generations and family letters and diaries, the author also researched public, plantation and cemetery records that proved invaluable in his fact-finding search for reliable information to support the story.

So what happened to the two hundred or more emancipated slaves who sailed to Liberia, Africa from Prospect Hill in Mississippi? Huffman follows his story to Liberia in 2001 during a window of relative calm in the war-torn country. Through personal interviews with descendents, the author found that the freed black families who arrived in Liberia in 1848 encountered hardships, poverty and disease, and many died in the early years. Those that survived, however, established a colony that in many ways replicated the life they had known in Mississippi by building fine, beautiful neo-classical Greek revival homes, establishing their own plantations with slave or indentured labor, and introducing a representative democratic style of government for themselves. For 133 years, the Americo-Liberians held power in Liberia until the descendents of the indigenous tribal

peoples revolted and overthrew their government in the 1980s. Liberia still suffers from the aftermath of these troubled years and many members of the black colonial class wish to immigrate to America as there is a close idyllic bond with America and they take pride in their connection to the United States.

This is highly readable narrative about a little known event in nineteenth century Jefferson County, Mississippi history, the legacy of one family, and the fierce desire for freedom. The author enlightens our historical understanding of nineteenth century Mississippi and its impact on the civil conflicts of colonial and modern Mississippi in the African country of Liberia. The book includes an index and a list of resources consulted. This book is highly recommended for public libraries and collections that support Mississippi history and African American studies.

Ann Branton

Head of Bibliographic Services
The University of Southern Mississippi



Ward, Cynthia. *Sometimes There's a Dove*. Kingsport, TN: Twilight Times Books, 2002, 2004. 164 pp. \$14.95, (soft cover).

Poverty surrounds Claire but she witnesses strength. She finds friends among strangers and love within her family. In her debut novel, *Sometimes There's a Dove*, Cynthia Ward uses Claire's youthful voice to tell the story of a poor, sharecropper family, trying to survive in Mississippi during the early days of World War II. Claire's story reveals a history of a people with hard times, strong backbones, and the desire to make an honest living to support their families. She often shares antidotes, sometimes humorous, sometimes serious, about the children and adults who touch her young life.

Intrigued by the tales of her mother's life as the daughter of a poor Mississippi sharecropper during the 1940's, Ward introduces young Claire, a girl with a love for life and an uncanny observation for the details of the lives around her. In this sweet coming of age story, Claire portrays

a kinder side of poverty where families are strong and caring when life is rough and everyone has to pull together for support.

The characters in *Sometimes There's a Dove* portray likeable, real-life personas. Their contributions help make Claire's life full and enjoyable while giving the reader a chuckle or two. Ward has produced a well-written fiction which makes for an enjoyable read. She leaves the reader uplifted and wanting more.

Sometimes There's a Dove by Cynthia Ward is recommended for all Mississippi libraries with an interest in fiction, history, and family values. Though the author does not call her work Christian fiction, it is truly moral fiction that will touch any heart.

Donna Phelps Fite

Purvis Branch Manager
Lamar County Library System



Eakin, William R. *Redgunk Tales: Apocalypse and Kudzu from Redgunk, Mississippi*. Montpelier: Invisible Cities Press, 2001. 272 pp. \$14.95 (paperback)

Welcome to Redgunk, Mississippi, population "somewhere between two hundred and four hundred people, depending on which story you read." To your left you'll see Uncle Joe's Museum of Science and Egyptology. Over there is Orange Decker, a local UFO abductee, and that woman he's talking to is Opaline Redon, handbell player for the Christian Ladies Auxiliary of First Mount Zion Christian Church of Redgunk. If you listen real hard you might even be able to make out the distant sound of Moe Hart's ghost mowing his forty acres with a 3.75 horsepower Murray Model 83 push mower from Walmart.

Arkansas native William R. Eakin creates a fictional landscape that is a cross between Rod Sterling's *Twilight Zone* and Ray Bradbury's *Martian Chronicles* and sets it in the Deep South. While Flannery O'Connor may have claim on the "Christ-haunted South," Eakin's Mississippi town is just plain *haunted*. Mixing

(continued on page 17)

People in the News

Anita Walton Moore, the Head Librarian at Rust College's Leontyne Price Library, will receive the Mississippi Humanities Council Teacher Award at the 2006 Mississippi Humanities Council banquet in Jackson, Mississippi, for her presentation on "Rust College Special Collections: The Travels of a Librarian." She will also be traveling to China as a Fulbright Scholar in June 2006.



Glenice Stone, librarian at Northeast Mississippi Community College, and her husband **Bill Stone**, who teaches oral communication and philosophy classes at NEMCC, have been selected by the Mississippi Humanities Council to receive this year's Chair Award. The MHC Chair Award "is presented to an individual, group, or institution for special achievements in the humanities. This award can recognize a program or project of extraordinary quality or an individual, institution or corporation that has made an outstanding contribution to support the public humanities." The letter received from MHC informing them of this award said that the committee "cites in particular your many years of ground-breaking work with the annual humanities forum at Northeast and the presentation at last year's Modern Language Association conference outlining the long-term collaboration between the state council and a community college to bring quality programming to a rural area with few cultural opportunities." Their award was present-



Glenice Stone



Bill Stone

ed on Friday, February 3, 2006, at the Jackson Hilton at the Mississippi Humanities Council's annual awards dinner.



Mary Perkins, Public Affairs/Development Officer for the Hancock County Library System, has been named to the Hancock County Chamber's 2006 Leadership Class. The purpose of Leadership 2006 is to develop leadership skills for Hancock County business leaders and enhance their knowledge of county resources. The class meets once a month for a year, and will explore resources such as Stennis Space Center.



Mary Perkins



Prima Plauché, Hancock County Library System Director, is a member of the Hancock County Committee for the Governor's Committee on Recovery, Rebuilding and Renewal. The mission of the Commission is to give local leaders on the Gulf Coast and South Mississippi access to ideas and information that will help them decide what their town, county, and region will look like in the future.



Prima Plauché



Former Como librarian **Maggie Moran** has been hired at Northwest Mississippi Community College's R.C. Pugh

Library. Moran, who came to Northwest in August 2005 as a part time public service and reference librarian, began in that capacity full time at the beginning of the spring 2006 semester.



Maggie Moran

Before coming to Northwest, she spent nine years as library manager at the Emily J. Pointer Library in Como. "I am an active reader who loves to share books with others," Moran said. While at the library in Como, she began writing a column about books for the *Southern Reporter* in Sardis. She is currently contributing a weekly commentary on available books free to local newspapers in the counties served by the college as an outreach from the library. "I have an interest in promoting literacy and letting people know of interesting books that are out there," Moran said.

Margaret Rogers, Director of Learning Resources at Northwest said, "We are delighted to have Maggie. She is committed to encouraging people of all ages to read for fun and for information on new and interesting books to the community Northwest serves." Moran was born in Mineral Wells, Texas, and grew up in Galatin, Tenn. She received a bachelor's degree in aerospace management from Middle Tennessee State University. An avid pilot, she worked as an air traffic controller for six years. She received her master's in library and information services from the University of Alabama this year. During the time she was library manager in Como, she wrote grants for the community of Como totaling over \$20,000 and hosted eleven traveling exhibits. She was a member of the Como Rotary Club from 1997 to 2004 and is currently a member of the Mississippi Library Association, American Library Association and Public Library Association. Moran enjoys reading, flying, gardening, walking for fitness and caring for her four dogs and one cat. She and her husband Pete live in Como. ■

MLA Executive Board Meeting Minutes

OCTOBER 26, 2005

Board members attending:

Susan Cassagne, *President*
Catherine Nathan, *Vice President/President-elect*
Carol Green, *Treasurer*
Linda Milner, *Secretary*
Jennifer Smith, *Public Libraries Chair*
John Whitlock, *Special Libraries*
Randy Sherard, *Trustee Chair*
Robert Lipscomb, *ALA Councilor*
Juanita Flanders, *Past President*

Others in attendance:

Mary Julia Anderson, *MLA Executive Secretary*
Jeff Slagell, *2007 Vice President/President-elect*
Molly Signs, *Web Page Chair*
Tisha Zelner, *Mississippi Libraries*
Sherry Laughlin, *Mississippi Libraries*
Daisy Cheng, *Membership Committee Co-Chair*
Elizabeth Stephan, *Mississippi Libraries*
Mary Edmond, *Friends of Mississippi Libraries*
Jane Stauble, *Mississippi Author's Award Chair*
Alison Mays

MLA President, Susan Cassagne, called the meeting to order at 10:00 a.m. in the meeting room of the Ridgeland Public Library. The agenda was presented and a quorum was declared.

OFFICER AND STAFF REPORTS

President Cassagne asked voting members of the board if they had received the August 19, 2005 minutes. Everyone agreed that they had received the minutes. A motion was made and seconded to accept the minutes as presented. The motion passed unanimously.

■ Treasurer Report

Carol Green gave a financial report for August, September, and October. A copy of the financial report was distributed to the board. Four exhibitors requested refunds fees due to cancellation of the MLA Convention. The financial report was accepted by the board.

■ President Report

Susan Cassagne reported that the MLA Convention to be held in Vicksburg in October was cancelled due to Hurricane Katrina. She reported that she had attended the ALA Conference in Chicago and had a wonderful time.

■ Vice President Report

Catherine Nathan reported there had been a wonderful conference planned for 2005 but due

to Hurricane Katrina it was cancelled. Tunica will be the site for the 2006 MLA Conference.

■ ALA Councilor Report

Robert Lipscomb reported that libraries all over the country had been kind in sending their regrets over the destruction of Mississippi libraries. He stated that he had received a phone call from the ALA president informing him that *American Libraries* is planning a feature story about the lost of coastal libraries.

■ SELA Report

A written report was submitted by Mary Beth Applin, SELA representative.

■ ML Co-Editor Report

Sherry Laughlin reported that the fall issue of *ML* was only about a week late due to Hurricane Katrina. Elizabeth Stephan, editor for 2006, stated there will be a special section in the *ML* winter issue relating to the destruction of libraries due to Hurricane Katrina. The spring issue will be devoted to school libraries and the fall issue will be related to the recovery of libraries due to the hurricane. Elizabeth reported the following editors with *ML* will be: Lauren Young, assistant editor; Tisha Zelner, copy editor; and Christina Torbert, book review editor.

■ Executive Secretary Report

Mary Julia Anderson reported that she is moving in November into the MLA office, housed in the new MLC building. MLC is moving the MLA materials.

SECTION REPORTS

■ School Libraries Report

A written report was submitted by Bettie Cox relating to the Dollar General grants.

■ Special Libraries Report

John Whitlock presented a report.

ROUNDTABLE AND COMMITTEE REPORTS

■ Friends of Mississippi Libraries Report

Mary Edmond gave a report on Rebuilding Mississippi Library Fund. She is encouraging Friends chapters to donate money.

■ Membership Report

Daisy Cheng reported that the MLA membership form has been updated on the MLA Web site.

■ Fiscal Management Report

Jennifer Smith, co-chair, stated that plans are in the making for a fiscal management meeting.

■ Web Page Report

Molly Signs made the motion to move the MLA list serve back to USM. Jennifer Smith seconded the motion and the motion carried.

OLD BUSINESS

The lists of members of each Section and Roundtable are now available by section or roundtable on the MLA Web site.

NEW BUSINESS

Randy Sherard made a motion that the current MLA officers continue in their present positions for another year. Robert Lipscomb seconded the motion. The recommendation for the motion came from a former president who felt that, because of the events resulting in the need to cancel the 2005 Conference, and in the best interest of the continuity of MLA, this was the best solution. After some discussion during which several officers, including the vice president/president-elect voiced approval, the president called for a vote and the motion passed with Juanita Flanders, MLA Past President, casting the only dissenting vote.

President Cassagne recommended that each section and roundtable make their own decision regarding their officers.

Catherine Nathan made a motion to hold the 2007 MLA Conference in Vicksburg. Randy Sherard and Juanita Flanders seconded the motion. The motion carried. Randy Sherard will negotiate the necessary contracts.

ANNOUNCEMENTS

Susan Cassagne reported the MLA office now has wireless capability.

The new address for MLA is: P.O. Box 13687, Jackson, MS 39236.

The date of the next MLA board meeting will be December 16, 2005 at the new MLC building.

ADJOURNMENT

There being no further business by the Board, a motion was made, seconded and unanimously passed to adjourn. The board adjourned at 11:45 a.m.

Respectfully submitted,
Linda Milner
Secretary ■

ABOUT BOOKS

(continued from page 14)

the mundane and ignorant with elements like aliens, mythical creatures, psychics, spirits, and mummies, these tales are woven together with a common geography. Each story trails fingers of familiar landmarks and faces into the other so that, even though this is a book of short stories, they are interlocked in a way that makes this feel more like a novel.

The author's writing style draws the reader in and often moves into a Faulkneresque style of poetic writing with run-on sentences creating images and feelings that cannot be conveyed with mere prose fiction. In the story "Meadow Song," an elderly Redgunk native reunites with the spirit of his disabled wife:

And my body lurches, as if the heart has stopped, again, completely – no, as if some devil has ripped from me and away, and the scales before my eyes have fallen aside, and I do not have to peer through physical cataracts to try to see you, or to see glimpses of you from the corners of my eye there in the woods or there among the fresh columbines or bending to pick the stalks of poke salat. I see you, Laura. I see that you are close.

Even readers who normally avoid science fiction and fantasy may enjoy the beauty of Eakin's imagery, his understanding of human nature and his attention to detail. The author is able to take the ordinary and give it a polish that makes it shine bright enough to rival the presence of the supernatural in each of these tales.

Eakin has published previously in magazines like *Realms of Fantasy*, *Amazing Stories* and *Science Fiction Age*. Many of his stories are award-winning and he has been recommended for the Nebula Award. This book is recommended for public libraries and academic libraries that have an interest in collecting science fiction.

Adrienne Lee

Information Services Librarian

The University of Southern Mississippi ■

MARK YOUR CALENDAR

LLA Annual Conference

Lafayette, LA

March 28-30, 2006

http://www.llaonline.org/ne/lla_conference.php

National Library Week

April 2-8, 2006

<http://www.ala.org/ala/pio/campaign/nlw/NLW.htm>

TLA/SELA Joint Conference

Memphis, TN

April 5-7, 2006

<http://www.tnla.org/displayconvention.cfm>

ALLA Annual Convention

Florence, AL

April 25-28, 2006

<http://allanet.org/www/convention/index.htm>

ALA Annual Conference

New Orleans, LA

June 22-28, 2006

<http://www.ala.org/ala/eventsandconferencesb/annual/2006a/2006an.htm>

MLA Annual Conference

Tunica, MS

October 24-27, 2006

<http://www.misslib.org/activities/conf/index.php>

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

Sign me up! I decline

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C. ROUNDTABLES SUBTOTAL \$ _____

D. SCHOLARSHIPS

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Donation to Virgia Brock-Shedd Scholarship \$ _____

D. SCHOLARSHIP SUBTOTAL \$ _____

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

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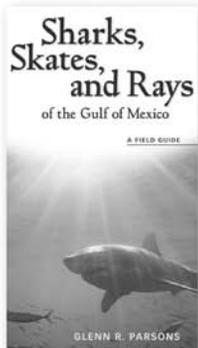
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Dues must be paid by **March 1** in order to receive the Spring issue of **Mississippi Libraries** and for annual election of officers. MLA may at times supply its membership list to professional organizations or library vendors.

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

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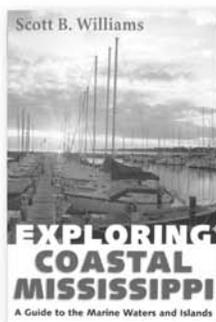
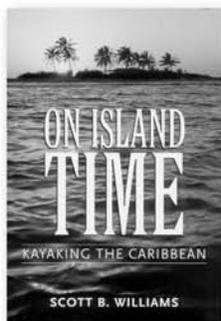


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