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On the cover: "Glass Treasures" by Lisa Ketchum, First Regional Library. This is a photo of the Chihuly chandelier at Treasure Bay Casino in Biloxi, Ms. My husband and I had gone down there on a day business trip together and decided to indulge in some seafood before our return trip home. Of course I had my camera with me, and I was stunned by the beauty of this chandelier. I stood underneath and zoomed in for a close-up shot of the beautiful blown glass. I hate to admit I had never really heard of Dale Chihuly before, but I have now become a great fan of his work, and one of my dreams is to be able to go to one of his exhibitions and photograph it!

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President's Page

Spring is here and the rain held off for our March advocacy events. The first floor rotunda of the Mississippi State Capitol was overflowing with MLA members, library supporters and Mississippi lawmakers for "Library Day" at the Mississippi State Capitol on Tuesday, March 8. It was a great opportunity to advocate for libraries. Lawmakers visited the exhibits which highlighted public libraries, Magnolia, MLA and the Mississippi Library Commission. There were also photo opportunities with Cat in the Hat, Pete the Cat, and photos using a green screen app.

The daytime event was followed by an evening event that included Bluegrass, Brews and BBQ at the Mississippi Library Commission. The gathering gave Friends of Mississippi Libraries, library staff from around the state and lawmakers a chance to discuss library issues in a casual setting. This event was made possible by donations from Friends of Mississippi Libraries and library friends groups from throughout the state. I want to thank Mara Polk, MLA Legislative Committee chairperson and Susan Cassagne, Susan Liles and the rest of the staff at MLC for creating such a memorable and successful Library day.

Plans are being made for Mississippi's delegation to attend ALA's National Library Legislative Day in Washington, D.C. on May 2-3, 2016. This two-day advocacy event is where hundreds of library supporters, leaders and patrons gather to meet with their members of Congress to champion national library funding.



Spring means that National Library Week (NLW) is almost here. Stacy Creel and the NLW committee are busy working on plans for Mississippi's participation April 10-16 around the theme "Libraries Transform." Look for more information to come and we ask that everyone participate on the website hosted at <http://aquila.usm.edu/msnlw/>

If you are planning on attending the Fay B. Kaigler Children's Book Festival on April 6-8 or the Mississippi Book Festival August 20th be on the lookout for information for how you can volunteer to staff the MLA table and talk to prospective members about the benefits of joining MLA. Ashley Biggs and the membership committee are working on brochures about MLA and are working on some great ideas for membership recruitment.

Tina Harry and the editorial staff at *Mississippi Libraries* recently announced that starting in 2016 the Fall issue of *Mississippi Libraries* will be peer reviewed. Scholarly articles submitted for peer-review

must present primary research on current library practice or historical analysis of library trends that is interest to Mississippi librarians. The process for submitting articles and for becoming a volunteer reviewer is described on the MLA website at <http://www.misslib.org/About-Mississippi-Libraries>.

It is difficult to believe that our annual conference is only a few short months away. MLA's Annual Conference, October 18-21, will once again be at the Vicksburg Convention Center and the theme is "Mississippi libraries - the heart of our communities." Vice President, Jennifer Stephenson, and her committee chairs have begun planning and we are looking forward to another great conference. I'm pleased to announce that the MLA 2017 annual conference will be in Hattiesburg at the Lake Terrace Convention Center on October 17-20, 2017. MLA has not utilized the Lake Terrace Convention Center since 2002 and has not been to Hattiesburg since 2009.

If you have any issues or questions for the executive board, please feel free to contact the MLA office or one of the board members.

Thanks to the following Friends groups for their generous donations to MLA State Legislative Day 2016!

Friends of Mississippi Libraries, Inc.
Friends of Flowood
Friends of Warren County/Vicksburg
Friends of Lake Public Library
Friends of Pass Christian, Friends of Pontotoc Library
Friends of Lucedale Library
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Assessing Collection Development and Acquisitions at the Millsaps-Wilson Library, Millsaps College

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ABSTRACT

The Millsaps-Wilson Library staff at Millsaps College sought a way to determine if recent acquisitions adequately matched academic programs. The existing Collection Development Policy Scope of Library Collections by Library of Congress Classification was used as a template for the assessment. Circulation and interlibrary loan statistics were used to determine usage. Majors, minors, and concentrations were assigned to call number ranges to address program needs. Analysis consisted of using the Scope of Library Collections by Library of Congress Classification codes to determine if acquisitions were on target. With adjustments, this method can be adapted by libraries needing to assess how well collections reflect library priorities and user needs.

INTRODUCTION

After the last SACS accreditation process at Millsaps College, a campus-wide effort began to better assess processes in administrative departments. Departments established new ways to evaluate departmental effectiveness and efficiency. As a result, the Millsaps-Wilson Library developed several new assessment

projects. One of the library projects compared library acquisitions to the college curriculum. The study produced useful data to gauge how well the library was meeting the academic needs of the college.

PROBLEM

The library staff sought to ensure that the Collection Development Policy accurately reflected the curriculum. The Collection Development Policy Scope of Library Collections by Library of Congress Classification informed acquisitions purchases; therefore, it was imperative that the policy be updated to accurately reflect any changes in the curriculum since the last revision. Data collection was an important step, but the staff needed to determine what specific reports and statistics would be the most helpful. Since the data collection needed to come from various library departments, the entire library staff contributed to the project.

With these goals in mind, the library staff determined that an analysis of acquisitions over a five-year period would be appropriate. Quantifying whether acquisitions matched priorities set in the collection development became a central question in the project. Over several months, a series of meetings with library staff ensued to grapple with the data, analyze the information, and determine whether acquisitions

were meeting the needs of library users and academic departments.

METHODOLOGY

The librarians needed a way to analyze the data collected, and bring all of the incongruous information together. A spreadsheet was created to serve as a place holder for the data collected. The Scope of Library Collections by Library of Congress Classification, which included call number ranges and assigned priority codes, served as the template for all data collected. This format allowed staff to easily compare data at a glance. Figure 1 shows the spreadsheet template and the categories utilized.

The Scope of Library Collections by Library of Congress Classification codes can range from zero to five, and the codes assigned in the previous version of the Collection Development Policy were also reviewed and revised as needed. Codes followed the basic pattern below:¹

- 0 - Out of scope
- 1 - Minimal information level
- 2 - Basic information level
- 3 - Study or instructional support level
- 4 - Research level
- 5 - Comprehensive level

¹Codes are described in further detail in *Guide for Written Collection Policy Statements*. 2nd ed. Chicago: American Library Association, 1996. An explanation of the codes is also available on the Library of Congress website, "Collecting Levels," <http://www.loc.gov/acq/devpol/cpc.html>.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Library of Congress Classification	Subject	Code	# items added	Circulation	ILL	Majors - Minors - Concentrations					
2	A	General Works	3	3	19	7						
3	AM	Museums	1	11	44	5	Art - Museum Studies					
4	B - BD	Philosophy	3	170	1,840	114	Philosophy	History	Classical Studies			
5	BF	Psychology	3	138	1,091	100	Psychology	Neuroscience/ Cognitive Studies				

Figure 1: Spreadsheet template with columns for reports

Program changes dictated the assigned code revisions, and there were several changes in majors and minors since the last time the Collection Development Policy had been updated. If a call number range did not correlate to a major, minor, or concentration, then it was subsequently assigned a zero. A further discussion of the assignment of codes to the curriculum is discussed in the Analysis section below.

Majors, minors, and concentrations offered at Millsaps College were assigned to specific call number ranges. At that point in the process, it became apparent that the Scope of Library Collections by Library of Congress Classification would need a revision and some call number ranges would need to be divided into smaller ranges. These smaller ranges better represented majors, minors, and concentrations at Millsaps College. The entire library staff helped make these assignment changes, and many disciplines were assigned to more than one call number range.

The next step involved setting up the two reports in the ILS to deliver the data we needed to make an analysis. We needed to determine total circulation and also the total number of monograph acquisitions.

Both reports were sorted by call number in order to fit into the spreadsheet. Through much trial and error, the report settings were adjusted and limited to produce sortable data. Date range, copy information, and call number were the most important variables for the circulation report. For the acquisitions report, call number and date range were important data points. In order to consider acquisitions over a five-year period, the most useful date was determined to be the date cataloged.

The Interlibrary Loan staff generated a report of interlibrary loan book requests by library users. The report included the title, the date of request, the Library of Congress call number, and much more data. Whether the request was able to be fulfilled or not, all interlibrary loan requests were included in the study so that all of the subjects needed by library users were counted.

Once the reports were generated, new columns were added for each report to the spreadsheet. The ILS reports for acquisitions and circulation were attached to the columns “# of items added” and “Circulation” respectively. Also, the majors, minors, and concentrations were added in additional columns on the

same spreadsheet. The more majors, minors, and concentrations for a particular call number range, the higher the chance that the priority for that particular range rose.

ANALYSIS

Once the data was inputted into the spreadsheet, it was time to analyze the numbers. There was a wealth of information, so the next step entailed making sense of the data. Since this assessment was part of a college-wide effort, we made an effort to ensure that the report was presented in a way that could be easily understood by those outside of the library.

In the Collection Development Policy, each major, minor, and concentration had a priority code. All majors were assigned to at least one subject area, which were represented by call number ranges. Majors and minors, and some concentrations, were assigned a code 3. Graduate-level subjects were assigned a code 4. No disciplines were collected at code level 5, so it was excluded from the analysis. There were also some subject areas that were outside of the call number ranges we studied, and those acquisitions were not assigned a code. Those acquisitions are listed in the row “None.”

Code	Monographs added	Percentage of total monograph acquisitions	# of subject ranges with this code	Average # of books per subject range	# of majors, minors, or concentrations represented
0	111	1%	12	9	3
1	864	11%	17	51	36
2	348	5%	3	116	12
3	5519	73%	37	149	98
4	353	5%	2	177	9
None	390	5%	17	23	27

Figure 2: Chart illustrating analysis

The circulation and interlibrary loan statistics were used to identify which subject areas were the most useful to the library users. These statistics were also used to find previously unidentified gaps in the collections. Subject areas with a code 3 often represented the highest circulation and interlibrary loan statistics. These numbers helped confirm that acquisitions were meeting the needs of individual library users as well as program needs.

Call number ranges where circulation was high but the number of items added was low indicated that more consideration from staff was required. Ranges with high interlibrary loan requests were also identified as areas that needed further consideration. In both cases, the subject areas were prioritized for future collection growth, and work immediately started to acquire more monographs in those call number ranges.

Figure 2 illustrates the analysis of the data gathered. A correlation between monograph purchases and the curriculum was established by sorting the data by code. Data considered included the number of

monographs added by each code and percentage of total monographs acquired by each code. As stated above, majors were assigned a code 3. If acquisitions truly followed the policy and the curriculum, then the vast majority of acquisitions should have been assigned a code of 3. Majors, minors, and concentrations assigned to code 3 represented the largest percentage of total monograph acquisitions at 73 percent.

The analysis proved that over the five-year period studied, monographs were acquired that directly supported the curriculum. In our study, 83 percent of books acquired were in subject classifications directly related to majors, minors and concentrations. These monographs were represented by codes 2, 3, and 4.

Code zero and none should have represented the smallest number of acquisitions. In this case, they represented six percent of the total acquisitions. This indicated that there was room for improvement in purchasing or adding items to the collection that are outside of the Collection Development Policy. This data also indicated that a review of subject

areas with no assigned code should be reconsidered in the future.

In addition to the interpretations above, other analysis was provided. We evaluated the number of subjects represented by each code number. This helped us to determine how the call number ranges were distributed by code. We found that there were significantly more ranges assigned to code 3 than any other code. We also looked at the average number of books per call number range. This number helped show that significantly more books were purchased on average for code 3 than for any other code. Lastly, we sought to see how many majors, minors, or concentrations were represented by each code. By far, code 3 had the highest representation. This measure also illustrated that there were some disciplines, represented only by minors and concentrations, that were assigned a code lower than expected. This prompted the library staff to reevaluate codes assigned for those particular subject areas.

LIMITATIONS

As we moved through the assessment, we identified study

limitations. These issues were related to donations, faculty requests, time period studied, and generating reports. These problems were specific to our institution, policies, and vendors, but similar issues could arise if other libraries adapted this model.

Donated books that were added to the collection were included in this study. For many different reasons, there are situations where we might add a book that we would not normally purchase or does not follow the Collection Development Policy. In these cases, books unrelated to the curriculum may negatively impact the data. It is important to consider the role of donations and make an early determination if they are appropriate to include in an analysis of this nature.

Faculty requests skew purchasing decisions. Some departments actively suggest books while others do not offer any suggestions. Consequently, departments that suggest books for purchase will be better represented than others in this case. Further analysis with the data collected could help illustrate the gaps that result from this inequity. This analysis also does not reflect academic departments for which specialized electronic databases may be more useful than monographs.

The longer the period studied, the greater the chance that the curriculum could change during the process. In the case of the five-year period we studied, there were changes to the majors at Millsaps College. We dealt with this by assigning the codes at the end of the five-year period.

The reports generated varied depending on the vendors and interfaces used. Consolidating data into one spreadsheet became an unexpected hurdle that the library staff eventually overcame. The staff experienced a learning curve when generating these reports, and it required various staff members to troubleshoot report settings. If this assessment would not have been a team effort, reaching the analysis stage would have been nearly impossible.

CONCLUSION

Based on the analysis, the library staff determined that the Collection Development Policy accurately reflected the curriculum and acquisitions over the five-year period studied. The Collection Development Policy was found to closely align with majors, minors, and concentrations. Revisions were made in areas that were not. The completion of the study also helped the library to partially meet the college requirement of assessing administrative departments.

It was determined that an annual assessment of this nature was not necessary, as the five-year analysis satisfied all of the immediate requirements. Assessments similar to this one could be beneficial to conduct every five years or if there is significant change in the academic program. We found that circulation and interlibrary loan data could provide additional useful information for future assessment as well. Based on this work, we continue to acquire library materials in subject areas directly related to the curriculum.

The study also proved to the

library staff that the traditional format of our Collection Development Policy is still useful. Finding a practical application for the policy helped us determine that we would continue to use the policy in the future. Plans were made to revise and revisit the policy the next time the assessment was needed.

One of the most beneficial parts of the analysis process was that we did not spend any additional funds to complete it. The biggest issue faced was that it was a time-consuming process. Setting up the reports, coordinating with the library staff, revising the Collection Development Policy, and finding the best way to analyze the data were each steps that were demanding of our time. Now that a model is in place, the process should consume less time in the future.

With adjustments, this method can be adapted by libraries needing to assess how well collections reflect library program and user needs. Beyond the academic setting, the same type of study could be completed using the Dewey Decimal Classification system in place of the Library of Congress Classification system. Instead of comparing acquisitions to academic programs, libraries could evaluate purchases in specialized subject areas, genres, or any other collection that needs analysis.

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Partnership with National Park Service on the “Road to Freedom” and Beyond

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Building partnerships with external organizations is an essential activity for libraries, not only to encourage community outreach and education but also to expand opportunities for the libraries and the partnering organizations. Successful partnerships take time and dedication to build, but the rewards can be impressive.

Since its arrival at Mississippi State University in 2009, the Ulysses S. Grant Presidential Library has worked collaboratively with the National Park Service. NPS staff from Vicksburg National Military Park and Shiloh National Military Park have contributed their time and expertise to many community events and educational workshops hosted by the Grant Library, including Ulysses S. Grant Association annual meetings, symposia, and a number of workshops for teachers. One particularly important collaboration with NPS was the “Road to Freedom” Contraband Camp Symposium in Corinth, Mississippi.

Corinth is most widely known for the major Civil War battles that took place there in 1862. However, it was also home to the only successfully functioning contraband camp that existed during the Civil War from late 1862 to early 1864. Slaves fled to so-called “contraband camps” – areas occupied by Federal troops – seeking refuge from their masters.

Union General Grenville Dodge enlisted the escaped slaves arriving in Corinth as teamsters, cooks, and laborers. He trained and armed male refugees to guard the newly organized camp. Dodge’s organizational efforts led to the formation of the 1st Alabama Infantry Regiment of African Descent, consisting of approximately 1,000 men. The camp also was unique in that it resembled a small town, with streets, houses, a school, and a hospital (United States, 2016). Today, part of the camp is a National Park Service historic site dedicated to the “contrabands” who lived there.

In 2012, Shiloh National Military Park approached the Ulysses S. Grant Association’s Ulysses S. Grant Presidential Library at Mississippi State University about submitting a cooperative proposal to the Secretary of the Interior asking for funding for a community symposium from the Lower Mississippi Delta Regional Initiative. This initiative, established by the National Park Service, funds projects that “preserve and interpret the natural, cultural, and recreational resources of this region” (United States, n.d.). The staff at Shiloh and the Grant Library agreed that the contraband camp was one of the most important but least known historical resources in the region. A cooperative agreement was signed in September 2013, and, over the next year, the staff from the two organizations planned a two-day cultural and educational program targeted at the Corinth

community. They combined their knowledge and networking skills to plan the schedule, facilities, speakers and programs, and publicity for the event. The Lower Mississippi Delta Regional Initiative provided the partners with \$22,500 to plan and carry out the symposium, and they allocated the money to various categories to ensure that the venture could cover all of its expenses.

The symposium began Thursday, April 17 with a morning visit to Corinth Middle School by Ulysses S. Grant, Frederick Douglass and Abraham Lincoln (portrayed by living historians Curt Fields, Michael Crutcher, and George Buss). That evening, a reception and program were held at the Corinth Coliseum, a historic auditorium in downtown Corinth. The Corinth Middle School Choir sang the national anthem, and awards were presented to the top three essay contest winners from Corinth Middle School. Dr. John David Smith from the University of North Carolina-Charlotte finished the program with his presentation, “Corinth, Contrabands & the U.S. Colored Troops.”

The next morning, the symposium resumed with a tour of the Corinth Civil War Interpretive Center, which was followed by a Ranger Program at the Corinth Contraband Camp site, guided by NPS staff and enhanced by local living historians acting as camp residents. The program continued that afternoon at the Corinth Coliseum with an “1863 Press Conference.” A news reporter

from Tupelo interviewed Grant, Douglass, and Lincoln, as if it were the year 1863. The press conference was followed by a presentation by Dr. Deidre Cooper Owens, from the University of Mississippi: "How High the Price for Freedom? Stealing Away and Building a Post-Slavery Community at Corinth." The symposium concluded with a concert by leading Civil War-era musician Bobby Horton.

The Corinth Contraband Camp Symposium aimed to engage north Mississippi, especially the city of Corinth, to learn about history in its own back yard. The variety of events, ranging from a school essay contest and visits from historic personalities to academic lectures, tours, and musical performances, were designed to interest and educate both youth and adults and allow them to connect with their past in a meaningful way.

Meeting important historical figures and hearing the music of the time brought the Civil War era to life.

Hearing a park ranger talk about the Corinth Contraband Camp while walking through the site and seeing living historians act out daily life there made history real to local residents. And the historians' lectures shed light on the issues that were central to life in Corinth, as well as to the entire nation, in 1863.

Over 850 students and teachers attended the living historian presentations at Corinth Middle School, and over 1200 people attended the tours and programs Thursday and Friday.

This program was a success because of the strong partnership between the Shiloh National Military Park and the Ulysses S. Grant Presidential Library. The Shiloh staff was able to work directly with the Corinth community and use its resources. The Grant Library brought in speakers and performers from outside the Corinth region. Together, they created a program that focused on Corinth but also reached a broader audience.

Libraries which want to create any number of public educational programs can partner with external organizations, which may have funding opportunities and expertise that can enhance the skills of the library's staff. Many people take libraries for granted, but hosting special events helps them stay relevant in the eyes of patrons, expand their influence, and cause their communities to view them in a much broader perspective than simply as book repositories. Forming partnerships can make planning events such as the "Road to Freedom" symposium logistically and financially possible and present cooperative organizations in a much more wide-reaching public view.

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Becoming the Hub, not the Hubcap

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How can something look so good and yet be so bad? This is the question that ran through my head on my first day of work at my new school. Everything looked good but when I walked up to the shelves, I was horrified. Nothing was in order, the books were old and nasty, and we had two or three copies of every single book. The task before me could have literally been a task

for Heracles. I first started trying to work with my teachers. I told them what I could do and how I could help. You could hear the crickets chirping. They literally looked at me like I was crazy and walked out. I spent about a week waiting for them to come to me – yeah, like that worked. I then went to the English teachers and asked if I could come in to talk to the students. I went into classes just to introduce myself and found the beginning of my calling. The first class I walked into was a junior class. They could

have cared less about what I had to say. I introduced myself and the whispering started. Finally, a brave soul raised her hand and said, "You mean we have a library? Where is it?" My heart fell to the ground and I felt overwhelmed. I spent about 20 minutes in the class talking with this group of students and received two major pieces of information: students needed to know about the library and students wanted new fiction books. I walked out of the room knowing I had some work in front of me.

My first job was to find out what books we had and to figure out a way to organize them. I spent a week looking through the shelves and seeing all the problems. I then placed a phone call to my library director to ask if I could get a library mentor. She sent me to Cheryl. Cheryl calls things as she sees them and I couldn't have asked for a better mentor. She agreed that I had to get things organized before I could start cleaning up. I spent the next three or four months getting all the books in order. That is not an exaggeration of time, if anything it is an understatement. The library was used more like a computer lab than a library. I spent eight hours a day organizing books. I literally moved every book four times before I was happy with the organization.

As I moved the books, I ran into a slight problem. One librarian before me had decided to use duct tape to fix the spines of broken books. Because the air conditioner had been turned off during the summer, the glue in the duct tape had melted and stuck to the books directly in front and in back of the duct taped book. When I picked up one book, I actually got three. This is not one of those happy times, like when you reach in and get chips or cookies stuck together. Oh no, it was bad. I began to weed books that were stuck together. That really was my only criteria for weeding at this time. I hope it sounds funny to you because looking back, I find it hilarious. Forget rules for weeding. Forget curriculum. Nope, I only want to know if a book is glued to another book. By the time I finished finding all the books with unintended companions, I had weeded what felt like

tons of books. I then had to make sure my circulation system was reflecting the change.

Starting to dig into the circulation system showed me several problems. It took me weeks to figure out what had happened. Evidently when books were deleted our circulation system didn't like it. Our circulation would just add the book back the next day. The day I figured it out was the first time I was in my principal's office, crying my eyes out and sobbing. "I am going to get fired! Everyone is going to think I weeded 4,000 books. They aren't here! They are gone! What do I do?" Bless his heart; he just said encouragingly, "Fix it." So I did. Months went by and I fixed every single record to match every single book.

All told, it took me almost a full year to organize the books and get the circulation system to match. I also actually began to truly weed books. My next step was to find out what my teachers needed. I went and talked with every teacher. It was soon apparent that some wanted me in their room and some wanted me off the planet. My wonderful mentor summed it up, "Don't waste your time on those that don't want the help, focus on those teachers that do." That is not to say that you don't offer help to those teachers, just don't take it personally when they don't accept. I began working with all my new teachers for that year. We talked and discussed problems on my end and problems on their end. We built relationships that have lasted years. We became more than colleagues, we became friends. I gradually began to see more and more of my teachers. I wish I could tell you that I fixed the problem in

one year, but the truth is that it took about four years to fix the most glaring problems. The result is I now have one of the busiest libraries in our district. I have about 60 to 70 students in before school and see almost every single class for lessons. The library is neat, organized, and matches our circulation system. I no longer have to describe where the library is located. When new students enter our school, the library is their first stop. The teachers of my school know that I am there for them and I will do what it takes to make their day easier.

If you are struggling with making your library relevant to your school here is my to-do list:

1. Organize your collection – this helps you know what books you have, what books you need, and what books you need to get rid of.
2. Weed your collection – just because it isn't a bad or inaccurate book doesn't mean that students will read it. Look at the book's past circulation. If it hasn't been checked out since 1905, it needs to go.
3. Find a local mentor who can help with procedural issues.
4. Follow blogs and twitter feeds of good librarians so that you can "steal" their ideas.
5. Build relationships with students and teachers.
6. Take the time to make sure your purchasing is reflecting the most current needs of your school and are the best books on that subject.

Evernote for Librarians

Justin Kani

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Whether they work in a small public library, a large university library, or anywhere in between, librarians are--by necessity--multi-taskers. As a reference librarian at a university, my time is often patron-driven, requiring me to split my attention between multiple types of tasks. Evernote has helped me to stay organized while confronting the various kinds of activities that I engage in on any given day. In this article, I will review Evernote as a tool that assists librarians in their workflow.

Prior to using Evernote, my workspace straddled the digital and analog worlds in a hodgepodge of formats. For paper handouts from committees, conferences, and presentations, I had a folder in my desk; some documents were undoubtedly lost or thrown out, and my hand-written notes filled several disparate notebooks. For webpages I needed to remember, I often bookmarked them or sent myself an email with a link to the page. Emails that I needed to add to my to-do list would sit in my inbox as a reminder that there were details or steps that needed to be completed (often this was to ensure that someone else followed up on my email request). I stored documents that I created on Google Drive, my computer's hard drive, and in my Dropbox account. My to-do list was generally hand-written; while at times I tried different to-do list apps, they never quite did everything I needed them to

do. Either they didn't sync properly with my iPhone or didn't work well with Outlook, the email program I use at work.

WHAT IS EVERNOTE?

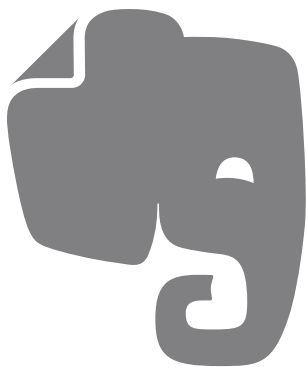
My inability to keep everything in one program or system was solved by using Evernote, a multi-platform note-taking application available on the web, Windows 7, 8, and 10, Mac OSX, Android and Apple's iOS operating system. Evernote bills itself as "the workspace for your life's work," and it does a great job of organizing the workplace. This is because it can organize and capture both print and handwritten notes and combine them with sources that were created and delivered in the cloud, such as emails, word documents, and webpages. The multi-platform function of Evernote is especially useful when you are working on your PC, but want to continue at home on your Mac or iPhone. In addition to creating documents with its built-in word processor, Evernote captures and organizes sources such as voice recordings, webpages, PDFs, scanned documents, photographs, Microsoft Office files, and emails. The Evernote program allows for webpage and PDF annotation, and uses optical character recognition (OCR) to enable searching of text within documents/pictures that have been scanned using a smartphone or tablet camera. The OCR works great on handwritten notes.

Sources can be organized into three levels in Evernote: notes, notebooks and stacks. The note, the most basic level, usually consists of one

source. Examples of a note include a webpage that has been clipped or minutes from a meeting. Notes can then be organized into notebooks, and notebooks into stacks. In Evernote, clipping is defined as capturing a source's content and format; once clipped, the source appears in a note with its active hyperlinks intact (Evernote clips web pages and Microsoft Outlook emails through an extension in both programs that is downloadable). Multiple notes are grouped together into notebooks, which can be added to continuously. All of your notes can be searched using Evernote's robust search engine.

When it comes to sharing the notes or notebooks with colleagues or patrons, Evernote does a great job of enabling other users to join a notebook. This can be done using Evernote's built-in chat software. Sharing a notebook enables any participating user to add or edit notes in the notebook. What I found more impressive, and a feature I use more often, is the ability to share notes and notebooks through a shared weblink. In this feature, the user is not required to have an Evernote account to download or view the sources gathered in Evernote.

In Evernote, I organize patrons' research consultations, continuously update my to-do list, write articles (including this one) with the built in word-processor, and annotate PDFs. Now when I have an email that is in limbo, waiting on someone else to follow up, I will clip it into my to-do stack in Evernote, which significantly declutters my inbox.



EVERNOTE®

EVERNOTE PRICING

Evernote has three versions for the individual: free, plus, and premium as well as business pricing. There are some features that are premium, but Evernote gives you the chance to try them all out in the free version. Unlike Dropbox and Google Drive, which charges based on the amount of storage bought, Evernote's pricing plan is based on the amount you are allowed to upload per month. The free version gives users 60 MB a month of new data. I highly encourage you to try out the free version. The differences between the three versions can be found here: <https://goo.gl/QbAeCB>; as of February 2016, the plus version is \$49.99 a year and gives you 10 GB of new uploads per month.

POTENTIAL USES IN THE LIBRARY:

Evernote could potentially be an effective tool for:

- organizing classroom projects
- organizing research consultations
- sharing policy changes and work-related documents
- creating a shared stack of committee notes
- creating a FAQ file that keeps track of regularly asked questions at the reference desk

- collaborating on research projects

HOW EVERNOTE COULD IMPROVE

Evernote is not without its imperfections. Unlike Google Drive, which automatically syncs new content (as you and others users add to it), Evernote can take up to a few minutes to fully sync. There is a sync button on the desktop and phone application which will sync on request. For example, if you clip a web page, it will not instantaneously show up in your Evernote account. Evernote has made improvements to this, but I still find myself clicking the sync button if I want to view the note in Evernote immediately.

The other feature that should be mandatory in a note-taking program like Evernote is citation management. Although users have asked for this feature, it is currently absent from the software. Evernote should be able to pull the citation information from a PDF that was just uploaded like other programs (such as Mendeley). As a note-taking app, many people use the tool to prepare for publication. This missing feature leaves a big hole in an otherwise smart and sophisticated system.

Pros:

- great for organizing analog and digital content

- robust searching
 - OCR recognition of hand-written notes is excellent
 - easy sharing
 - desktop version works well with the phone app
- Cons:
- slow syncing
 - lack of citation management tools

CONCLUSION

Evernote is an affordable and convenient way to organize digital and analog notes. It has powerful search capabilities, and the program makes it easy to share notes with other users. Evernote is best used in conjunction with the Evernote smartphone app and desktop program. The product would be enhanced if it synced instantaneously and included a citation management feature. Ultimately, Evernote offers librarians an excellent way to organize their ever-changing workflow.

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Banquet of Books

Planning and Hosting an Edible Book Festival

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INTRODUCTION

Over the past 50 years, the roles and activities of libraries have changed.

Library staff members no longer wait behind the reference desk in order to interact with patrons. Outreach and programming have become key components in libraries' missions to educate and even entertain.

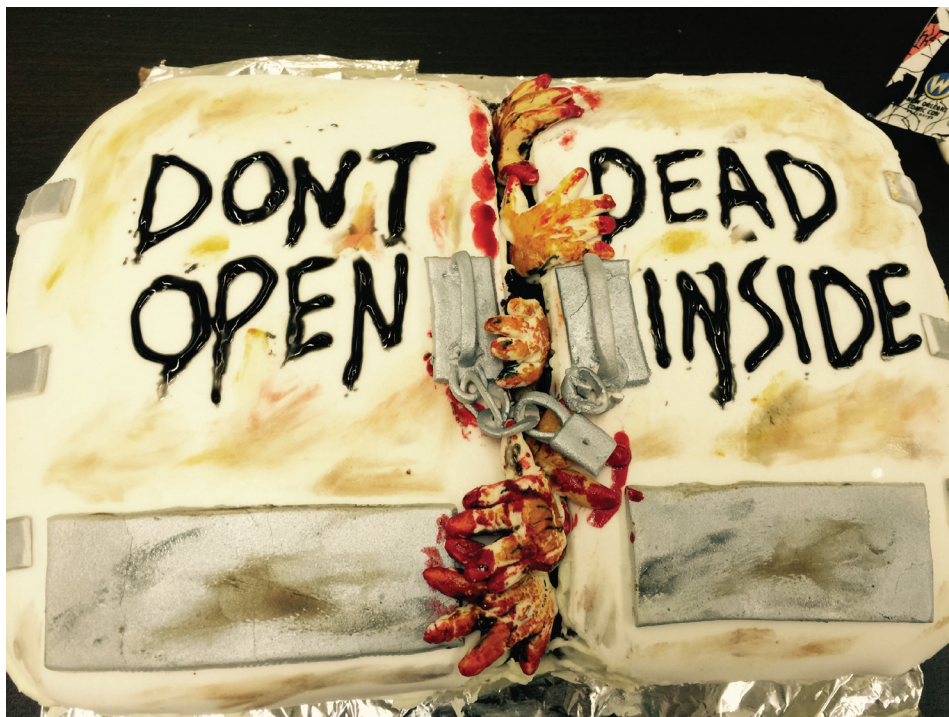
University Libraries at the University of Southern Mississippi hosts a series of events every year. From Science Cafes to Tasha Tudor exhibits and events to cookbook lectures, the library supports programming that benefits the campus and the community. In spring 2015, the library hosted an edible book festival. This event brought together submissions from around campus and the community to support an artistic (and yummy!) exploration of books and reading.

WHAT ARE EDIBLE BOOKS?

Edible books are made of food and inspired by literary titles, characters, or authors. Some edible books are simply cakes decorated to look like the cover of a book, others are food-related puns of a book's title or an author's name, and some



Edgar Allan Dough by Leah Rials



The Walking Dead by Amanda Myers and J.J. Johnson

use food to depict a famous character, setting, event, or theme from a book. One popular option, for instance, is to use cupcakes to create Eric Carle's Very Hungry Caterpillar. In another example, Alice Sebold's *The Lovely Bones* becomes "The Lovely Scones" with an edible "book" that consists of a plate full of scones.

Edible books and the festivals that showcase them are an invention of Judith A. Hoffberg and Béatrice Coron.¹ Since its inception in 1999, the International Edible Book Festival is held annually on or around April 1.² This date marks the birthday of Jean Anthelme Brillat-Savarin (1755 - 1826), a French lawyer, politician, and gastronome, known for authoring a witty book on food entitled *Physiologie du goût*.³ Dozens of libraries and cultural organizations around the world have held their own festivals since then.

PROMOTION & PARTNERSHIP

As with any event, effectively promoting the festival was a challenge. When discussing publicity techniques to employ, festival organizers Elena Azadbakht and Jennifer Brannock decided to use several approaches to inform the community and solicit submissions.

The primary goals of the publicity were to let people know what edible books are and to request submissions for the festival. With limited funding, the organizers knew that this information needed to be incorporated into a single poster.

In addition to the poster, other techniques were used to promote the festival. Azadbakht created an event webpage using the LibGuide platform to provide examples of edible books, a link to a Pinterest page featuring examples, basic history of the festival, and a link to the submission form (<http://libguides.lib.usm.edu/ediblebookfest>).

As with every University Libraries event, traditional mediums of publicity were employed. This included a promotional information posted to university mailing lists and extensive use of Facebook and Twitter.

In addition, direct advertising was used. The University of Southern Mississippi has a food research group. This interdisciplinary, informal group meets regularly to discuss the various ways in which food is studied at Southern Miss. As a member of the group, Brannock was able to distribute publicity about the event to the collaborative.

A nutrition professor involved with the food research group used the edible book festival as an assignment for her students by having them create and submit an edible book that included contextual information about the nutritional value of their submissions. Approximately 15 students submitted their work to the festival with all of the edible books eligible for the Most Nutritional Award. This partnership not only allowed for a more robust selection of participants, but it also allowed the event to serve as an educational opportunity for the nutrition students who went above and beyond in their submissions such as an oversized labyrinth (The Maze Runner) and a seaweed and

rice wizard (Harry Potter and the Sorcerer's Stone).

EVENT SUMMARY

The Southern Miss Edible Book Festival took place at 10 a.m. on April 13, 2015, in the Cook Library Learning Commons Gallery. Hosting the event on a Monday gave contestants the weekend to work on their creations. The festival organizers opted for a start time of 10 a.m., anticipating that many of the contestants would not have a means of storing their entries while they were at work or school. This also meant that the edible books would be as fresh as possible at the start of the event.

The Cook Library Art Gallery is an open-ended alcove in the corner of the Cook Library Learning Commons. Prior to the festival, Azadbakht and Brannock brought in long tables from a nearby conference room and set them up in a rectangular configuration that would allow attendees to circle through all of the edible books displays with ease. Although most contestants were permitted to arrange their edible books anywhere on the tables they chose, the festival organizers were on hand to help them set-up and provided a placard with the submitters' names and the title of their entries (e.g., "Edgar Allan Dough") as well as a copy of the actual book from the Libraries' collection. The majority of contestants brought edible books that were similar to what they had specified in their entry forms, but there were a few last-minute changes. In these instances, having two event organizers proved beneficial – while Azadbakht stayed in the Learning Commons and helped

¹ "Books2eat." 2016. <http://www.books2eat.com/>.

² Ibid.

³ Mennell, Stephen. *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present* (Urbana: University of Illinois Press, 1996), 267-68.

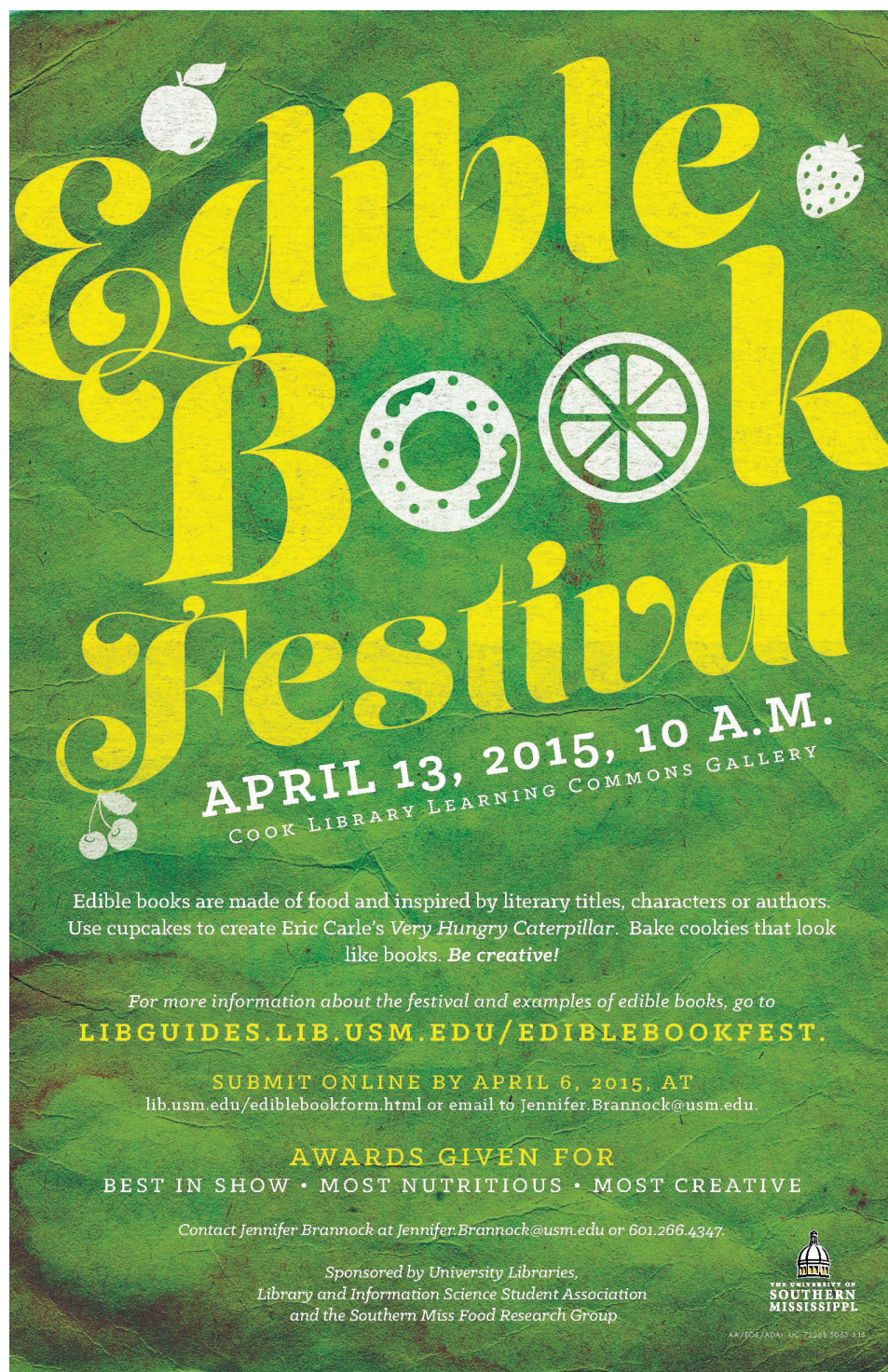
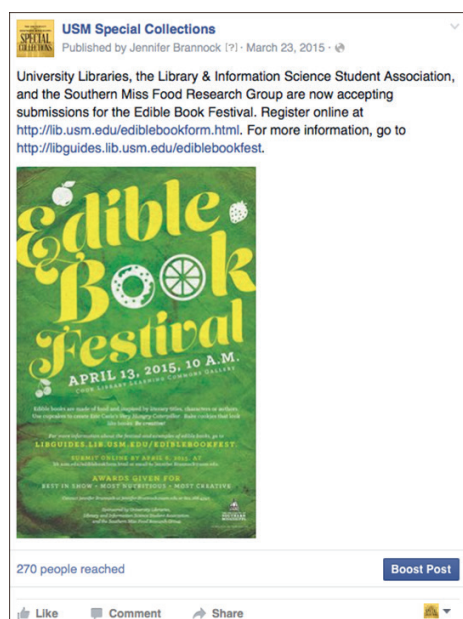
contestants set up, Brannock retrieved any new books and printed extra placards.

Around 10 a.m., Brannock and Azadbakht began to greet visitors and oriented the two volunteer judges, a faculty member from the Department of History and another from the Department of Art and Design. Brannock provided each judge with rubric she had created, so that they had a set of criteria on which to base their judgments. There were three awards: Best in Show, Most Nutritious, and Most Creative. After the first few groups of people began to arrive, Brannock brought out a cake she had had made for the festival – decorated to look like a book – which Azadbakht cut and handed out to attendees. Having a sweet on hand at such a food-centric event seemed appropriate and was well-received.

Brannock and Azadbakht allotted roughly two hours for the Edible Book Festival. This gave contestants and visitors enough time to walk around and admire all of the creative entries. It also gave the judges time to evaluate all of the submissions

thoroughly. Altogether, about 100 people come by the festival, including many library employees and regular patrons. Many faculty and students from the Department of Nutrition and Food Systems came as a group, since a number of students

from that department had submitted edible books. The festival organizers were also approached by a few community members who had seen the posters promoting the festival in local cafes. For more examples from the book festival, see the



Left: Facebook advertisements about festival Above: Edible Book Festival poster

event gallery at <http://aquila.usm.edu/ediblebook2015/>.

Around 11:30, Brannock introduced the judges, who in turn announced the winners of each award, explaining the rationale behind their decisions. Each winner received a gift certificate, library swag, and a quirky trophy of some sort: Best in Show received a sack of Gold Medal flour; Most Nutritious was awarded a pineapple; and a box of “pink camouflage” cake mix went to the Most Creative submission. In keeping with the spirit of the festival, Azadbakht and Brannock wanted to present the winners with edible trophies. The festival naturally wound down after the presentation of awards. Clean-up was minimal as most contestants disposed of their creations themselves. We brought any remaining edible books to the Libraries’ employee lounge, where we kept them until the end of the day. In instances where a contestant did not make it back to Cook Library to claim their edible book by 4 or 5 p.m., Azadbakht disposed of them.

FUTURE CONSIDERATIONS

After having organized a successful first annual Southern Miss Edible Book Festival, Brannock and Azadbakht identified several areas that they plan to alter or develop further. In terms of attracting more participants, the organizers are encouraging other instructors to

provide extra credit for edible books submissions. The Nutrition and Food Systems students who had this incentive brought in some of the most impressive edible books, and it is likely that students with a similar incentive would do the same. In addition, Azadbakht and Brannock plan on featuring the nutrition students’ submissions from 2015 in 2016’s promotional materials such as the LibGuide. The two festival organizers hope that these will serve as inspiration and encouragement to other would-be contestants who are perhaps a little intimidated by the prospect of making an edible book.

For the second annual Southern Miss Edible Book Festival in April of 2016, Brannock and Azadbakht are inviting professional bakers and cake decorators to participate. However, they have created a special award category for this group, so as not to discourage non-professional submissions. Currently, the two organizers are working to identify all of the professional bakers, pastry chefs, and cake decorators in the Hattiesburg area and are developing a strategy for promoting the event to this demographic.

Although most passersby elected to join in the festivities, Azadbakht and Brannock did receive a few noise complaints from students who were studying nearby in the Cook Library Learning Commons. The Learning Commons is not a designated quiet

study space – these are located on the upper floors of the library – yet a number of students still prefer to do the bulk of their studying there. Unfortunately, there are not many spaces within Cook Library that can accommodate an event of this kind, especially given the number of attendees that came to the 2015 festival. Nevertheless, the organizers are exploring other library spaces. At the very least, Brannock and Azadbakht may warn regular users of the Learning Commons in advance of the potential noise created by the festival, either via signs or an announcement on the Libraries’ website.

CONCLUSION

In University Libraries at Southern Miss, librarians host lectures and events that appeal to people around campus and in the community. As with any event, it was difficult to anticipate participation levels for the festival. Through effective planning, promotion, and partnerships, the edible book festival went from an idea to a success that incorporated participation and interest from students, faculty, librarians, and community members.

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Copyright Concerns at The University of Southern Mississippi

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INTRODUCTION

University Libraries at The University of Southern Mississippi has taken a proactive approach to educating the campus community of copyright concerns affecting scholarly communications. Colleagues from across several library units worked together to form a copyright taskforce and draft general copyright policy guidelines for the institution, create a Web presence giving users a one-stop information source for copyright issues, and implement educational programming for the campus community.

THE WHY?

The situation on campus demonstrated the need for a unified copyright presence and an institutional stance on copyright, or at the very least, a curated set of resources to educate the campus community. A copyright policy for the university would address the gap in overall awareness around the campus and fill out the institution's intellectual property rights policy, currently geared toward patents and

trademarks. The lack of a unified policy meant there was no centralized location to find assistance or resources in navigating the use of materials. The silo effect resulted in a scarce coordination among faculty and staff who handle copyright questions. Thus precipitated the need for a copyright taskforce to be managed by University Libraries and made of those currently addressing common copyright issues in their day to day work.

COPYRIGHT TASKFORCE MEMBERS

Members for the Copyright Taskforce were selected from different units, each versed in different areas of copyright. The Digital Lab Manager was included for her involvement with copyright concerns in publication and digitization requests as well as making digitized content available to the public and experience with the Digital Millennium Copyright Act (DMCA). The Records Management Specialist was selected to serve for her experience with Freedom of Information Act (FOIA) requests, extensive records retention experience, and legal restrictions of donated materials. The Institutional Repository Coordinator was included because of the extensive link between IR projects and questions of author rights, open access, and publication agreements. To address the overlap with intellectual property, the Science and Technology Librarian was also selected

to serve. The Access Services Librarian, currently serving as the Taskforce Chair, was included for her involvement in course reserves, fair use, and general copyright education and guidelines. The Access Services Manager at the Gulf Coast Library rounds out the committee by serving as a liaison for the Gulf Park Campus.

FIRST STEPS

The Taskforce was originally formed in January 2014 and was charged with identifying educational opportunities for the campus community and also for library faculty and staff. During the first meetings, the Taskforce identified that the lack of any institutional policy dealing with copyright was problematic. Therefore, an institutional copyright policy or guidelines was needed before the educational programming could be created. Throughout the first year there were changes in library administration and the Taskforce's charge was updated to reflect the vision of the new dean. The new charge was a three prong approach that included copyright policy, web presence, and training opportunities.

COPYRIGHT POLICY

The creation of an institutional level copyright policy was identified as the first order of business under the new charge. Work began on the draft policy in January 2015 with a final draft completed by April of

that year. Before actually writing the policy, Taskforce members researched and analyzed policies from sister institutions and other notable programs across the country. After meeting and discussing each policy example, the Taskforce identified two policies to be used as models: Ball State University and Cornell University. Work then began on the draft policy and an outline was created identifying key concepts to include. The Taskforce held weekly writing sessions and was able to complete the first draft in a little over three months. The draft policy was then sent out to several key units on campus for initial feedback including University Libraries Administration, Office of Research Integrity, Office of Technology Development, and University Counsel. The review process resulted in starting a larger conversation. This led to the decision to combine the Copyright Policy with the Intellectual Property Policy, acknowledging the two policies would be more effective as a cohesive unit managed by the Office of Technology Development and freeing the Taskforce to focus on a centralized Web presence and educational opportunities.

WEB PRESENCE

It was determined a "Copyright Commons" could serve as a centralized location, albeit a virtual location, for copyright related information and initiatives at Southern Miss. The site would include online educational resources, contact information for campus copyright authorities, and a listing of upcoming training opportunities. Though there are a variety of ways to arrange such sites, the Taskforce settled on

organizing the content by audience, subdividing resources by students, faculty/staff, and outside researchers. Such organization would improve accessibility for users and deliver specialized content to different audiences. Including outside researchers is unique for academic libraries, but vital to the populations served and the communities in which the libraries reside. The Copyright Commons site is under development and tentatively set to launch in Spring 2016.

TRAINING OPPORTUNITIES

Moving forward, a key component of the Taskforce's mission is to provide training opportunities for the campus community on copyright issues. To begin this process, the Taskforce intends to provide training to University Libraries faculty and staff in which colleagues will be provided with a brief overview of the Taskforce's mission as well as a discussion of important copyright policies that library employees need to know. Following this initial workshop, members of the Taskforce will develop workshops that will be offered to students, faculty and staff, or individual departments or programs, with each workshop designed to address the specific needs or questions of each of these groups.

The Copyright Taskforce has also explored the opportunity to partner with other groups across campus to provide training and education. The Office of Research Integrity has approached the Taskforce about providing a workshop to discuss the value and importance of a campus copyright policy. In addition, the Taskforce has been invited to take part in a series of workshops along

with the Learning Enhancement Center to provide training for faculty members who will be implementing open textbooks or other open educational resources in their classes as part of the university's Open Textbook Initiative.

BENEFITS

There are a number of benefits from the Taskforce's work thus far, both within the Libraries and among the broader community. Within the Libraries, the Taskforce has made employees stronger as a team, for while copyright questions were once resolved within individual units, now the Libraries has a means of collaboratively addressing concerns or of making sure that the appropriate experts are involved when specific questions arise. In the same way, the Taskforce has benefited the campus by establishing the Libraries as the copyright authority on the campus of Southern Miss. Before, there was no concentrated effort to provide support on copyright matters among any campus entities, but now the campus has a known resource available that they can turn to for assistance. The Taskforce members have also grown professionally as they have become more familiar with other elements of copyright outside of their own specialties, as well as gaining a deeper understanding of copyright guidelines and best practices in general.

The benefits of the Taskforce also extend to the broader community. For one, the work of the Taskforce facilitates one of the university's major objectives, student success, as well as faculty research. In addition, the training opportunities that the Taskforce provides will create

a more informed community on matters of copyright both from the perspective of authors as well as of researchers. Furthermore, the Taskforce's Web presence will streamline access to copyright resources, so that when someone needs assistance, they will be able to easily find either a resource that will help them or someone that they can speak to for additional help.

CONCLUSION

In the past, each University Libraries unit encountered their own copyright concerns and devised means of navigating the landscape. By joining together, the institution can provide a unified approach to traversing common copyright issues such as scholarly publications, open access, the publication of manuscript materials, digitizing copyrighted

works, course reserves and fair use matters. The work of the Taskforce has proven these units are stronger together and have the ability to make a larger impact on the campus community than individually.

Starting a Social Services Coalition in Your County

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Barbara Evans

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First Regional Library*

Librarians often find themselves trying to help people with problems beyond checking out materials, using computers, or attending programs. Instead of a book, what the customer really needs is the location of a senior day care center for a parent with Alzheimer's, help for a child with autism, a literacy program, and more.

Not all libraries and cities can afford to maintain an Information and Referral Services Department to keep this information available in one place. Forming a coalition of social service agencies in the county to meet, network, and share information on resources is one alternative that worked in DeSoto County, Mississippi. It's known as the DeSoto County Social Services Coalition, or DCSSC for short.

DCSSC was formed as a sub-committee of the Horn Lake Chamber of Commerce in July 2007 by Larry Witherspoon with the help of three nuns from Sacred Heart Southern Missions. DCSSC quickly evolved into a networking organization for businesses, non-profits, and government agencies to come together to share information and resources to make it easier to serve residents of DeSoto County. If your area has a similar agency, get involved today. If not, try starting one. Here are some possible partners for your library to consider:

- Agencies for people with specific conditions (Autism awareness groups, etc.)
- Businesses/chambers of commerce
- Churches and other places of worship
- Civic clubs (Rotary, Lions, etc.)
- Community foundations/volunteer agencies
- Disaster relief agencies
- Elected officials

- Food pantries
- Health departments
- Job training programs
- Literacy groups
- Medical professionals
- Mental health professionals
- Neighborhood Watches
- Schools, colleges and universities
- Scouting groups
- Shelters (homelessness, abuse, recovery, etc.)
- Veterans' groups
- Anyone else who can help!

DCSSC meets monthly and usually features a guest speaker and time for participants to talk about what their organizations are doing. Members benefit from learning about other resources in the community to taking the knowledge back to share with their agencies and ultimately the customers they serve. Your structure can vary, but it's worked well for us.

For more information, feel free to contact the DCSSC.

MLA: More than a Conference

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About the end of July, you will start seeing social media posts saying, “Are you going to MLA?” It is understandable that to most librarians, be they public or academic, refer to the Mississippi Library Association’s annual conference as simply “MLA.” It is the same for those who attend the American Library Association’s semi-annual conferences.

When we as members and as event attendees, use this phrasing, we marginalize an entire non-profit organization to a single week in October, and in turn, marginalize the efforts of that organization on behalf of the libraries, librarians, school media specialists, and patrons.

As members of the Mississippi Library Association, we are, in effect, the cheerleaders for an entire profession. It is through the organization that librarians, school media specialists, archivists, and patrons are able to make positive changes to the general understanding of the value

we provide to the communities we serve. It is through the organization’s volunteers that critical funding and education issues are brought before the State Legislation. It is through the work of MLA volunteers that the school media specialists remain in the schools, as other states slowly dismantle their school libraries in favor of computer labs.

The relegation of the Association into a single phrase, a single week, reduces that chance for those outside the library profession to witness and understand the impact the organization has in establishing Mississippi libraries’ leaders in their respective communities.

It is without a doubt that most people who are not members, and some that are past/current members, ask: “What real benefit do I get for my annual dues?” Like other organizations, the Mississippi Library Association’s membership benefits are intangible and very rarely actualized. Just as librarians tell their community that libraries offer more services than books – such as computer

classes and programming – so does the Library Association.

Librarians - constant learners - relish in the annual networking of the October conference, but few realize that the association hosts smaller, town-hall like, meetings throughout the state. These events include educational, leadership, and volunteer opportunities otherwise not afforded to many librarians. The annual membership dues help to provide scholarships to library students, scholarships which help to alleviate the rising costs of education.

As the chair of the library membership committee, I urge you to look beyond the annual conference hosted by the Commission and the Association. Look at your membership as an opportunity to rededicate yourself to the library profession through networking, learning, and outreach opportunities. Membership does have financial costs – but nothing worth having is ever truly free. Lend your voice to other advocates and I promise you, you will not look back.

With the recent passing of two of Mississippi’s staunchest library supporters and advocates, Billy Beal and Jane Smith, the Mississippi Library Association felt it was only appropriate that it establish a process to accept memorial scholarship donations. We are happy to announce that memorial donations can now be made to the scholarship fund. Donations should be specified as to who it is in memory of and which scholarship. Donations can be sent via check to MLA PO Box 13687, Jackson MS 39236-3687 or you can make your donations online at:

<http://www.misslib.org/brocksshedddonation>

<http://www.misslib.org/peggymaydonation>

Library Legislative Day 2016

Molly McManus

MLA President

Sarah Crisler-Ruskey

Director, Carnegie Public Library of Clarksdale and Coahoma County

Susan Liles

Photographer

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The Mississippi Library Commission (MLC) hosted "Library Day" at the Mississippi State Capitol on Tuesday, March 8, 2016 from 11:00 a.m. to 2:00 p.m. on the First Floor Rotunda. The event, which was captured on social media sites with the hashtag #mslibraryday, featured demonstrations of 3-D printers, LSTA Grant Projects, Talking Books, costumed characters from some favorite children's books, a photo

booth that used a green screen app and many other exciting projects and services that showcase how today's libraries serve Mississippi's citizens. Over 60 representatives from the Mississippi Library Association (MLA), Friends of the Mississippi Libraries, Inc. and MLC joined to share the news from all types of libraries in Mississippi communities.

Following Library Day activities, the Mississippi Library Association hosted the first-ever Legislative Lawn Party from 5:00 p.m.-7:00 p.m. on the grounds of the Mississippi Library Commission. The event featured live bluegrass music by the Angel Bandits, brews donated by Lucky Town

Brewing Company, and a barbecue buffet. Upstairs was a photo booth for participants to snap pictures and a gorgeous buffet of homemade desserts. The Lawn Party was well attended and provided a forum for library advocates and approximately 40 lawmakers to mingle in a casual atmosphere. The Library Day events were sponsored by the Friends of Mississippi Libraries, Inc. and Friends groups from throughout Mississippi and provided librarians and library supporters with an opportunity to talk with legislators about issues important to libraries and the communities they serve, including the statewide fiber network that MLC has requested that the legislature fund this year.



Representatives from the MLC, MLA, and Friends of the Mississippi Libraries, Inc. on the First Floor Rotunda.



- 1) Mara Polk, MLA Legislative Committee Chairperson and Director of Central Mississippi Regional Library System.
- 2) Library supporters in the Capitol Rotunda.
- 3) Barbara Price, MLA administrator, and Marsha Case, MLA Parliamentarian, at the MLA table.
- 4) Patsy Brewer, Director, and Pat Flowers, Accounting Clerk, both from Waynesboro Wayne County Library.
- 5) MLA Executive Board Member and Chair of the Board of Trustees at the Jackson-Hinds Library System, Rickey Jones, poses with the Cat in the Hat using the Green Screen App in the Capitol rotunda. Photograph by Ashley Biggs.



1) The Angel Bandits perform at the Legislative Lawn Party.

2) Teresa Gerald, Vice President of the Friends of the Ridgeland Library; Jaclyn Anderson, Madison County Library System; Representative Greg Haney, District 118.

3) Senator Juan Barnett, District 34; Josh Haidet, Director, East Mississippi Regional Library System.

4) Mary Ann Griffin, Director, Sunflower County Library System; Senator Willie Simmons, District 13; Lynn Shurden, Past President MLA and retired director, Bolivar County Library System; Jennifer Wann, Director, Bolivar County Library System.

5) Ed Hughes, Director, First Regional Library System, Representative Dan Eubanks, District 25; Corey Eubanks; Barbara Evans and Jesse Pool, First Regional Library System.

6) Attendees at the Legislative Lawn Party having a great time.

People In The News

Sarah Mangrum

*Access Services Librarian /
Assistant Clinical Professor
University of Southern Mississippi*



It is with great sadness that we inform you of the death of **Miss Jane Smith** (pictured left).

Mary Jane Smith, 69, passed away Tuesday, January 26, 2016 at St. Dominic Hospital in Jackson. A private graveside service will be held by the family.

Miss Smith was born in Little Rock, Arkansas in Pulaski County. She was a longtime resident of Jackson, retiring as Assistant Director of the Mississippi Library Commission after 40+ years of loyal service. Miss Smith enjoyed needlepoint, cross stitch and reading. Reading was her life, giving her great joy. She was a loving sister, friend to many, a woman of her word and someone you could always count on.

Miss Smith started at MLC as a Library Consultant March 1, 1980. She held a variety of positions and titles in the thirty years she worked there, including Library Consultant Supervisor, Acting Assistant Director for Library Development, Assistant Director for Library Development, Deputy Director, Director of Public Services, and Acting Director

of the Mississippi Library Commission. (She held this last position not once, but twice.) Jane was also the 2006 MLA Peggy May Award winner.

In 1992, she was key in securing \$10 million in bond funding for public libraries. This was the first time the Mississippi Legislature had approved such funding for public libraries. It led to 100 new and newly renovated public library buildings in the state.

Miss Smith was the person who contacted Senator Gray Ferris about developing a statewide collection of databases for use by public libraries. Ferris thought it was a great idea that academic, public, and school libraries joined forces to get legislative support. The end result was MAGNOLIA, which is still in use today. Other states followed Jane's and Mississippi's lead and began offering statewide access to databases.

MLC Executive Director Susan Cassagne said, "She was a presence. She was always fair and ready to listen. She was an integral part of the MLC family for many years; she will be missed. Please keep her family in your thoughts and prayers."

In December 2015, **Joyce Shaw** and **Peter Dean** became the recipients of the first Friends of University Libraries' grant to purchase award winning children's books that portray Autism Spectrum Disorder (ASD) in a realistic way. Shaw and Dean compiled a bibliography of the books as part of a poster presentation at the 2015 Fay B. Kaigler

Children's Book Festival. From this list of twenty-two books, eighteen were not owned by University Libraries in one or more collections. This award will benefit three University Libraries' collections that include children's literature: the de Grummond Children's Literature Collection, Cook Library Curriculum Materials Center and Gulf Coast Library Curriculum Lab.



Nathan Howe joined Hinds Community College Libraries January 4, 2016, as the Reference Librarian at McLendon Library on the Raymond Campus. He comes to Hinds after serving as a technical services assistant for the Jackson Hinds Library System, where he previously served as interlibrary loan officer. He had worked with the Jackson Hinds Library System since August 2010. He graduated from the School of Library and Information Science at the University of Southern Mississippi in August 2014. He also holds a master's degree in philosophy from the University of Mississippi.

Melissa Wright began her position as Public Services Librarian at Northwest Mississippi Community College in Senatobia in August of 2015. She obtained her Masters in

Library and Information Science and her PhD in adult education from the University of Southern Mississippi and has worked most recently at UMMC's Rowland Medical

Library as head of instructional services. "I'm so excited to be part of the Northwest team and to work with such a talented, innovative, and creative group of people."

News Briefs

Sarah Mangrum

*Access Services Librarian /
Assistant Clinical Professor
University of Southern Mississippi*

HEADSTONE STORIES: RAISING THE DEAD AT THE INDIANOLA CITY CEMETERY

On April 16th, 2016, for two hours Indianola Academy 6th Grade students will impersonate different individuals interred at the Indianola City Cemetery. A cemetery stroll is a unique and interesting way to teach history and we bring this unusual teaching strategy to the local community. Last year was the sixth occurrence of Headstone Stories and this year it's going to be even better. Using our experiences from previous years and our aspirations for this year, the IA teachers and I have created an outline for the project. We have coordinated what knowledge and experience the teachers want for the students with what historical materials for research are located in the History Room. The students write an eight paragraph paper concerning the lifetime of the interred, specifically the political atmosphere, the economic and agricultural conditions, and the cultural trends. The students will make two visits with their class to the History Room, utilizing newspapers, microfilm and books to research these areas for their paper and personal reconstruction and one visit individually. Then on

April 16th, 2016 from 10am to noon at the Indianola City Cemetery, the students will represent the interred to the community. Entertaining and educating visitors with personal stories, anecdotes of their time period and Indianola history.

*Submitted by
Jennifer Rose
Public History Coordinator
Sunflower County Library System*



*Photograph by Jennifer Rose
Carolyn Kelley participates in Headstone Stories in the Indianola City Cemetery.*

USM FIRST ONLINE DUAL MASTER'S DEGREE – MLIS/IT

A dual master's degree is the preferred degree for reference positions at many academic and research libraries. The first online dual degree - MLIS/IT (MS in Library and Information Science/ MS in Instructional Technology) is now available at Southern Miss. Requirements for the dual degree are listed at: <http://www.usm.edu/library-information-science/dual-mlis-programs>.

Application for the dual master's as well as the MLIS degree, MLIS with school licensure emphasis, Graduate Certificate in Archives and Special Collections and Graduate Certificate in Youth Services and Literature is available online. The Southern Miss School of Library and Information Science (SLIS) is now accepting applications for summer and fall 2016. <http://www.usm.edu/graduate-school/apply-graduate-school>.

*Submitted by
Teresa Welsh, Ph.D.
Professor and Director
School of Library and Information Science
The University of Southern Mississippi*

DISTINGUISHED CHILDREN'S AUTHORS AND ILLUSTRATORS COMING TO USM CHILDREN'S BOOK FESTIVAL

The School of Library and Information Science is pleased to announce the 49th annual Fay B. Kaigler Children's Book Festival, to be held April 6-8, 2016, at the Southern Miss Thad Cochran Center. The highlight of the festival is the presentation of the Southern Miss Medallion awarded to an author or illustrator for his or her body of work. The 2016 Southern Miss Medallion winner is Jacqueline Woodson.

Jacqueline Woodson is the 2014 National Book Award Winner for her New York Times bestselling memoir, *Brown Girl Dreaming*.

The author of more than two dozen books for young readers, she is a four-time Newbery Honor winner, a recipient of the NAACP Image Award, a three-time National Book Award finalist, a two-time Coretta Scott King Award winner and was recently named the Young People's Poet Laureate by the Poetry Foundation.

Other outstanding authors and illustrators scheduled to appear include:

Michael Cart, a columnist and reviewer for *Booklist* magazine, is a leading expert in the field of young adult literature. The author or editor of 23 books including his history of young adult literature *From Romance to Realism* and the coming of age novel *My Father's Scar*, an ALA Best Book for Young Adults, he is a past president of both the Young Adult Library Services Association and the Assembly on Literature for Adolescents of the National Council of Teachers of English. He is the 2000 recipient of the Grolier Award and the first recipient of the YALSA/Greenwood Press Distinguished Service Award.

2003 Southern Miss Medallion Winner **Lois Lowry** is one of the world's most beloved and versatile authors for children and young adults. She is the author of more than forty books, including the popular Anastasia Krupnik series. She has sold millions of books worldwide and twice received the prestigious Newbery Medal, for *Number the Stars* in 1990 and *The Giver* in 1994. Other honors she has earned include the Boston Globe-Horn Book Award, the Dorothy Canfield Fisher Award, the California Young Reader's Medal, and the Mark

Twain Award. For her contributions as a children's writer, she is the U.S. 2016 nominee for the biennial, international Hans Christian Andersen Award; she was a finalist in 2000 and nominee in 2004. In 2007 she received the Margaret A. Edwards Award for her contribution to young adult literature.

George O'Connor's first graphic novel, *Journey into Mohawk Country*, used as its sole text the actual historical journal of the seventeenth-century Dutch trader Harmen Meyndertsz van den Bogaert, and told the true story of how New York almost wasn't. He followed that up with *Ball Peen Hammer*, the first graphic novel written by playwright Adam Rapp, a dark dystopian view of a society's collapse as intimately viewed by four lost souls. Now he has brought his attention to Olympians, an ongoing series retelling the classic Greek myths in comics form. In addition to his graphic novel career, Mr. O'Connor has published several children's picture books, including the New York Times best-selling *Kapow*, *Sally and the Some-Thing*, and *Uncle Bigfoot*. He lives in Brooklyn, NY.

As Executive Director of the Ezra Jack Keats Foundation, **Dr. Deborah Pope** has directed its work toward increasing diversity in children's literature and enriching the quality of public education. Through her efforts, the Ezra Jack Keats Book Award is recognized internationally as an imprimatur of quality children's books for a multicultural audience. Deborah came to the Foundation after an extensive career in theater and arts-in-education. She has two daughters, and lives with her husband in Brooklyn,

New York.

Joyce Sidman is the winner of the 2013 NCTE Award for Excellence in Children's Poetry and author of many award-winning children's poetry books, including the Newbery Honor-winning *Dark Emperor and Other Poems of the Night*, and two Caldecott Honor books: *Song of the Water Boatman and Other Pond Poems* (also a Lee Bennett Hopkins Poetry Award winner) and *Red Sings from Treetops: A Year in Colors* (which won the Claudia Lewis Poetry Award). She teaches poetry writing to school children and participates in many national poetry events. Her recent book, *What the Heart Knows: Chants, Charms & Blessings*, has been critically acclaimed and was a finalist for the Los Angeles Times Book Award. Joyce lives with her husband and dog near a large woodland in Wayzata, Minnesota.

Since entering the world of children's books with illustrations for the first of James Howe's Pinky and Rex easy reading series, **Melissa Sweet** has illustrated many children's books, from board books to picture books and nonfiction titles. She received a Sibert Medal for *Balloons over Broadway* and Caldecott Honors for *A River of Words* by Jen Bryant and *The Right Word: Roget and His Thesaurus* also by Jen Bryant, as well as two New York Times Best Illustrated citations. Her collages and paintings have appeared in the New York Times, Martha Stewart Living, Madison Park Greetings, Smilebox and for eeBoo Toys, which have garnered the Oppenheim and Parents Choice Awards. Melissa currently lives in Rockport, Maine, and loves riding her bike and hiking with her

two dogs, Rufus and Nellie. Melissa's newest book, *Some Writer! The Story of E.B. White* is a biography of America's beloved author, to be published in fall 2016.

Tim Tingle is an Oklahoma Choctaw and an award-winning author and storyteller. His great-great grandfather, John Carnes, walked the Trail of Tears in 1835, and his paternal grandmother attended a series of rigorous Indian boarding schools in the early 1900s. Responding to a scarcity of Choctaw lore, Tingle began collecting tribal stories in the early 90s. His first children's book, *Crossing Bok Chitto*, (Cinco Puntos Press, 2005), garnered over twenty state and national awards. In 2010 Tingle released *Saltpie* and contributed the story "Rabbit's Tail Tale" to multiple-award winning anthology, *Trickster*. Both *Saltpie* and *Trickster* were selected as 2011 American Library Association Notable Books.

Author of several award winning novels, **Rita Williams-Garcia** continues to break new ground in young people's literature. Known for their realistic portrayal of teens of color, Williams-Garcia's works have been recognized by the Coretta Scott King Award Committee, PEN Norma Klein, American Library Association, and Parents' Choice, among others. She says, "My readers are always sharper than my characters. They are always telling the characters a thing or two. I like that. That's why I enjoy writing for teens. Teens think. They question." Rita recently served on the National Book Award Committee for Young People's Literature and is on faculty at Vermont College MFA Writing for Children and Young People.

The Fay B. Kaigler Children's Book Festival is Proud to Host the Ezra Jack Keats Book Awards

Since 1985, the Ezra Jack Keats Book Awards have been given to an outstanding new writer and new illustrator of picture books for children who share Ezra's values: the universal qualities of childhood and multicultural nature of our world. Now in partnership with the de Grummond Children's Literature Collection, the EJK Book Awards continue to encourage the next generation of talent who are committed to celebrating diversity through their writing and art.

For more information, including the tentative schedule and registration information, please visit <https://www.usm.edu/children-book-festival> or call the USM School of Library and Information Science at 601.266.4228.

*Submitted by
Teresa Welsh, Ph.D.
Professor and Director
School of Library and Information Science
The University of Southern Mississippi*



2016 EZRA JACK KEATS BOOK AWARD WINNERS ANNOUNCED

The Ezra Jack Keats Foundation, in partnership with the de Grummond Children's Literature Collection at The University of Southern Mississippi, announced the winners of the 30th annual Ezra Jack Keats Book Award. Each year, a new writer and new illustrator are celebrated. The 2016 award ceremony will be held on April 7th during the Fay B. Kaigler Children's Book Festival at The University of Southern Mississippi in Hattiesburg. The winners receive a gold medallion as well as an honorarium of \$1,000.

"We are proud to present the Ezra Jack Keats Book Award to the best new talents in children's illustrated literature each year. These are writers and illustrators whose books reflect the spirit of Keats, and at the same time, are refreshingly original," said Deborah Pope, Executive Director of the Ezra Jack Keats Foundation. "This year is Ezra's 100th birthday! So we are especially delighted to celebrate him by honoring those whose books, like his, are wonderful to read and look at and reflect our multicultural world."

"The Keats Archives at the de Grummond Children's Collection is a happy reminder of the joy that Ezra's books have brought to readers and the impact they have had on children's book makers. Once again, we see that influence in the work of this year's EJK Book Award winners. We are confident that they'll join the long list of illustrious past winners whose books continue to delight and make a difference," said Ellen Ruffin, Curator of the de Grummond Children's Literature Collection.

Lois Lowry, two-time winner of the Newbery Award for *Number the Stars* and *The Giver*, will present this year's Ezra Jack Keats Book Awards. Michael Cart, columnist/reviewer for *Booklist* and a leading expert on young adult literature, will deliver the Keats Lecture.

The 2016 Ezra Jack Keats Book Award winner for new writer is:

Don Tate for *Poet: The Remarkable Story of George Moses Horton*

Published by Peachtree Publishers

In the South before the Civil War, it was illegal to teach slaves to read, but George Moses Horton loved words too much to be stopped. He taught himself to read as a child and

grew up to be a published poet, while still a slave. Writing about slavery for young readers is challenging but important, and Don Tate succeeds brilliantly, in an engaging, age-appropriate and true narrative.

Tate said, “Three years ago, I won an Ezra Jack Keats honor award, one of the proudest moments of my career. I never imagined being considered again... this time [for] the top award. There has always been a special place in my heart for Ezra Jack Keats. When he chose to picture brown children in his books, he chose to acknowledge me. I wasn’t invisible to him. As a creator of color in a field that sorely lacks diversity, it can be easy to sometimes feel unseen. This award serves as a reminder to me that I am not invisible and that my work matters.”



The 2016 Ezra Jack Keats Book Award winner for new illustrator is:

Phoebe Wahl for *Sonya's Chickens*
Published by Tundra Books

Sonya's dad presents her with three baby chicks to care for, and she does her job well, providing food, shelter and lots of love as they grow into hens. Then one night, Sonya discovers that one of her hens is missing! But as her father explains, the fox stole the hen because he loved his kits and needed to feed them. The circle of life is gently and exquisitely depicted in Wahl's rich

and colorful watercolor and collage illustrations of a multicultural family's life on a farm.

Wahl said, “Keats’ work stands out as some of the most impactful of my childhood. I can directly trace the roots of my obsession with pattern, color and my use of collage to my affinity with the lacy baby blanket in *Peter's Chair*. Keats inspired me to create stories that are quiet and gentle, yet honor the rich inner lives of children and all of the complexity that allows. I am humbled to be associated with Keats’ legacy in being presented with this award, and I am so grateful to the Ezra Jack Keats Foundation and the children's literature community for this show of support and encouragement.”

The 2016 Ezra Jack Keats Book Award honor winners are:

2016 New Writer Honor

- Julia Sarcone-Roach for *The Bear Ate Your Sandwich* (illustrated by Julia Sarcone-Roach. Published by Knopf Books for Young Readers)
- Megan Dowd Lambert for *A Crow of His Own* (illustrated by David Hyde Costello. Published by Charlesbridge)

2016 New Illustrator Honor

- Ryan T. Higgins for *Mother Bruce* (written by Ryan T. Higgins. Published by Disney • Hyperion)
- Rowboat Watkins for *Rude Cakes* (written by Rowboat Watkins. Published by Chronicle Books)

To be eligible for the 2016 Ezra Jack Keats Book Award, the author and/or illustrator will have no more than three children's picture books published prior to the year under consideration.

The selection committee is comprised of nationally recognized early childhood education specialists,

librarians, illustrators and experts in children's literature: Carolyn Brodie, Chair; Rita Auerbach, Jason Chin, K.T. Horning, Angela Johnson, Claudette McLinn, Sean Qualls, Caroline Ward, and Paul O. Zelinsky. Ex-Officio members are: Deborah Pope, Executive Director, Ezra Jack Keats Foundation; and Ellen Ruffin, Curator, de Grummond Children's Literature Collection.

For a complete list of past award winners, visit <http://www.ezra-jack-keats.org/ejk-book-award/>. For information about submissions, visit http://www.lib.usm.edu/degrummond/ezra_keats.html.

About the Ezra Jack Keats Foundation:

Founded by the late Caldecott award-winning children's book author and illustrator Ezra Jack Keats, the Ezra Jack Keats Foundation fosters children's love of reading and creative expression by supporting arts and literacy programs in public schools and libraries; cultivating new writers and illustrators of exceptional picture books that reflect the experience of childhood in our diverse culture; and protecting and promoting the work of Keats, whose book *The Snowy Day* broke the color barrier in mainstream children's publishing. (Keats. Imagination. Diversity.) For more about the Foundation, visit <http://www.ezra-jack-keats.org>.

About the de Grummond Children's Literature Collection:

The de Grummond Children's Literature Collection at The University of Southern Mississippi is one of North America's leading research centers in the field of children's literature. The Collection holds the original manuscripts and illustrations of

more than 1,300 authors and illustrators, as well as 180,000+ mostly American and British published books dating back to 1530. Since 1985, the de Grummond Collection has been the home of the Ezra Jack Keats Archive, which includes manuscripts, typescripts, sketches, dummies, illustrations and proofs for Ezra Jack Keats' books.

For more about the de Grummond, visit <http://www.lib.usm.edu/degrummond>.

Submitted by

Dawn Smith, M.S.

Assistant to the Dean for Publicity and Outreach

University of Southern Mississippi Libraries



CELEBRATING 50 YEARS OF CHILDREN'S LITERATURE AT SOUTHERN MISS

When Lena de Grummond came to The University of Southern Mississippi to teach children's literature in the School of Library Science in 1965, she envisioned resources that went beyond the classroom textbook. The de Grummond Children's Literature Collection is the result of one woman's dream to collect original materials from authors and illustrators of children's books to use as resources for students in library science. If students could study the creative processes of authors and illustrators by examining the manuscripts and illustrations first hand, she knew they would better appreciate the literature.

De Grummond became acquainted with a number of authors in her previous position in Louisiana as state superintendent of Louisiana School Libraries, and to accomplish her goal, she sent handwritten letters to them, as well as to her favorite children's book authors, to request

original manuscripts and typescripts, illustrations, sketchbooks, and any materials related to the publication of a children's book, including galleys, dummies, publisher correspondence and fan mail. At one point, she wrote as many as 100 letters per week. The first to respond were Bertha and Elmer Hader, the husband and wife author-illustrator team, who sent manuscript materials, dummies and illustrations for *Ding, Dong, Bell* (1957). The contributions from the Haders were soon followed by more from Lois Lenski, Elizabeth Coatsworth and Roger Duvoisin.

"Dr. de Grummond had a vision, and I have no doubt she knew what she was creating from the very beginning. She developed relationships with authors and illustrators through correspondence, which is a great legacy for us. The correspondence with H. A. and Margret Rey shows how their relationship developed through the years. The personal interest Dr. de Grummond had for the donors was remarkable. She knew details about their lives, their children's names, their new projects, etc. She was sincerely interested in them, and the feeling was mutual," says Ellen Ruffin, current curator of the collection.

Founded in 1966, the de Grummond Children's Literature Collection has grown far beyond its original intent, and is now one of the largest such collections in North America. The collection contains the works of more than 1300 authors and illustrators, including Randolph Caldecott, John Newbery, Kate Greenaway, H.A. and Margret Rey and Ezra Jack Keats. These are some of the most celebrated

names in children's literature with Caldecott, Newbery and Greenaway all having prestigious national awards named in their honor, and the Rey's being the creators of *Curious George*. Keats, the man behind *The Snowy Day*, is one of America's most groundbreaking authors with his efforts to break the color barrier in children's publishing, and *The Snowy Day* is considered to be one of the most important American books of the 20th century.

These original materials are supplemented by a book collection of more than 160,000 volumes of historical and contemporary children's literature and include Aesop's Fables that date back to 1530, a board game from 1790, more than 100 version of the Cinderella story and the papers of popular young adult author, John Green. Researchers from across the United States, around the world and all disciplines at Southern Miss visit the collection on a regular basis to study its fables, fairy tales, folklore, alphabet books, nursery rhymes, textbooks, religious books, moral tales, fantasy, fiction, primers, and children's magazines. Complementing these holdings are scholarly studies, biographies, bibliographies, and critical works.

Now 50 years later, de Grummond's legacy lives on. Her influence remains strong and Ruffin says that she is often quoted in correspondence with potential donors. While the collection is available for use by students at Southern Miss and researchers, Ruffin has pointed her efforts to the development of the collection, and to some degree, de Grummond's unique style can still be found in those efforts. The growth of the collection ensures its

longevity and increases its value to the world of children's literature.

Since its founding 50 years ago, the collection has become one of the largest and most well-known collections of children's literature in the world. Today, the de Grummond Children's Literature Collection hosts numerous world-class exhibits from some of the industries' most well-known authors and illustrators, including Rosemary Wells and Tasha Tudor. The collection also plays a significant role in the Fay B. Kaigler Children's Book Festival each year by hosting the de Grummond Lecturer and the Ezra Jack Keats Book Award, a national award given to newcomers in children's literature.

Submitted by

Dawn Smith, M.S.

Assistant to the Dean for Publicity and Outreach

University of Southern Mississippi Libraries



McCain Library and Archives, The University of Southern Mississippi

Photograph of Dr. Lena de Grummond at her desk.



MSU LIBRARIES HOSTS 16TH ANNUAL MEGARESOURCE SCHOOL LIBRARIAN WORKSHOP

School librarians from throughout the state of Mississippi gathered on February 5th for the 16th annual MegaResource School Librarian Workshop, hosted and presented by MSU Libraries. This year's workshop was filled to capacity with others on a waiting list. Attendees took part in various workshops and presentations led by the faculty and staff of Mississippi State University Libraries, as well as guest presenters from local schools and associations across the state.

The MegaResource School Librarian Workshop series began in 1999 as a series of workshops, developed and presented by the Mississippi State University Libraries, for school librarians throughout the state of Mississippi. Designed to cover topics related to technology, instruction, and online databases, these workshops continue to serve as a major outreach effort to the K12 community.

Seventy-six librarians attended the daylong workshop, where they chose sessions that covered their particular areas of interest. Many of the librarians who attended commented on how helpful the instructional sessions were and how they wished they had time to attend more of them. One attendee commented, "Each session held valuable information - thank you! As a new school librarian of four months, this [workshop] was very helpful to me."

"Evaluation comments from last year's workshop were used during planning for the 2016 workshop," said Gail Peyton, Associate Dean for Public Services and Coordinator of

Outreach Services. "We set a goal to include presentations from school librarians and to have sessions for elementary and secondary school librarians. Another goal was to have participation in some form or another from all areas of the Library. I feel that we accomplished all of these goals."

Sessions for the workshop were selected based on the suggestions from the previous year, as well as through a call for participation through the Mississippi Library Association. Topics included MAGNOLIA databases for the elementary classroom, copyright for the K12 library, introduction to the MSU Libraries Special Collections, creating eye-catching flyers in Microsoft Publisher, and iPads in the school library, to name a few.

MSU Libraries is pleased to serve the community of educators in Mississippi through the MegaResource School Librarian Workshop. For more information on the MegaResource School Librarian Workshop, as well as to view handouts and presentations, please visit <http://guides.library.msstate.edu/megaresource>.

Submitted by

Angela Patton

Library Associate

Mississippi State University Libraries



Photo by Randall McMillen

Book Reviews

Michele Frasier-Robinson

*Librarian for
Education & Psychology
University of Southern Mississippi*

Boggan, Lottie.

Redemption Ridge.

CreateSpace Independent Publishing Platform, 2015. \$19.95 (paperback)

Redemption Ridge is an historical family epic commencing in post Civil War Mississippi. It follows the hard times and misfortunes of a conspicuous southern aristocratic family (the Claymore family) that has fallen on hard times. The main characters, Brucie Claymore and Lamont Randall, are bothers who were beget by the late Bruce Claymore. The late Bruce Claymore is suspected of being an alleged traitor to the South. However, before he passes away, Bruce has an affair with not only his brother's wife, but with a slave as well. As a result of the affair with his brother's wife, his son Brucie is born. As a result of his interlude with a slave named Vernell, Lamont is born. It is through Vernell, who is still a servant, that readers will see the power of love. Her actions illustrate that true love has no limits as she forfeits everything for the children she loves.

This story has implications of incest, murder and treason as well as the ever present issue of race. However, at the heart of the story is love. This story is filled with strong characterizations and a lyrical quality of emotions expressed in an imaginative and beautiful way. The bonds between the characters are

multi-faceted and multi-dimensional. The plot moves along effortlessly with stunning details. This is an excellent work for a public library collection or a popular fiction section of an academic library.

*Mantra Henderson, MLIS
Director of Library Services
Mississippi Valley State University*



Etheredge, Jon.

Dream Talker.

Fayetteville, Arkansas: Pen-L Publishing, 2014. 271 pp. \$14.97 (paperback)

Adrian Bishop was a little hesitant upon receiving Ella Stone's request to meet her in Sequoyah, North Carolina for a short break on the July 4th weekend. Adrian, a college student on a fixed income, could not afford the trip. Nonetheless, the invitation was accepted upon the suggestion that Ella's father pay for Adrian's bus ticket. Every summer the Stone family traveled to Sequoyah so both Stones can work on an outdoor theater performance; Ella dancing and her father, Dr. Tom Stone, directing. Adrian is not in town long before he learns that Cherokee supernaturalism has a definite influence over the weather. Most specifically, Amanita White Bear has made sure the show never gets rained out.

Despite Ella's father's warning to stay far away from White Bear, a brief encounter with him sends Ella and Adrian on both a physical and spiritual adventure with serious consequences and revelations for Ella, Adrian and her parents. The encounter leaves Adrian

with abilities so abnormal that he is recruited by criminals wanting to predict the weather. Dr. Tom Stone is left with limitations so peculiar they drive him temporarily insane. This is an adventure that spans six months across North Carolina, Texas and Nevada, and transcends into the dream world of Cherokee mythology.

Dream Talker is an adult suspense thriller based on Cherokee folklore. It would also be accurate to call it New Adult fiction. This is a read for anyone that enjoys a fast-paced suspenseful story. This novel is most suitable for public libraries. Jon Etheredge currently lives in Neshoba County, so any collection featuring Mississippi writers should consider this novel.

*Judith Hilbert
Technical Services Coordinator
Hinds Community College*



Sillery, Barbara.

Biloxi Memories.

Gretna, Louisiana: Pelican Publishing Company, Inc., 2014. 159 pp. \$22.95 (paperback)

Biloxi Memories is a non-fiction book based on the author's 2014 documentary *Biloxi Memories and the Broadwater Beach Hotel* about the history of Biloxi, Mississippi. Sillery, with the assistance of Local History and Genealogy Librarian Jane Shambra and City of Biloxi Historical Administrator Bill Raymond, goes all the way back to the original Native American inhabitants of the Mississippi coast and the early settlers that still have a cultural

heritage in the area.

While historical pictures and images of artifacts are included, the book is largely narrative featuring stories on everything from the Mad Potter of Biloxi to Jefferson Davis's mansion Beauvoir. Each chapter ends with what the author calls a "lagniappe," which is a section with a few extra facts that she feels will be of special interest to the reader.

This text is a fascinating journey through the juxtaposition of nature and industry that still exists in Biloxi today. Sillery not only includes the drastic forces of nature, like hurricanes, that have shaped the people and land here, but also how the physical environment in general has affected the way the city has been constructed. The reader is able to explore the inseparable connection between the Gulf of Mexico and the hotels, casinos, and restaurants in the area.

While there is a chapter devoted to the rich cultural connections in Biloxi, mentions of these can be found all through the book. It is impossible to talk about the coast without talking about New Orleans and it is impossible to talk about New Orleans without talking about the French. Other cultures interwoven into the fabric of this south Mississippi society include Africans, Austrians, Polish, Croatians, and Vietnamese. These early settlers and their descendants make up the cultural and architectural Biloxi we know today.

This book is recommended for public libraries and for academic libraries with collections related to Mississippi or cultural histories of the Southeast region of the United States. While this is not a

chronological history, it contains many valuable personal histories that have created the history of Biloxi.

Adrienne McPhaul
Science, Health, and Nursing Librarian /
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University of Southern Mississippi



Stevens, Stuart.

The Last Season: A Father, a Son, and a Lifetime of College Football.
New York City, NY: Knopf, Inc.,
2015. 205 pp. \$24.95 (Hardcover)

Stuart Stevens grew up in Jackson, Mississippi with a single, powerful love: Ole Miss football. Though his family did not live in the Oxford area, every possible opportunity was taken to attend games, listen on the radio, and share the magic of the gridiron with his father.

Now grown up, he has developed into a successful political consultant. After a presidential campaign ends in defeat in 2012 he begins to fight his own sense of mortality and sense of loss. Getting older, and his father that much older still, he makes a decision to take in one more Ole Miss football season with his father and rekindle that relationship that had been put aside in the wake of a successful career.

Through the season Stevens recounts his childhood during the turbulent times of the 1960s in Mississippi and specifically the University of Mississippi. He thinks back to the news of James Meredith's enrollment in the university, the subsequent riots, and the football team's continued strength and fortitude during the turbulent times. The games, travels, and reminiscence of the past illuminate the complicated

relationship between father and son and skillfully demonstrate how their bond over a favorite football team helped father guide and educate son through that chaotic time in their shared history.

Stuart Stevens is a native Mississippian and is firmly rooted in the traditions and history of the culture here in the Deep South. He recalls his story with as much authenticity as his magnolia scented roots will allow and tells a tale that should touch everyone regardless of whether they are a football fan or not. I think this book should find its home in any library, public or academic, with a focus on Mississippi.

Phillip Carter
Director
Lamar County Library System



Sugarman, Tracy.

Nobody Said Amen: A Novel.
Westport: Prospecta Press, 2012.
282pp. \$16.95 (paperback)

Well-known author and illustrator Tracy Sugarman wrote this novel in his later years about the 1960s civil rights movement in Mississippi. Drawing on his active participation in the civil rights movement, he relates a dramatic account of the lives of both African Americans and whites who experienced violence, poverty, racism, and revolutionary changes that were taking place in turbulent times. The story follows Ted Mendelsohn, a New York journalist, as he reports about the civil rights volunteers who struggle to establish African American voter registration and a freedom school in Shiloh, Mississippi. Mendelsohn gets emotionally involved with the people he is reporting about and

finds it difficult to be an objective reporter, especially when Jimmy Mack, his African American friend, is beaten by the police in the Shiloh jailhouse. Mendelsohn also finds it difficult to report about the sudden disappearance and murder of three civil rights workers (Chaney, Goodman, and Schwerner), one of several historical events that Sugarman intertwines in his novel.

Reporting for *Newsweek* magazine, Mendelsohn interviews Luke Claybourne, owner of a large plantation, who feels responsible for the black tenants dwelling on his plantation, but does not feel they should have the right to vote. Claybourne's

resilient house maid Eula May defies the conditions under which she works, and joins the movement led by her boyfriend Jimmy Mack. As the times and the economy change, Claybourne loses his plantation and takes a job as a prison warden where his new boss is none other than Sergeant Eula May Baker. Several years later, when Ted Mendelsohn returns to Shiloh as Jimmy Mack's campaign manager, Jimmy Mack becomes one of the first black candidates to run for Congress in Mississippi.

Two more books (both nonfiction) that Sugarman wrote about the civil rights movement are *Stranger at the Gates: A Summer in Mississippi*

(2014) and *We Had Sneakers, They Had Guns: The Kids Who Fought for Civil Rights in Mississippi* (2009). Many of his illustrations were featured in magazines and his book *My War: A Love Story in Letters and Drawings from World War II* (2000), is an annotated work on his sketches from his wartime experience. Sugarman's work should prove to be valuable to public and academic library patrons and to students with classroom history assignments.

Lila Jefferson

Acquisitions Librarian & Assistant Professor
University of Louisiana, Monroe

Mark your Calendars

National Library Week 2016: **April 10-16** with the theme "Libraries Transform"

Fay B. Kaigler Children's Book Festival: USM, **April 6-8**

ALA's National Library Legislative Day: Washington, D.C., **May 2-3**

MLA-ACRL Spring Meeting: MLC, **May 26th** with a focus on ACRL's Framework for Information Literacy

American Library Association Annual Conference: Orlando, FL, **June 23-28**

Mississippi Book Festival: Mississippi State Capitol, **August 20**

Joint GA COMO/SELA Conference: Athens, GA, **October 5-7**

MLA Annual Conference: Vicksburg, **October 18-21**



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