

MISSISSIPPI LIBRARIES

Vol. 78 No. 3

Fall 2015

Mississippi Libraries

Vol. 78 No. 3

Fall 2015

Contents

Editor's Note (2)

Alex Watson

Library Science Education at Southern Miss : A History of Survival and Growth (3)

Matthew Griffis

Promoting Critical Dispositions : Incorporating the IL Framework in One-Shot Library Instruction (8)

Savannah Kelly

News Briefs (10)

People in the News (13)

Book Reviews: (14)

Stranger at the Gates

In the Custody of Words: Poems

Womanpower Unlimited and the Black Freedom Struggle in Mississippi

The Memorial Art and Architecture of Vicksburg National Military Park

Faulkner and Mystery

On the cover: *Autumn* by Penrhyn Stanlaws, 1907.

<http://www.loc.gov/pictures/item/2015648018/>

Editor's Note

Alex Watson

*Reference Librarian and
Associate Professor
University of Mississippi*

My three-year term as editor of *Mississippi Libraries* has come to an end. With this final issue, I hand off my duties as editor to my successor, my colleague Tina Harry.

When I first joined *Mississippi Libraries* as Advertising Editor, it was very much a traditional publication: printed in glossy cardstock and full color. Honestly a part of me still prefers it that way, all except the \$13,000 or so in printing costs at least!

Taking over as editor meant taking over in a period of transition, when MLA was interested in moving away from a print periodical to something online, open source, and accessible. It's been a difficult road for all of us, with all the hard work of learning a journal management system from the inside-out while trying to manage an ever-changing timetable. If, at times, wrestling with formatting and technology made everything take longer than it seems like it should, there was at least the benefit of knowing that we were on the open-source side of the cutting edge.

One thing that my editorship has shown me is that Mississippi librarians of all stripes are full of ideas for research, full of ideas for outreach, and full of ideas in general. MLA members make up in creativity what they may lack in funding, and in a state like ours,

that kind of dedication and outside-the-box thinking is sorely needed. From history to programming, book buying to outreach, or the occasional facet so esoteric that I never would have guessed it, our submissions have never ceased to be a lively bunch.

It's worth pointing out that we've had the benefit of tremendous work from our book reviewers as well. Writing a book review is a neglected art, and our reviewers gave their all to thoughtful and detailed analyses. Better still, many of our books were of local interest or limited scope, meaning that it was very likely that few if any reviews other than ours would ever appear. Local and regional authors need honest reviews if Mississippi is ever going to shake its reputation as a cultural dead zone, or a place with its best writing years long behind it, and our reviewers at *Mississippi Libraries* definitely stepped up to the plate as far as that was concerned.

The most fun that I had as editor, I think, was dealing with all the wonderful artwork submissions for our front covers. We have featured everything from original pieces of Mississippi fine art to old photographs to repurposed pre-copyright posters on our cover, even though a cover is an increasingly abstract concept in the world of digital publishing. It taught me a lot about both digital and print publishing, so much so that I have been able to put those skills to good use helping other people prepare items for print and electronic distribution

while avoiding the dreaded pixilation of the wrong resolution.

I would like to thank all of our contributors who were ever so patient with both me and the new system. In spite of the hiccups, I think that *Mississippi Libraries* produced some of its best articles and most incisive reviews during that time. I would especially like to thank our book review editors, Jennifer Brannock and Jennifer Culley, for their incredibly able support.

Tina Harry, wearing her hat as news editor, was also a tremendous help and proved that she had what it takes to run the entire operation. Clay Hill and Stephen Cunetto were also instrumental in getting the site set up, and whatever direction Tina winds up taking us, she'll have a strong foundation thanks to their support and perhaps more importantly their server space.

Thanks again for giving me the opportunity to serve as your editor. I think that Tina will do great things with this publication, and will run a much tighter ship than the occasionally leaky canoe I've been paddling. She's got my full support and confidence, and my services as a volunteer should she need them (which I doubt!).

And for everyone who was fooled—and everyone who was not fooled—by the April Fools issue that I briefly ran as our actual issue of *Mississippi Libraries*...thanks.

Library Science Education at Southern Miss: A History of Survival and Growth

Matthew Griffis

Assistant Professor

School of Library and

Information Science

University of Southern Mississippi

“[Librarianship] belongs to that class of occupations that require general culture, special training in theory and practical experience, including skill in a certain number of manual operations. This, if it is a profession, classes it with medicine rather than with law.”

—Arthur Bostwick, 1929

“The best librarians... are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and teachers.”

—Melvil Dewey, 1876

If a librarian is, as Bostwick (1929, p. 387) and Dewey (1876, p.5) suggest, part technician and part educator, then the synthesis is the librarian as enabler: the one who opens doors for others. We stand for access: bridging, fairness, and empowerment. And although the librarian of the mid-19th century was more of a sentinel, the guardian of a storehouse of knowledge, the emergence of formal librarian education in the later century led the way toward making information and knowledge more accessible. The move toward standardization in the 1920s further legitimized these values, and ensured that the trained,

“professional librarian” was part technician, part educator, part storyteller, and even part counsellor: a mixed bag of “helping” skills aimed at making library users more literate, more aware, and more capable of sharing their knowledge with others.

Mississippi has a place in this story. Although libraries appeared in the state as early as 1818 (Halsell, 1975), training for librarians was not available until 1926 at the State Teacher’s College in Hattiesburg, later renamed The University of Southern Mississippi. Southern Miss awarded its first master’s degree with a major in library science exactly fifty years ago, in 1965.

Today the University still offers librarian education programs through its School of Library and Information Science (SLIS), one of the leading LIS schools in the

southeastern region. Over the years, SLIS has successfully adapted to rapidly changing professional and pedagogical standards. In 1980 the School became the first accredited library school in the state, and in 2002 its MLIS degree became one of the first fully-online ALA-accredited master’s programs in the country. Today, students from all over the state, region, country, and abroad prepare for careers as librarians and archivists in the school’s virtual classrooms.

THE ORIGINS OF A PROFESSION

Before librarianship became a recognized profession, libraries were staffed by people who were understood to be merely “custodians” of books who had done their full duty, as Melvil Dewey (1876) once explained, if they had “preserved the books from loss and, to a reasona-



ble extent, from worms” (p. 5). In ancient times these “custodians” were sometimes tutors for children of nobility but focused predominantly on cataloging scrolls and tablets. By the mid-19th century, library workers included scholars, teachers, and even clergymen. They worked in colleges, social libraries and Mechanics’ Institutes and learned through trial and error (Wilson & Hermanson, 1998).

While archival classes were offered in Europe as early as 1821 (Davis Jr., 1994), formal courses of study for librarians were slower to develop. In 1876 the American Library Association (ALA) was established and began printing the influential *Library Journal*. The U.S. Bureau of Education published its *Public Libraries in the United States of America: Their History, Condition, and Management* (1876), a report that included some of the earliest “best practices” articles written by librarians on subjects related to library practice. Both events inspired the growth of professional development for those engaged in library work.

In 1887 Melvil Dewey opened his School of Library Economy at Columbia University, now considered the earliest of the modern library schools (Davis Jr., 1994). Its inaugural curriculum included courses on book selection, book repair, library administration, and bibliography. By 1900 training institutes were established at Albany, Pratt, Drexel, and Illinois (Rubin, 2010). The Association of American Library Schools formed in 1915, as more library schools emerged. Handbooks and manuals written for novice librarians began to appear, for instance John Cotton Dana’s classic text *A Library Pri-*

mer in 1899.

By 1920, library schools existed in a variety of forms. Some were affiliated with post-secondary, degree-granting schools; some were summer institutes; and some were simply occasional workshops (Bostwick, 1929). After reviewing the progress of their library building program, the Carnegie Corporation of New York shifted their focus from bricks and mortar and toward librarian education (Johnson, 1952). Charles C. Williamson’s landmark report, *Training for Library Service*, funded by the Carnegie Corporation and published in 1923, led to the establishment of an accrediting body within the ALA (Wilson & Hermanson, 1998).



ANNA ROBERTS, WILLIAM TRACY, AND THE SCHOOL OF LIBRARY SERVICE AT SOUTHERN MISS

By the 1920s, the need for trained librarians was growing. For instance, it was law in several states that publicly funded libraries employ trained librarians (Bostwick, 1929). Vanderbilt opened its library school at Peabody College in the mid-1920s and similar library training programs emerged in other southern states, which helped answer the call. The prevalence of normal schools also helped, since many of them offered classes in “teacher-librarianship”. And when the State Teacher’s College in

Hattiesburg began offering them in 1926, library classes were available in Mississippi for the first time in the state’s history.

The State Teacher’s College in Hattiesburg opened in 1912 as the Mississippi Normal College. Its first library occupied one room on the second floor of College Hall. Pearl Travis was librarian until 1926. Travis’s replacement, Anna M. Roberts, held degrees from Vanderbilt University and had also studied library service at Peabody College (Pace, 1975). Roberts managed the school’s library and taught library courses to aspiring teacher-librarians who, according to the 1931 bulletin, wished “to prepare themselves to teach in one field and also to take charge of the school library.” The courses were a success. The curriculum included classes on administration, book selection, cataloging, reference, bibliographic instruction, and even a class on “adolescent literature.”

Over her thirty-six years of service to the College, Roberts witnessed much change around campus. In the 1930s the College’s library was moved to the Science Hall (now Southern Hall) and then in 1940 moved to the newly completed Joe Cook Memorial Library building (now Kennard-Washington Hall). The library science program became a part of the School of Education and Psychology in 1957. When the new Cook Library building was completed just three years later it included space for the Department of Library Science (Pace, 1975). In 1962, when the College became The University of Southern Mississippi, Roberts retired from her position. Her replacement was Dr. William Tracy, a graduate of the University of Chicago. Tracy

became the third Library Director and was also made chairman of the Department of Library Science.

Changes in the profession were also affecting the growth of the department. New standards released in the early 1950s established the master's as the basic degree for professional librarians (Bobinski, 2007). Other library schools were now offering master's degrees; some were even awarding doctorates. Under the school's new accreditation as a university, Dr. Tracy initiated the first graduate library science program at Southern Miss in the fall of 1963 (Pace, 1975). Its first graduates emerged in 1965.

Throughout the 1960s, the Department gained new faculty and grew in reputation. Dr. Lena de Grummond, a professor of library science with a specialization in children's literature, established a teaching collection of manuscripts, artwork, and published children's books. The collection quickly grew in size and renown. Today, now a part of the University's special collections, the de Grummond Children's Literature Collection contains materials from over 1,300 authors and illustrators and over 160,000 books dating from 1530 to present. In 1968, with the cooperation of Dr. Tracy, de Grummond organized the first of what eventually became an annual series known as the Children's Book Festival. The festival awarded its first University of Southern Mississippi Medallion in 1969 to Lois Lenski; past winners have also included Maurice Sendak and Judy Blume. In 1985-86 the Ezra Jack Keats Foundation,



in partnership with the New York Public Library, began issuing annual awards to children's writers and illustrators. Since 2012 the University of Southern Mississippi has been co-presenting (with the Foundation) these awards at the annual Children Book Festivals. The 50th annual festival will take place at Southern Miss in spring of 2017.

Despite its successful launch in 1963, the graduate program in library science was not yet a fully-accredited degree program. Under the College of Education and Psychology, the department re-established itself as the School of Library Service in 1976 with Dr. Onva K. Boshears, who had joined the faculty one year earlier, as Dean. With the encouragement of university President Dr. Aubrey K. Lucas (Greiner & Smith, 2012), the new School sought accreditation from the American Library Association, which it received in July of 1980.

The School continued to

attract new and accomplished faculty. Joseph J. Mika and Dr. Jeannine Laughlin joined the School in the late 1970s. Dr. Antonio Rodriguez-Buckingham, who held a master's from Harvard and a PhD from Michigan, and who had served fourteen years as a librarian at Harvard University, joined the faculty in 1980. Laughlin's specialization was in school media centers and Rodriguez-Buckingham's specialization was in book history and print culture. In 1981, the School began participating in the University's study abroad program, taking students to libraries and archives in Europe.

The late 1980s and early 1990s brought more growth to the School of Library Service. In 1988, it was renamed the School of Library Science and moved to the College of Liberal Arts. Dr. Laughlin, its new director, continued to lead annual study abroad trips for library students until her retirement in the 1990s. In 1991, Dr. Joy

Greiner became Director of the School. In 1993, the School of Library Science was renamed the School of Library and Information Science (SLIS) and carries the name to this day.

NEW FRONTIERS

In recent years SLIS has increased focus on broadening access to its programs. In the 1990s and early 2000s, through partnerships with the Anthropology, History, and Political Science departments, SLIS began offering dual master's degree programs. It initiated its Graduate Certificate in Archives and Special Collections in 2009 and its Graduate Certificate in Youth Services and Literature in 2013.

Following in the footsteps of Drs. Laughlin and Greiner, Dr. Teresa Welsh, who joined the faculty in 2003, took over the department's British Studies courses in 2007. The program, which takes MLIS students on tours of libraries, archives and museums in London, Oxford, and Edinburgh, has accepted library students from many other ALA-accredited MLIS programs across the continent, including students from Simmons, the University of South Carolina, Rutgers, and the University of Toronto.

Since the program at Southern Miss is the only ALA-accredited library program in the state (and one of only about fifty in the country), over the years SLIS has adopted a number of distance learning models to make its classes more accessible to off-campus stu-

dents. As Norton (2003) and Greiner & Smith (2012) explain, by the early 1990s SLIS was offering library classes in Jackson, Pica-yune, and Long Beach. By 1995 SLIS was employing a statewide interactive video network (IVN) service. In 1998, SLIS adopted Web Course Tools (WebCT) and began delivering classes through a combination of face-to-face and online methods. In fall of 2002, SLIS launched a fully-online master's program, one of the first in the United States. By 2010 SLIS was



one of only sixteen ALA-accredited library schools in North America offering an MLIS degree entirely through some means of distance learning (Rubin, 2010). Today, SLIS programs admit students from all over the state, many from other states, and even some from abroad.

The program has also grown with a steadily strong leadership. In 2000, Greiner handed the directorship of the school to Dr. Thomas Walker. Later Directors have included Dr. Melanie J. Norton (2003-2012) and Dr. Elizabeth Haynes (2013-2015). The School's new Director, Dr. Teresa Welsh, began in

July of this year.

CONCLUSION

Since Anna Roberts's first classes in library service in 1926, the library education program at Southern Miss has grown into one of the leading LIS programs in the South. And at a time when some question librarianship's relevance in the new century, enrollment in SLIS's programs has been steadily increasing. This is not surprising considering its broad array of programs as well as its continued commitment to

online delivery. In fact, the MLIS program was Southern Miss's first fully online degree program. Since then, SLIS has become a recognized campus leader in online teaching methods at the University.

At the dawn of the new century, the library and information science education program at Southern Miss will continue preparing students for promising careers in libraries, ar-

chives, and special collections. It will, as it has over its ninety years, continue to adopt new methods of broadening access to its many programs and continue to create new partnerships on local, regional, national, and international levels.

Special thanks to: Karen Rowell and Drs. Teresa Welsh, M.J. Norton, Antonio Rodriguez-Buckingham, and the late Dr. Joy Greiner.

WORKS CITED

- Bobinski, G. (2007). *Libraries and librarianship: Sixty years of challenge and change, 1945-2005*. Lanham, Maryland: Scarecrow Press.
- Bostwick, A.S. (1929) *The American public library*. New York: Appleton & Company.
- Davis Jr., D. (1994). Education for librarianship. In W. Wiegand & D. Davis Jr (Eds.), *Encyclopedia of library history* (pp. 184-186). New York: Garland.
- Dana, J.C. (1899). *A library primer*. Chicago: Library Bureau.
- Dewey, M. (1876). The profession. *American Library Journal*, 1 (1), 5-6.
- Greiner, J., & Smith, C. (2012). *History of development of the School of Library and Information Science*. Unpublished manuscript, School of Library and Information Science, University of Southern Mississippi, Hattiesburg, MS.
- Halsell, W.D. (1972). Eleven libraries in ten communities in eight years: Carnegie's contribution to state. *Mississippi Library News*, 36, 212-14.
- Johnson, A.S. (1952). *A pioneer's progress*. New York: Viking.
- Norton, M.J. (2003). The University of Southern Mississippi School of Library and Information Science distance education history and programs. In D. D. Barron (Ed.), *Benchmarks in distance education* (pp. 299-311). Westport, CT: Libraries Unlimited.
- Pace, E. E. (1975). The university libraries. In M. Peebles & J.B. Howell (Eds.), *A History of Mississippi Libraries* (pp. 251-313). Montgomery, AL: Paragon Press.
- Rubin, R. (2010). *Foundations of library and information science*, 3rd ed. New York: Neal-Schuman.
- U.S. Bureau of Education. (1876). *Public libraries in the United States of America: Their history, condition, and management*. Washington, DC: U.S. Government Printing Office.
- Wilson, A., & Hermanson, R. (1998). Educating and training library practitioners: A comparative history with trends and recommendations. *Library Trends*, 46(4), 467-504.

Promoting Critical Dispositions

Incorporating the IL Framework in one-shot library instruction

Savannah Kelly
Reference Librarian and
Assistant Professor
University of Mississippi

The ubiquitous one-shot (a single sixty- to ninety-minute library session) is all too familiar to instruction librarians in academia. It is the most frequently discussed topic at LOEX (Library Orientation Exchange), the annual instruction librarian conference, and is a permanent fixture in the pedagogical framework of academic libraries nationwide.

Librarians in postsecondary education rely on the one-shot to provide a variety of library instruction to students across the disciplines. In early 2015 the ACRL (Association of College and Research Libraries) officially adopted the *Framework for Information Literacy for Higher Education* as guiding documentation for instructional and teaching purposes in libraries. Although welcomed by many in the profession, the introduction of the *IL Framework* will challenge the way librarians have traditionally approached the one-shot.

Those familiar with the one-shot genre are aware of its inherent difficulties: librarians are expected to convey the entire research process to students during a sixty- or ninety-minute instruction session. This, of course, is unrealistic but librarians have approached the dilemma pragmatically by embracing a variety of techniques that make the best of a tricky situation. Many librarians follow recommended practices including Wiggins and McTighe's (2005) backward design principles as well as methods to gather pre-assessment student data.

As much as time allows, librarians prepare by taking into account students' familiarity with library resources, class standing, upcoming source-based assignments, and faculty requests before developing the one-shot. Yet despite thorough instructional planning it remains difficult to establish students' prior content knowledge, teach new information, address

faculty needs, and assess student learning, all in sixty-minutes. In response to these limitations many librarians find themselves acting as database trainers or library navigators rather than teaching more complex, interdisciplinary information literacy concepts.

The new *IL Framework* conceptualizes information literacy differently than the *IL Standards* from 2000. Whereas the *IL Standards* distilled students' information-seeking behavior into measurable outcomes, the *IL Framework* embraces a broader, less prescriptive approach to the "information ecosystem in which all of us work and live" (2015, intro.). The *IL Framework* argues for pathways that enable "understanding or ways of thinking and practicing within [a] discipline" (2015, intro.). Students will traverse through these pathways, or threshold concepts, on their way to understanding information literacy. These concepts include: Scholarship as Conversation, Authority is Constructed and Contextual, Information Creation as a Process, Information has Value, Research as Inquiry, and Searching as Strategic Exploration.

The *IL Framework* casts an entirely different perspective on information literacy than the traditional language of the *IL Standards*. Even before the *IL Framework* was officially adopted by the ACRL Board, many librarians expressed concerns about this approach; this was not necessarily because librarians did not like it (although some did not), but because librarians did like the approach, but were unsure how to integrate these concepts into the mainstay of library instruction: the one-shot.

Even the creators of the *IL Framework* have admitted the difficulties of integrating this new model into the one-shot genre: "Librarians and teaching faculty must understand that the *Framework* is not designed to be implemented in a single information literacy session in a student's academic career" (2015, appendix). Yet the majority of authors who drafted the *IL Framework* are from large universities -- Ohio State University, University at Albany (SUNY), California State University

Long Beach -- so they should be familiar with the challenges of instructing large student populations as well as the entrenchment of one-shots in academia.

Although one could argue that the *IL Framework* is easier to integrate into semester-long courses or other types of embedded instruction, that is not to say that the *IL Framework* can not, or should not, be integrated into one-shot library instruction. One of the advantages of the *IL Framework* is its emphasis on the attitudinal, or affective, domain of learning. For each threshold concept, the ACRL includes "dispositions" that help students adopt a particular intellectual stance towards learning new information. The following excerpts from the *IL Framework* exemplify those dispositions:

Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives (Authority is Constructed and Contextual);

Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes (Information Creation as Process);

See themselves as contributors to the information marketplace rather than only consumers of it (Information has Value);

Demonstrate intellectual humility (Research as Inquiry);

Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation (Scholarship as Conversation);

Exhibit mental flexibility and creativity (Searching as Strategic Exploration).

These dispositions offer librarians the opportunity to integrate the *IL Framework* into current modes of library instruction without complete disruption of traditional approaches and expectations of the one-

shot. Colleen Burgess (2015), a librarian at Western University in Canada, advises instructor-librarians to embrace the *IL Framework* by modeling these dispositions in the classrooms. If librarians teach students to work through a messy, organic approach to research then we can be more confident that our students are willing to do the same.

One particular recommendation from Burgess is to move away from using prearranged searching examples. Rather than preparing searches beforehand, librarians can demonstrate “research for what it truly is, a non-linear, messy process...we do a disservice to our students when we make research look quick and easy. I think there is greater value for the students in seeing us model the dispositions of resiliency and creativity in response to research challenges” (p. 4).

The *IL Framework* presents an opportunity to demonstrate both critical inquiry and critical dispositions during the one-shot. Librarians should encourage students to question traditional conventions and exhibit persistence and flexibility in the face of research challenges and pitfalls. Adopting these strategies will help students become more thoughtful and productive researchers. Librarians should be willing to highlight their own successes and challenges with information literacy so that students view their own experiences as a point on a continuum rather than dichotomously (the librarian “gets it” and I don’t “get it”).

Once librarians share their own challenges with the research process, students are more likely to respond in kind. By creating a safe environment for self-reflective learning and being intellectually humble (i.e., admitting one’s limitations and sharing mistakes), librarians are helping students embrace new attitudinal dispositions reflected in the *IL Framework*.

Although the one-shot will continue to offer unique time and content constraints, librarians can begin to embrace the *IL Framework* by reviewing the threshold concepts’ dispositions and considering ways to display those affective learning strategies in the classroom. When librarians make the effort to demonstrate particular dispositions, and encourage students to do the same, we are helping students become critical consumers and creators of information, thus cultivating an intellectual stance that will serve students even after

they leave the academy.

References

- Association of College and Research Libraries. (2000). Information literacy competency standards for higher education. Retrieved from <http://www.ala.org/acrl/standards/informationliteracycompetency>
- Association of College and Research Libraries. (2015). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
- Burgess, C. (2015). Teaching students, not standards: the new ACRL information literacy framework and threshold crossings for instructors. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 10(1), 1-6.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

News Briefs, Fall 2015

Tina Harry

*Catalog & Assistant Automation
Librarian and Associate Professor
University of Mississippi*

TASHA TUDOR EXHIBIT IN HATTIESBURG

Tasha Tudor (August 28, 1915-June 18, 2008) is one of America's best-known and beloved illustrators. Her first little story, *Pumpkin Moonshine*, was published in 1938. She illustrated nearly one hundred books, the last being the 2003 release *The Corgiville Christmas*. She received many awards and honors, including Caldecott Honors for *Mother Goose* and *I is One*. Many of her books are printed in foreign languages and distributed around the world. She also created thousand of Christmas cards, Advent calendars, valentines, posters, and other works throughout her 70-year career.

The de Grummond Children's Literature Collection at The University of Southern Mississippi features 130 original works of art by award winning illustrator, Tasha Tudor, at an exhibit through Decem-

ber at Oddfellows Gallery in downtown Hattiesburg. These pieces are part of a traveling exhibit organized by Norman Rockwell Museum, Stockbridge, Massachusetts.

The exhibit, entitled *Tasha Tudor: Around the Year*, includes original paintings, books, cards and calendars, studies, manuscripts, doll cards & letters, and ephemera, artifacts including hand-painted goose eggs and hand-decorated floral box.

The exhibit illuminates the changing seasons and special celebrations with outstanding, rarely seen examples of this beloved author and illustrator's original art for children's books and greeting cards highlighting the holidays, including Christmas, a favorite of Tudor's.

"Rarely do we have a world class exhibit, such as *Tasha Tudor: Around the Year*, come to Hattiesburg. Through the generosity of the C.E. and S. Foundation and the Norman Rockwell Museum, we are able to recognize the centenary of one of America's most significant illustrators.

Those who view the exhibit will have an opportunity to purchase one of a kind Christmas cards as well as books and prints. We look forward to celebrating the work of Tasha Tudor," said Ellen Ruffin, de Grummond Curator.

The de Grummond Collection has events scheduled throughout the exhibition, and events including a symposium which took place at the opening of the exhibit, a lecture scheduled for November, and a mother-daughter tea in conjunction with the Victorian Candlelight Christmas in downtown Hattiesburg. Notable Tasha Tudor scholars, Jeanette Knazek and John Hare, were featured presenters at the opening symposium.

Knazek has enjoyed Tasha Tudor's writings and illustrations for over 50 years and has been a consultant for Tasha Tudor exhibitions organized by major museums in the United States and the United Kingdom. The author of many published articles about Tudor's artistry and life, Knazek also co-curated the traveling exhibit.

John Hare, creator of the *Tasha Tudor Bibliography Collection*, has spent

25 years assembling books, illustrations, photographs and manuscripts that encompass Tudor's contribution to the genre of children's literature. The collection now contains more than 1,500 books and 1,500 other items exhibiting Tudor's art and writings.

Submitted by

Dawn Smith, M.S.

Assistant to the Dean for Publicity and Outreach

University of Southern Mississippi Libraries

UNIVERSITY OF SOUTHERN MISSISSIPPI LIBRARIES RECEIVES BIG READ GRANT

Jennifer Brannock and Sarah Mangrum in University Libraries at The University of Southern Mississippi are recipients of a Big Read grant from the National Endowment for the Arts (NEA). Brannock and Mangrum will receive \$10,000 and University Libraries was one of 75 organizations to receive the grant, which total more than \$1 million.

"Southern Miss has a tradition of receiving this grant to benefit the campus and the local community. With assistance from the Department of English, Department of Theatre, Department of History,



A Tasha Tudor illustration



Jennifer Brannock



Sarah Mangrum

Department of Art & Design, School of Mass Communications & Journalism, and the Hattiesburg Public Library, we will be able to host the amazing events we have planned,” said Brannock, Curator of Rare Books and Mississippiana.

The Big Read grant will support programming related to the stories and poetry of Edgar Allan Poe including book discussions, exhibits, scholarly lectures, film showings, and a live radio performance. These events will occur this fall, with a kick-off event in early October on campus and across the community. A schedule of events will be released at a later date.

“This grant project is a wonderful opportunity to connect the University with the Hattiesburg community as we all join together to promote literacy and encourage discussions around our selected book,” said Mangrum, Circulation Librarian. “We are fostering partnerships not only within the community, but also within the University. The campus partnerships will provide hands-on opportunities for student learning. We have such talented students and faculty at Southern Miss, and I am looking forward to showcasing their talents through some of our planned programs.”

The Big Read broadens our understanding of our world, our communities and ourselves through the joy of sharing a good book. Managed by Arts Midwest, this initiative offers grants to support innovative community reading programs designed around a single book. Each organization

will develop unique programming that will provide their communities with the opportunity to read, discuss, and celebrate one of 37 selections from U.S. and world literature.

NEA Chairman Jane Chu said, “The Big Read is a powerful example of how the arts can bring communities together and help us to connect with one another. These 75 organizations are creating valuable opportunities for their communities to share wonderful stories and characters and to have meaningful conversations.”

For more information on the grant and the events, contact Jennifer Brannock and 601.266.4347 or Jennifer.Brannock@usm.edu or Sarah Mangrum at 601.266.4251 or Sarah.Rials@usm.edu. For more information on the Big Read visit <http://www.neabigread.org>.

Submitted by

Dawn Smith, M.S.

Assistant to the Dean for Publicity and Outreach

University of Southern Mississippi Libraries

NEW LIBRARY SUPER HERO

This summer, First Regional Library held a contest to name the newest member of The Info Family, the Library's team of superheroes. The winner was 12 year old Princess Goodman of Tunica. She came up with the



name “Mr. Readable” and described his powers as “flying around the world passing out books and repairing broken down libraries.” For being selected as the winner, Princess received a basket of superhero themed prizes.

Picture [goodman]

Photo by: David Brown, First Regional Library

Submitted by

David Brown

Public Relations Specialist

First Regional Library

MSU LIBRARIES OPENS G. V. “SONNY” MONTGOMERY CONGRESSIONAL COLLECTION

In celebration of the 95th birthday of the late Congressman G. V. “Sonny” Montgomery, the Mississippi State University Libraries’ Congressional and Political Research Center announces the opening of the G. V. “Sonny” Montgomery Congressional Collection. Consisting of over 1,200 cubic feet of correspondence, memos, speeches, floor statements, photographs, and memorabilia, the Montgomery Collection covers the life of the Congressman from his time as at the McCallie School in Chattanooga, Tennessee, his leadership as a student athlete at Mississippi State University, his service in Europe in World War II (where he was awarded a Bronze Star with valor), his work in the Mississippi state legislature, and his thirty years in the United States Congress from 1967 to 1997.

During a ceremony on August 5, 2015, university and library administrators, members of the G. V. “Sonny” Montgomery Foundation and Congressman Gregg Harper officially announced the opening of the Collection. Dr. Jerry Gilbert, Provost and Executive Vice President, spoke on behalf of the University recognizing and applauding Montgomery’s life-long service to the State of Mississippi and the nation.

“From his years as a Mississippi State student throughout his lifetime, Sonny Montgomery was considered a leader who worked tirelessly on behalf of those he served”, said Gilbert. He added “Montgomery’s leadership and people skills served him well throughout his career. He was a devoted and loyal friend of

Mississippi State's and one who frequented the campus often throughout his life and whose legacy can be seen throughout the campus."

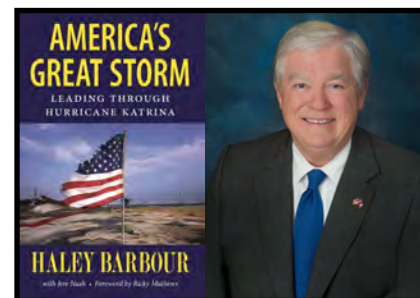
During his time in Congress, Montgomery worked on behalf of American military veterans, visiting Vietnam throughout the war, assisting in the return of POWs, and, most notably, on the extension of the G. I. Bill, which now bears his name as the "Montgomery G. I. Bill." Also within the collection are materials highlighting the close friendship between Montgomery and former President George H. W. Bush. The two met on their first day in Congress in 1967 and remained friends for the remainder of the Congressman's life. Congressman Montgomery passed away May 12, 2006.

"Congressman Sonny Montgomery served the Third Congressional District of Mississippi and our country with integrity, compassion, and hard work in the U.S. House of Representatives. His efforts on behalf of our country's veterans and the

people of Mississippi are still realized today, and we are eternally grateful," said Congressman Gregg Harper. He added "Sonny loved Mississippi State University and I know that he would be proud of the new G.V. "Sonny" Montgomery Collection. I hope that this collection will be a reminder of Sonny's esteemed public service for generations to come."

The Montgomery collection is housed in the Congressional and Political Research Center at the Mississippi State University Libraries' Mitchell Memorial Library. The CPRC is open Monday-Friday, 7:30am-5pm. For more information please visit the CPRC's website at: <http://library.msstate.edu/cprc/index.asp>.

*Submitted by
Angela M. Patton
Library Associate
Mississippi State University Libraries*



GOVERNOR BARBOUR DISCUSSES, SIGNS BOOKS AT LIBRARY EVENT

On August 24, former Mississippi Governor and author Haley Barbour spoke and signed copies of his new book "America's Great Storm: Leading through Hurricane Katrina" at an event in the John Grisham Room of Mitchell Memorial Library.

When Hurricane Katrina hit Mississippi on August 29, 2005, it unleashed the costliest natural disaster in American history, and the third deadliest. Haley Barbour had been Mississippi's governor for only twenty months when he assumed responsibility for guiding his pummeled, stricken state's recovery and rebuilding efforts. "America's Great Storm" is not only a memoir of his role in that recovery, but also a sifting of the many lessons he learned about leadership in a time of crisis.

The authors interviewed more than forty-five key people involved in helping Mississippi recover, including local, state, and federal officials as well as private citizens who played pivotal roles in the weeks and months following Katrina's landfall. In addition to covering in detail the days in September and October of 2005, chapters focus on the special legislative session that allowed casinos to build on shore; the role of the recovery commission chaired by Jim Barksdale; a behind-the-scenes description of working with Congress to pass an unprecedented disaster assistance appropriation; and the enormous roles played by volunteers in rebuilding the housing, transportation, and education infrastructure of south Mississippi and the Gulf Coast. A final chapter analyzes the leadership strategies Barbour employed on behalf of the people of his native state, observations that will be valuable to anyone tasked with managing in a crisis.

*Submitted by
Angela M. Patton
Library Associate
Mississippi State University Libraries*



Photograph by Matt Motes

Speakers honoring Montgomery during the August 5, 2015 ceremony include (from left) Robert J. "Bob" Bailey, President Emeritus, G.V. "Sonny" Montgomery Foundation; Kyle Steward, MSU Executive Director of External Affairs; The Honorable Gregg Harper, United States Congressman, Mississippi Third District; Dr. Jerry Gilbert, Provost and Executive Vice President, Mississippi State University

People in the News, Fall 2015

Tina Harry

*Catalog & Assistant Automation Librarian and Associate Professor
University of Mississippi*

Dr. Joy Greiner, long-time faculty member at SLIS, University of Southern Mississippi, and Director from 1991-1999, passed away on May 19, 2015. Dr. Greiner joined the SLIS faculty in the mid 80s and retired in 2008. A memorial service was held at Hulett-Winstead Funeral Home in Hattiesburg on June 20th, followed by a reception at the Thad Cochran Center on the USM campus.

Hanna Lee is the new Head Librarian for the Batesville branch of First Regional Library. Hanna Lee comes to First Regional from The Princeton Public Library, in Princeton, NJ. She holds a MA in Teaching from John Hopkins University and an MLIS from Rutgers University.

She has been a Youth Services Librarian; a classroom teacher, teaching language arts to 7th through 9th grade students; an instructor for ESL and much more. As part of her work at the Princeton Public Library, she oversaw an afterschool tutoring program for several years. She was recognized by the American Library Association as one of a handful of Emerging Leaders in 2014 for her work at Princeton Public Library and elsewhere.

Collaborating and communicating with the community she serves is extremely important to Hanna. "I plan to spend my first year getting to know Batesville and the outlying communities the library serves. I want to know what the community wants from their library, and become acquainted with potential schools, businesses and community groups with which the library can partner so we all serve our community to the best of our abilities."

The Jackson-Hinds Library System has hired **Miao Jin** as Assistant Director for Technical Services. Her previous work

experience includes four years as catalog librarian at Hinds Community College and seven years as technical services librarian at the University of Southern Mississippi Libraries. She received her Masters of Library and Information Science from the University of Rhode Island in 2000 and her bachelor's degree in information management from Nanjing University in China in 1998.

There are two staff job changes at Millsaps College Library. **Jamie Wilson**, formerly Acquisitions Librarian, is now Electronic Resources and Web Services Librarian and was elected Secretary of MLA for 2016. **Elizabeth Beck** continues as Cataloger with added responsibilities as Systems Librarian.

Dixie Regional Library System is pleased to announce new staffing changes with the selection of **Regina Graham** as Director and **Emily Sutherland** as Assistant Director.

Although new to these positions, both Graham and Sutherland are familiar faces at DRLS. Graham was Assistant Director at the system for 11 years before taking over the duties of Director on May 1, 2015, at the retirement of Judy McNeece. Sutherland served as system Branch Manager at Jesse Yancy Memorial Library in Bruce for eight years and began

her new duties as Assistant Director July 1, 2015.

Graham received her B.A. in History from the University of Mississippi and completed her Master of Library Science at the University of Southern Mississippi. She returned to the Pontotoc County Library to assume the duties of Branch Manager where she once served as a Student Library Clerk during her high school and college years. Graham was Branch Manager at Pontotoc for nine years prior to serving as Assistant Director.

Graham said that she looked forward to serving the communities in Calhoun, Chickasaw, and Pontotoc counties in this new capacity. "From meeting the bookmobile as a child in the summer, visiting after school and then as a teen working as a clerk, the library has always been a part of my life. It's an honor to be able to give back and promote the many things our libraries offer. I look forward to working with the community, staff and trustees."

Sutherland received her B.A. in Music from Mississippi College and her Master of Library and Information Science from the University of Southern Mississippi. She, too, began her library career as a Student Library Clerk at Pontotoc County Library, shelving books and assisting patrons, so both Sutherland and Graham have a long history of service to the library community!

Sutherland is ready to be an advocate for DRLS. "I am grateful and excited for the opportunity this position provides to represent, support, and promote the wonderful things happening in Calhoun, Chickasaw, & Pontotoc Counties."

The University of Mississippi Libraries has hired **Kristin Rogers** as Electronic Resources and Discovery Librarian. Her previous work experience includes thirteen years as a Library Specialist in Acquisitions at the University of Mississippi Libraries. She received her bachelors from Bryan College in Dayton, TN in 2001 and her Masters of Library and Information Science from the University of Southern Mississippi in 2006.



New Faces at DRLS

Sugarman, Tracy. *Stranger at the Gates*. Westport, CT: Prospecta Press, 2014. 296 pp. \$16.00 (paperback)

Tracy Sugarman's *Stranger at the Gates*, first published in 1965, is a firsthand account of his work with the Student Nonviolent Coordinating Committee (SNCC) during the historic Freedom Summer of 1964. Sugarman (1921-2013) was a commercial illustrator, writer, and activist whose art work has appeared in numerous books and news articles as well as on record covers. This new edition of *Stranger at the Gates* – reprinted to celebrate the 50th anniversary of Freedom Summer – includes twenty-six additional illustrations that did not appear in the original book and a new forward by written United States Representative John Lewis. Prospecta Press has also outfitted the book with a fresh, modern cover.

Sugarman's memoir provides a very human account of the struggles of civil rights activists fighting for change in Mississippi during the summers of 1964. A bit older than many of the other volunteers, Sugarman traveled to Mississippi intending not only to join in the effort but to document the experience for the rest of the nation. He describes key events as well as the day-to-day work involved, illuminating the relationships that developed between leaders, volunteers, and citizens. He writes like an artist, giving the reader a sense of place with his close attention to detail. Sugarman's story also covers the summer of 1965, at which time he revisits Mississippi to see how the people and projects he first encountered are getting along.

One of the best components of *Stranger at the Gates* are Sugarman's illustrations, many of which are portraits of the people he met and worked with while in Mississippi. Though on the surface they are simple pen and ink sketches – very much in the style of a journalist on the scene – they provide the reader with a visual of the little, everyday details of the movement. Sugarman's illustrations portray the events of Freedom Summer as he saw them and thus align with his writing to form one cohesive narrative.

Stranger at the Gates is best suited for adult readers, due to its depiction of difficult historical events. The book would be a worthwhile acquisition for public, academic, and special libraries, particularly those institutions that do not own a copy of the first edition.

Elena Azadbakht

Health and Nursing Librarian

University of Southern Mississippi Libraries

Kolin, Philip C. *In the Custody of Words: Poems*. Stuebenville, Ohio: Franciscan University Press, 2013. 32 pp.

This book of religious poetry uses classic stories from the Bible, the lives of saints, and ordinary people to illustrate the beauty and the mysticism of Christianity. Philip C. Kolin, the University Distinguished Professor in the College of Arts and Letters at the University of Southern Mississippi, employs powerful imagery in telling the stories of the miracles, the sacrifices, and the devotion of noteworthy individuals such as Padre Pio of Pietrelcina, and medieval author, Thomas à Kempis. Kolin's poems also describe the daily lives and faith of nameless people including the "Prayer Lady," and the humble secretary who "sang with the angels at holy hours, and talked to the saints on her bus rides . . ."

Kolin prefaces many of his poems with scriptural citations or dedications to particular individuals. One of the dedicated poems, "The Shepherd Boy from the Cova" tells the story of the child visionary, Francisco Marto, who died in 1919 at the age of eleven and who was later beatified by Pope John Paul II. The author also addresses individuals whose devotion to God are questionable. For example, in "The Generosity of Ananias," the author recounts the hypocrisy of Ananias and his wife, and the consequences of their lies as they encounter the apostle Peter in Acts 5.

The author's vivid descriptions and skillful use of metaphor allow the reader to experience the heavens shrouded in mist, the raging fires of purgatory, the winds of the Red Sea, and the glow of angel's wings. On the other hand, this use of metaphor may prove difficult for some readers, especially those not well versed in the teachings of Christianity or the stories of the Bible.

This book is recommended for academic libraries and public libraries. Its 20 inspirational poems would appeal to general readers with an interest in the Christian religion, to religious studies students, and to those who are knowledgeable about the history of Christianity and the saints' lives.

Xiaojie Duan

Catalog Librarian

University of Southern Mississippi

Morris, Tiyi, M. *Womanpower Unlimited and the Black Freedom Struggle in Mississippi*. Athens, Georgia: University of Georgia Press, 2015. 288 pp. \$69.95 (hardback).

Womanpower Unlimited was founded by Clarie Collins Harvey in Jackson, Mississippi on May 29, 1961. The organization was initially created to assist the Freedom Riders who traveled throughout many southern states to test the 1960 Supreme Court decision that declared segregated facilities for interstate passengers illegal. Tiyi M. Morris, Assistant Professor of African American and African Studies at Ohio State University, has created a detailed history of this women's organization.

Morris's work goes beyond the history of Womanpower Unlimited. It emphasizes the importance and necessity of making the lives and works of these women visible. Their leadership and determination contributed to the success of the organization and its impact on civil rights activism in Mississippi. Through their individual and collective efforts, major contributions were made regarding voter registration and a number of civil rights issues.

Overall the work effectively highlights the leadership, courage, and strength displayed by the members of this organization and the significance of their contribution to the Civil Rights Movement in the state of Mississippi. While the organization's existence was short-lived, Morris effectively shows that its impact cannot be denied. This work includes a small number of black and white photographs and a list of abbreviations that is useful for identifying the various groups and organizations highlighted throughout book. *Womanpower Unlimited and the Black Freedom Struggle in Mississippi* is recommended for public and academic libraries as well as collections that support women's history, Mississippi history, and African American history.

Chameka Robinson

Head, Access Services

Rowland Medical Library

University of Mississippi Medical Center

Panhorst, Michael W. *The Memorial Art and Architecture of Vicksburg National Military Park*. Photos by the author. Kent, Ohio: The Kent State University Press, ©2015. 164 pp. \$19.95 (paperback)

The Vicksburg National Military Park (VNMP), created in 1899, was one of the Civil War battlefield parks established through the efforts of Union and Confederate veterans in Congress. Battlefield parks established shortly before Vicksburg included Gettysburg, Shiloh, Antietam, and Chickamauga and Chattanooga; but Vicksburg exhibited a stylistic consistency in monuments and markers that was not achieved in these other battlefield parks. One reason for this was that most of VNMP's nearly 1,350 monuments were placed between 1899 and 1917, when the "City Beautiful" architectural movement (employing Classical Revival columns and arches) was popular, and Beaux Arts aesthetics invigorated statues and integrated them with the architecture. The consistency of artistic style and concentration of monuments along Vicksburg battlefield's fixed siege lines led to VNMP being called the "Art Park of the South."

In his book, *The Memorial Art and Architecture of Vicksburg National Military Park*, art historian/curator Michael Panhorst has created a work that serves a dual-purpose. First, he has given the general reader an easily-readable compendium of art and architecture basics as they relate to the monuments of VNMP. In several short, well-illustrated chapters, he covers such diverse topics as memorial patronage and funding, memorial/monument design, sculpture modeling, molds, bronze casting, foundries, producing art from stone, VNMP creators/sculptors, preservation of VNMP monuments/memorials, and VNMP portrait-types (equestrian, figures, busts, and reliefs).

Additionally, Dr. Panhorst has essentially produced a tourist's guidebook to the VNMP. One chapter is a photographic "driving tour" of notable monuments that includes many of Panhorst's high-quality color photographs. The book's sturdy binding, high-quality paper, and 9" x 5 1/2" dimensions make it able to withstand the rigors of car use. Alternatively, the photographs and maps are of such good quality that one could easily save on gas, use one's imagination as the vehicle, and take an "armchair" tour.

Along with a bibliography and index, there are two appendices included: a helpful glossary of art and architecture terms, and a compilation of short biographies of the artists, architects, foundries, and monument companies that contributed art to VNMP. This book is highly recommended for both public and academic libraries, especially those that collect items concerning art or history in Mississippi.

Rick Torgerson

*Cataloger, Roberts-LaForge Library
Delta State University*

Trefzer, Annette, and Ann. J. Abadie, eds. *Faulkner and Mystery*. Jackson, MS: University Press of Mississippi, 2014. 234 pp. \$60.00 (hardcover)

As part of the Faulkner and Yoknapatawpha series from the University Press of Mississippi, *Faulkner and Mystery* impressively contributes to the analysis of William Faulkner's work. Showing Faulkner's undeniable impact on literature, twelve essays are presented that analyze and compare various themes in Faulkner's works. Editor Annette Trefzer provides an introduction that connects the volume's essays to one another and helps readers quickly understand how the many Faulkner works discussed in these essays are related to the larger theme of mystery.

As the title of the book suggests, the overall theme of mystery in Faulkner's works is the major focus of this collection of essays. Race or racism are explored in depth in the most of the essays. Many of the essays examine how Faulkner's novels can be seen as detective stories, and the topics of crime, justice, and morality are discussed throughout this volume. Of note to readers interested in film studies, Faulkner's screenwriting experience is briefly discussed in two of the essays. Biographical information on Faulkner, a bit of social history, and pop culture are infused into many of the analyses. Readers interested in *Intruder in the Dust* and *Absalom, Absalom!* will notice that these two novels are the most investigated works in this book, but *Requiem for a Nun*, *The Sound and the Fury*, *Light in August*, *Sanctuary*, *The Unvanquished*, and "Red Leaves" also receive much attention.

An index, short contributor biographies, and a summary of the 2009 Faulkner and Yoknapatawpha conference are included. The index mostly contains references to Faulkner's works, characters, and to Faulkner scholars, but it is not as helpful with specific themes that readers may be interested in exploring. Detailed endnotes are available at the end of each essay, which will be helpful to those looking for further reading. *Faulkner and Mystery* is highly recommended for all academic libraries and for libraries that are interested in academic analyses of Southern literature.

Jamie Bounds Wilson

*Electronic Resources & Web Services Librarian
Millsaps College*