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## Entire Issue Volume 1, Number 2

Teresa Welsh

*University of Southern Mississippi*, [teresa.welsh@usm.edu](mailto:teresa.welsh@usm.edu)

Stacy Creel

*University of Southern Mississippi*, [Stacy.Creel@usm.edu](mailto:Stacy.Creel@usm.edu)

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THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI.**

School of Library & Information Science

# SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 1, Issue 2, September 2012

## SLIS Update

By J. Norton, Director

Beginning a new academic year is always exhilarating! We start anew, greet new students, faculty, staff and of course new ideas. We are opening the 2012-2013 academic year with good news on multiple fronts; a new faculty member, with permission to seek two more tenure track faculty, a renewed American Library Association accreditation for 7 years, and we are involved in a new software pilot in Blackboard.

We are delighted to have Dr. Brenton Stewart, a recent graduate of the University of Wisconsin-Madison doctoral program, join The University of Southern Mississippi's School of Library and Information Science faculty. He was awarded one the Institute of Museums and Libraries Services six inaugural Spectrum Doctoral Fellowships in 2007 through a national competition. As part of that award Dr. Stewart was supported to attend the E.J. Josey Doctoral Leadership Institute. He has also previously received funding in support of his research on the culture of print in the antebellum South and received two fellowships from the American Antiquarian Society, as well as a Holtz Travel Grant from the Holtz Center at the University of Wisconsin-Madison. He will be attending the summer meeting of the Society for the History of Authorship, Reading and Publishing (SHARP) the internationally respected network of book historians representing a diversity of disciplines. Dr. Stewart will attend The American Association for the History of Medicine (AAHM) conference in Atlanta, Georgia in May 2013. We are very excited to have him join us; his research areas will add significantly to our program. Dr. Stewart has already demonstrated his special skills for collaboration and leadership with the work he has undertaken to enhance our historical courses and expand the scope of our program offerings.

Other good news for the new academic year is the continued accreditation of the School of Library and Information Science by the Committee for Accreditation of the American Library Association. Our next scheduled accreditation visit will be in 2019. The efforts of the library community to be available for the external review visiting team in February of

2012, plus the participation by so many students, alums, and employers in the various surveys, phone interviews and meetings with us about the program are to be commended and surely are the reason for our continuing accreditation! Thank you all! But, to ensure that we are meeting the needs of our employers and to keep current with the ever evolving demands of practice, we absolutely must engage more alums, employers and practitioners in our curriculum construction and offerings and assessment. We will be hosting a luncheon at the Mississippi Library Association meeting Wednesday October 24 to discuss our curriculum and invite our board and practitioners to help us develop scenarios to be used for program assessment. While our students must complete a research project, we also have them take a comprehensive exam. We want to develop scenarios to present to the students in these exams for them to analyze and determine how to address the issues. By asking practitioner involvement we hope to be able to heighten the 'reality' factor for the students, as well as evaluate whether we are preparing the students adequately. While many of our courses incorporate case studies and current issues, having the insight of the practitioner will enhance the experience for students, while providing further guidance to our curriculum.

We met with the Advisory Board on June 1, 2012 to present information of our ongoing efforts, to report the high ranking we received through the University Priority Committee (we ranked in the top 20 of 247 programs) and to solicit information about the needs and vision of the community. We shared with the board the details of the extensive process of self-review that all of Southern Miss undertook to prepare for decisions about the future of programs. Because we ranked highly, we anticipate continued support but must always keep an eye to the future. If we are not meeting the needs of the constituencies, or we are not striving for continuous improvement, we could face a loss of support. In this discussion with the board we heard that more library directors are spending significant time dealing with personnel law, fund raising, technology complications, and community support and development concerns. We

need to meet with practitioners to understand how this information should influence our future curriculum.

A phrase we heard from the Advisory Board and are taking to heart is the need to tell 'our story.' Presenting the story of what we do and how we do it, and how it can serve the community, is key to having a common bond and exchange. Here is some of our story:

- The first library services course at Southern Miss was taught in 1926; in 2026 we will be in service for 100 years!
- SLIS was the first fully online graduate program at Southern Miss approved in 2002, we offered the first fully online graduate course in 1998, but began offering online supplemented courses in 1995.
- SLIS has always engaged in some form of distance education in order to serve the state of Mississippi. Initially sending faculty to other portions of the state, then by Interactive Video Network, and then various internet technologies.
- SLIS is one of the two largest single graduate degree programs at Southern Mississippi. There are larger departments but those are divided among multiple degrees.

- SLIS has recently implemented a graduate certificate program in Archives and Special Collections and is in the proposal stages of a graduate certificate program in Youth Literature, Services and Technology.
- Approximately half of the students enrolled in the SLIS master's program come from Mississippi. The other half comes from all over the country and overseas.
- We are piloting Collaborate, a new audio and classroom interface as part of the Blackboard Learning suite used at Southern Miss; working with the Learning Enhancement Center (LEC) we are identifying the challenges and advantages of this latest Blackboard innovation. This software will allow us to have Townhall meetings with the constituencies.
- Our undergraduate BA has been approved for online offerings, and we anticipate growth in student opportunities as a result.
- At this writing we are adding three offices within our suite, as recommended by the visiting accrediting team.

With the help of our alums and friends we can continue to write and tell the story. For more information, visit us at <http://www.usm.edu/slis>



## Faculty Spotlight:



Dr. Stewart recently earned his doctorate in Library and Information Studies from the University of Wisconsin-Madison. His dissertation, *Informing the South: On the Culture of Print in Antebellum Augusta, Georgia, 1828 - 1860* is a print culture study investigating business, agricultural, and medical periodicals in the small, but regionally significant city of Augusta, Georgia.

Before joining the faculty at USM, Dr. Stewart was the Stephen Botein Fellow at the American Antiquarian Society, and worked as a Serials/E-Resources Cataloger at Kansas State University and Special Collections Cataloger at Southern Polytechnic State University. A native of North Carolina, he earned his B.A. from University of North Carolina-Greensboro and a M.S. in Library Science from Clark Atlanta University.

Dr. Stewart's research interests include Southern print culture, history of libraries, social informatics and information organization. He teaches the following courses in the School of Library and Information Science: LIS 505 Cataloging and Classification, LIS 516 Technology in the School Library and LIS 640 Academic Libraries

His most recent publication, a co-authored article, due out March 2013 in *College & Research Libraries* is "How institutionalized are Model License Use Terms: An analysis of e-journals license use rights clauses from 2000-2009"

## SLIS Alum Spotlight:



Rosie Tominello (MLIS 2012) is the U.S. Courts Librarian for the Fifth Circuit Court of Appeals as the Jackson, Mississippi Satellite Librarian. Rosie's library is located in the recently completed new Jackson Courthouse. She is responsible for 13 judges' chamber libraries that include 4 Federal Court of Appeals judges, 5 District Court judges, 2 Magistrate judges, and 2 Bankruptcy judges. She also serves judges and their staffs' in Aberdeen, Greenville, and Oxford in the Northern District of Mississippi.

Rosie is a proud member of the Fifth Circuit professional librarians that serve judges and court personnel in New Orleans, Shreveport, Lafayette, and Baton Rouge in Louisiana. The Texas librarians are located in Beaumont, Houston, San Antonio, and El Paso. Previously, she worked as the only librarian in two of Jackson law firms for many years.

She has made her library a friendly and inviting place for staff members in the building to visit, to read, and to work on personal projects. She is a visible member of the courthouse staff with her cart moving around hallways delivering law books to judges' chambers.

Rosie authored, *A Sense of Place*, that was about the new Jackson Courthouse. The article was published in the American Association of Law Librarian's *Spectrum's* May 2012 annual architectural issue.

She has worked with animal groups in Jackson and the Forever Home animal organization. She has 3 rescue dogs Maggie, Honey Bunny, and Lincoln.

## Course Spotlights:

This is an exciting year for new courses and revised courses. These courses are being taught in spring 2013, spring mini-session and summer 2013. They will then become part of the regular course rotation.

**LIS 590 Library Instruction** has joined the SLIS curriculum to fill the need voiced by alumni, the SLIS Advisory Board, and librarians around the state. Librarians in all types of libraries, not just K-12 schools, are doing more and more library instruction. This class provides students with the basics, theory, and skills needed to make them “job ready.”

LIS 590 introduces students to the basic concepts of instructional design, teaching methods, and learning theory. They will develop skills in delivering library instruction using a variety of different techniques. In addition to talking to practitioners and observing library instruction in the field, students will design and present their own library instruction lessons in small groups. They will be called to incorporate technology by evaluating online instruction tools and designing and creating their own online tool using technology like Camtasia or Screen Cast. Additionally, they will create a LibGuide or online pathfinder linking library customers to books, articles, databases, and websites.

In addition to practical hands-on experience students will read a variety of articles about the issues and theories surrounding library instruction. The text chosen for this class *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators* written Char Booth and published by the American Library Association in 2011.

**LIS 634 History of Children's Literature** traces the development of children's literature from antiquity to the early twentieth century. The emphasis is on children's literature in England and the United States and its role and context within Western society and culture. The class will meet online on weekday and Saturday evenings, January 2-12, 2013. Students will be required to complete a bibliography and an historical study on an approved topic related to historic children's literature. This course is an elective for the Archives and Special Collections Graduate Certificate and the proposed Graduate Certificate in

Youth Services and Literature. More information about the course is available online:  
<http://ocean.otr.usm.edu/~w146169/634syllabus.htm>

**LIS 500 Library and Information Science**, offered for the first time in fall of 2012, is a new 1 hour class that is required for all students entering the master's degree program beginning in the fall of 2012. The goal of the course is to provide an orientation to graduate school, the department and the university as well as giving students access to information that should help them make informed decisions as to the type of librarianship on which they want to concentrate. The course will provide the opportunity to interact with faculty and library professionals while covering such topics as technology, university and departmental policies, professional organizations, types of librarianship, and what employers are looking for and how to get the most out of the MLIS program. Students currently have access to 14 interviews by librarians in the field covering every type of library—from a consumer health librarian to the head of a large public school district to law librarians and more.

Students entering the program starting in fall of 2012 and after will be expected to complete 40 hours of required and elective courses to obtain the master's degree. Questions about the course can be directed to Dr. Elizabeth Haynes at [dorothy.haynes@usm.edu](mailto:dorothy.haynes@usm.edu).

**LIS 666 Advanced Reference Resources** involves the study, evaluation, and utilization of library and information resources in the social sciences, humanities, science, business and technology. It presents a deeper look at alternative forms of reference service—for example, the theory, success, and issues with chat reference—and specialized resources in the broad subjects previously listed. It is especially appropriate for students planning to work in the academic or special library setting.  
Prerequisite: LIS 501.

## Student Associations News

### LIS Student Association (LISSA)

New LISSA officers:

President: Callie Wiygul

Vice President/Webmaster – Michelle Finerty

Secretary – Rob Richards

Faculty Advisor: Dr. Xinyu Yu

LISSA is a student chapter of the American Library Association (ALA) at USM. All LIS students are members of LISSA, which assists USM's annual Children's Book Festival, Miss. Library Assn. (MLA) Annual Conference, and ALA Annual Conference. This summer, LISSA organized a book drive to deliver 150 books and 20 puzzles to a nursing home in Hattiesburg. This fall, another book drive is planned for children at Christmas. LISSA will sell its newly-designed T-shirts at MLA Annual Conference in Natchez in Oct. Students are invited to "Like" Southern Miss LISSA on Facebook.

<https://www.facebook.com/southernmisslissa>

### ALA Student to Staff Program, 2013

LISSA is accepting applications for the ALA Student-to-Staff Program, which will sponsor one SLIS student to attend 2013 ALA Annual Conference, June 27-July 2, in Chicago. Deadline for submitting the application is Nov. 1, 2012. Applicants must submit an essay of 100 words in .doc format about why you want to participate in this program and how participation may help your career. In the essay, state your ALA membership, GPA, and how far you are in the program. To apply, you must be a fully-admitted SLIS grad student who never before participated in ALA's Student-to-Staff program. Send the essay to: [xinyu.yu@usm.edu](mailto:xinyu.yu@usm.edu)

### ALA Student to Staff Program, 2012

by Deanna Day

In June I had the privilege of serving as Student-2-Staffer (S2S) for SLIS at the 2012 ALA Annual Conference in Anaheim, June 21-26. I shared this experience with nearly 30,000 attendees from around the globe, including 39 fellow S2S'rs from around the country. It was a pleasure to meet and get acquainted with these very bright, talented,

professional young librarians--all of whom are sure to find successful, rewarding careers in our field.

Aside from working four hours a day, student volunteers had the opportunity to attend networking events, receptions, and educational sessions. Attendees could choose from hundreds of offerings that followed "tracks" such as classification, reference, public, academic, or K-12 librarianship. While attending sessions on research and publishing, I quickly learned that the introduction to research I received from USM faculty far surpassed that of most students, and very often, long-time professionals!

One of the highlights from this year's meeting was the final performance of the *Rock Bottom Reminders*. The band, which included Amy Tan, Dave and Sam Barry, Roy Blount, Mitch Albom, Matt Groening, and, yes, Stephen King, first performed over 20 years ago. This final tour was fondly called the "Past Our Bedtime Tour."

Attending the convention, participating in thought-provoking sessions, and meeting colleagues and fellow S2Srs, was an unforgettable experience and a great way to begin a new career. I appreciate the opportunity LISSA provided me and would encourage others to apply for the program next year. ALA sponsors the program annually and provides convention registration, room, and board in return for work at the conference. LISSA provides airfare to attend the meeting.



Deanna Day, Esther Jackson (budding archivist, Univ. of Buffalo NY), and Franny Gaede (cataloguer extraordinaire, Univ. of Texas Austin) in a queue to storm the exhibit hall opening

## Southern Miss Student Archivists Association

New Officers for 2012-13

President: Cole Smith

Vice-President: Brianna Barnard

Secretary: Michelle Finerty

Faculty Advisor: Dr. Teresa Welsh

Southern Miss SAA is a new student group for students (and alums) interested in archives or special collections. Members participate in fundraising activities that support student attendance and participation in archival workshops and conferences. Each year at the Children's Book Festival, the group sells Lucinda pins and sturdy canvas book bags for \$15 each.



If you would like to purchase one of these items or to join the Southern Mississippi Students Archivists group, email [teresa.welsh@usm.edu](mailto:teresa.welsh@usm.edu) or [drtwelsh@yahoo.com](mailto:drtwelsh@yahoo.com). There is no cost to join. SLIS students and alums are invited to "Like" Southern Miss SAA on Facebook.

<http://www.facebook.com/pages/Southern-Miss-Student-Archivists-Association/203760579638985>

### Upcoming Events

Mississippi Library Association Annual Conference, October 23-26, 2012, Natchez

<http://library.msstate.edu/mlaconf/index.php>

Thursday, 25<sup>th</sup> at 9 a.m. *Manga Now* by Dr. Elizabeth Haynes

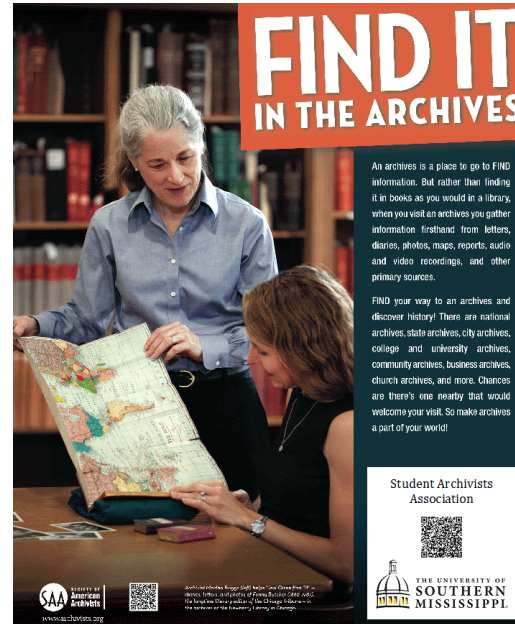
Thursday, 25<sup>th</sup> at 10:30 a.m. *Online Reference Resources for Public Librarians* by Dr. Catherine Bomhold

Thursday, 25<sup>th</sup> at 1 p.m. *Online Reference Resources for School Librarians* by Dr. Catherine Bomhold

Thursday, 25<sup>th</sup> at 1 p.m. *Talk Dirty To Me* by Dr. Stacy Creel

Thursday, 25<sup>th</sup> at 2:30 p.m. *Free Technology and Web 2.0 Tools for Your Library* by Dr. Teresa Welsh and Dr. Stacy Creel

### October is Archives Month



In May, Colleen Beavers was the first to graduate with both a MLIS and a Graduate Certificate in Archives and Special Collections.

[http://ocean.otr.usm.edu/~w146169/SLIS\\_GradCert\\_ArchSpColl.htm](http://ocean.otr.usm.edu/~w146169/SLIS_GradCert_ArchSpColl.htm)

In August, Donna Ballard (MLIS 2008) was the first to earn the Graduate Certificate in Archives and Special Collections post-MLIS (pictured below).





## **Fay B. Kaigler Children's Book Festival, Hattiesburg, MS, April 10-12, 2013**

In 1968, Dr. Warren Tracy, chairman of the Library Science Department and university librarian for The University of Southern Mississippi, saw his vision for a children's literature conference come to life. The university, under the leadership of Dr. William D. McCain, and the Library Science Department hosted the Conference on the Writing, Illustrating, and Publishing of Children's Books. In 1969, it became known as the "Children's Book Festival" and included an event that became an honored tradition – the presentation of The University of Southern Mississippi Medallion, an award for distinguished service in the field of children's literature. Awards given at the festival now include The Coleen Salley Storytelling Award, The Ezra Jack Keats Awards, The Kaigler-Lamont Award, and The Magnolia Award. The 46th annual Fay B. Kaigler Children's Book Festival will be held April 10-12, 2013, at the Southern Miss Thad Cochran Center. Continuing Education Units (CEUs) will be available for Mississippi educators.

The 2013 recipient of the Southern Miss Medallion will be Jon Scieszka. Keynote speakers will also include Candace Fleming, Keats Lecturer KT Horning, Ted and Betsy Lewin, Grace Lin, de Grummond Lecturer Wendell Minor, Eric Rohmann and Coleen Salley Storytelling Award Winners Trout Fishing in America. Additionally, there will be over 30 breakout sessions presented by practitioners and experts in the field. Proposals for workshops are being accepted now through November 2. To apply visit our Facebook Page

<http://www.facebook.com/pages/Fay-B-Kaigler-Childrens-Book-Festival/68904248893>

For more general information, please visit the Book Festival link posted at <http://www.usm.edu/slis>.

This will be the second year that the School of Library and Information Science at Southern Miss has the distinct honor of hosting the co-presentation by the Ezra Jack Keats Foundation and the deGrummond Children's Literature Collection of the Ezra Jack Keats New Writer and New Illustrator Awards for Children's Books!

SLIS has hosted an Ezra Jack Keats Lecturer through the support of the Keats Foundation at the book festival for a number of years, the opportunity to host this award provides another opportunity for recognition of the contributions and influences of Keats' works and highlights the scope of the de Grummond Children's Collection as a repository for Ezra Keats works.

## **British Studies, July 2012 and 2013**

British Studies LIS 580/587 spent a wonderful July in London and Edinburgh with day trips to Oxford, Stratford-upon-Avon, and the Lake District. The 2012 class consisted of students from Univ. of Alabama, Univ. of Denver, Univ. of Indiana, Univ. of Iowa, Univ. of Kentucky, Univ. of Maryland, Univ. of SUNY Albany, and Univ. of Southern Mississippi.

In the past 6 years, more than 100 students from 25 ALA-accredited programs across the country have participated in British Studies, one of the oldest and largest international programs in the U.S. British Studies Director Dr. Doug Mackaman has staff and liaisons in Hattiesburg and London to support faculty and students. British Studies is based in London at King's College near Waterloo Station, a short walk to Old Vic Theatre, South Bank of the Thames, National Theatre, and London Eye.

The class is led by SLIS faculty, Dr. Teresa Welsh, with lectures by British librarians, archivists, and curators on-site in modern libraries, historic archives, museums, and special collections. Sessions scheduled in mornings or early afternoons allow students time to explore other sites on their own and to gather information for the final research paper on an approved topic related to British libraries, archives, or special collections.

Online application for British Studies summer 2013 will be available in late fall – click on the British Studies link at <http://www.usm.edu/slis>



View of Edinburgh Castle from the back window of the Elephant House Coffee Shop, Edinburgh



On the steps of the University of Oxford Bodleian Library, which claims to be the oldest English-speaking library in the world



British Studies Class in the British Library Courtyard



Taking notes at the Central Library in Edinburgh (a Carnegie public library)

## From the GAs:

### Graduate Assistants for 2012-13



Cole, Callie, Michelle, Rob, & Preston

Michelle Finerty is the senior GA at SLIS who is graduating this fall. She is currently teaching LIS 201, an information literacy course, to undergrads and enjoys working with college students. Michelle plans to work as an academic librarian and hopes to one day complete her Ph.D. in LIS.

Rob Richards has an Associate Degree in Human Services from Jackson County Community College, Gautier, MS, and a General Studies Degree with an emphasis in History & Psychology from the University of William Carey, Hattiesburg. Rob worked at the William Carey Library while a student and developed a strong interest in academic librarianship.

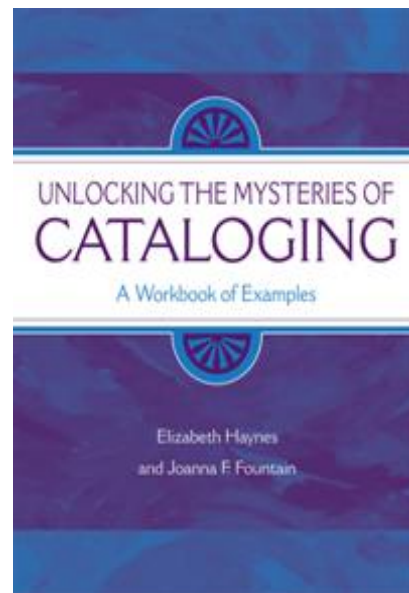
Preston Salisbury has a B.A. in Liberal Arts from Faulkner Univ., Montgomery, AL, where he was a member of Great Books Honors College, Sigma Tau Delta and Phi Alpha Theta. Interests include history of libraries, history of the book, cartography and special collections. He plans to work in an academic library or special collections.

Cole Smith grew up in Mobile, AL, and earned a B.A. in English at Auburn Univ. After college, he moved back to Mobile and worked in a high-school library. Cole really enjoyed the job and thought he would enjoy doing it as a career, so he applied to the USM MLIS program.

Callie Wiygul, from Gulfport, Miss., has a bachelor's degree in Business Administration and Marketing from USM. After several years of working in the corporate sector, she chose to pursue a MLIS degree. Callie is interested in children's/youth services, archives and special collections. Upon graduation, she hopes to work in a public library.

### GA Textbook Review:

*Unlocking the Mysteries of Cataloging, a Workbook of Examples* by Dr. Elizabeth Haynes and Joanna F. Fountain. Review by Michelle Finerty



Textbooks on cataloging are rarely the topic of book clubs; but ask any student, and they will tell you that a textbook on cataloging that easy to read is hard to find. *Unlocking the Mysteries of Cataloging* does not in fact, solve any current mystery of cataloging, but instead provides clarity for users as they complete the exercises. Haynes and Fountain created a workbook with exercises that mimic actual books, and give students a real grasp on cataloging. By creating these real examples, the authors allow students to see how cataloging works and what cataloging achieves. The text provides 150 exercises, with two appendices containing selected genre terms as well as selected answers to exercises. Haynes and Fountain also included three indexes with helpful information pertaining to the exercises.

Although this text came out in 2005, it still remains to be a relevant and useful tool in cataloging curriculum at USM. Haynes has plans to release another workbook in the next few years.

### SLIS News:

#### Ph.D. Students:

- Patricia Condon (MLIS/Anthropology 2005) (<http://www.simmons.edu/gslis/people/students/profiles/2981.php>) is working on a Ph.D. in LIS at Simmons College, Boston
- Cynthia Landrum (MLIS 2006) (<http://www.simmons.edu/gslis/people/students/profiles/2852.php>) is also in a Ph.D. program at Simmons College, Boston.
- Shane Hand (MLIS/History 2011) is in the USM Ph.D. program in history.
- John Jody Ramey (MLIS 2010), co-author of *Autistics' Guide to Dating*, is in the Disability and Human Development Ph.D. program at the University of Illinois at Chicago.
- Angela Rand (MLIS 2006), Librarian/Head of Information Services Baldwin County at the University of South Alabama, is pursuing a Ph.D. in Instructional Systems Design at USA.
- Karla Schmit (MLIS 2001), Education and Behavioral Sciences Librarian, Assistant Director, Penn. Center for the Book, is a Ph.D. Candidate in Curriculum & Instruction, Penn State University.

#### Congratulations :

IMLS Scholarship Graduates, May 2012:

- Natasha Arce is Primary School Librarian at the International Academy in Amman, Jordan.
- Tiffany Coleman-Magee, Branch Manager at Charles Tisdale Wesley Public Library in Jackson, MS, was recently featured in the *Jackson Advocate*:  
<http://www.jacksonadvocateonline.com/?p=9530>.
- Vanessa Jones is Collection Management Librarian at Blue Mountain College Library.
- Jennifer Nabzdyk is Digital Services Consultant at the Mississippi Library Commission in Jackson.

Phillip Carter, Jeffrey Martin, and Sharon Tollison are recipients of the Mississippi Library Commission 2012 Public Librarian Scholarship Award  
<http://www.mlc.lib.ms.us/index.html>.

MLIS student Nicole Aranda is Children's Librarian at Margaret Sherry Library in Biloxi, MS.

Edna Auerfelf (May, 2012) is the School Media Specialist & Technology Liaison, New City Elementary School (K-5), Clarkstown, NY.

Cecilie Maynor Bakken (MLIS 2011) is Assistant Director of Stones River Regional Library in Murfreesboro, TN.

Jennifer Baxter (MLIS, Aug. 2012) is Library Service Technician of Fallbrook Union High School in Fallbrook, CA. She is sole librarian for over 2,500 students and 160 faculty.

Colleen Beavers (MLIS, May 2012) is the first student to earn both MLIS and Graduate Certificate in Archives and Special Collections ([http://ocean.otr.usm.edu/~w146169/SLIS\\_GradCert\\_ArchSpColl.htm](http://ocean.otr.usm.edu/~w146169/SLIS_GradCert_ArchSpColl.htm)).

Colleen is Special Collections Librarian/Archivist at Beauvoir: Jefferson Davis Presidential Museum & Library <http://www.beauvoir.org/>.

MLIS student Joy Garretson is Reference Supervisor at Pearl Public Library in Pearl, MS.

Catalog Librarian Linda Ginn (MLIS 2003), Head of the General Collections Unit at USM Cook Library, was promoted this summer to Associate Professor.

Jessica Hartley (MLIS 2010) is Manager of the South Norfolk Library in Chesapeake, VA.

MLIS student Jaclyn Lewis was awarded a \$500 mini-grant from Ezra Jack Keats Foundation for "Stories in Motion" stop-animation class for five branches of the Madison County Library System. The grant was an assignment in LIS 605: Library Management.

Gabriel Morley, Ed.D. (MLIS 2004) is the director of the Calcasieu Parish Library System, LA.  
<http://www.americanpress.com/news/local/Sunday-Talk-7-15-12>

Tiffany Paige, J.D. (MLIS 2010) is Director of Diversity and Outreach at Mississippi College School of Law.

Amanda Hope Shelburne (LIS BA 2010) is Assistant Coordinator of Youth Services for Amarillo Public Library, a 5-branch system offering teen and adult reading programs; Open Book Festival; AMA-Con Anime, Comic, and Steampunk Convention.

Catherine Smith (MLIS, May 2012) is Librarian, Barret's Chapel Elementary School, TN. Catherine won a department research award for "The Ethics of Censorship of Library Materials for Children" at USM Graduate Student Research Symposium, Mar. 23. (faculty sponsor Dr. Stacy Creel).

Tracy Smith (MLIS 2004) is Director of Pearl River Community College Libraries, MS .

Julie Griffin Speer (MLIS 2004) is Associate Dean for Research & Informatics, Virginia Tech Univ. Libraries.

Ryan Speer (MLIS 2004) is Digital Collections Archivist at Virginia Tech University Libraries.

Jim Thompson (MLIS 2011) is Assistant Librarian at Holmes Community College Library, Goodman, MS.

MLIS student Joanna Walter is Librarian and Computer Lab Teacher, Ivy Academy, Chattanooga, TN, a small environmentally-focused charter school.

Emily Yeseta (MLIS August 2012) is Youth Services Librarian, Santa Clarita Public Library, Valencia, CA.

### Recent Publications

Carly Grace Akers (MLIS 2011) published "Which Books are Challenged More - Classics or Contemporary?" (based on her master's research project) in *New Library World* (2012).

Greg M. Nelson, Ph.D. (MLIS 2010) published "Provo City Library: Building across a Century" (based on a paper for LIS 631: History of Libraries) in *Public Library Quarterly* (Apr/Jun 2012).

Katherine Parr (LIS BA 2010) published, "The Impact of School Libraries on Student Achievement and Success" (based on her capstone paper for LIS 489: Library Practicum), *Mississippi Libraries* (Spring 2012).

Rosemary Tominello (MLIS, May 2012), Librarian for Fifth Circuit Court of Appeals, Jackson, published, "A Sense of Place: The New U.S. Federal Courthouse in Jackson Traverses the Past and Keeps Pace with the Future" in *AALL Spectrum* (May 2012).

### Recent Presentations, Exhibits

MLIS student Bernadette Birzer, as part of an archival practicum at under supervision of USM Archivist Jennifer Brannock, curated an exhibit at USM Cook Library. "100 Years of Publishing: 19th Century Literature at McCain Library and Archives" featured popular authors, publishers, and binding styles.

Shane Hand (MLIS/History 2011, USM doctoral student in history) curated an exhibit at Cook Library's Learning Commons. "Black White Lightning: Mississippi Moonshine, 1900-1966" is based on oral histories, newspapers, photos and artifacts related to the South's black moonshiners.

[http://ocean.otr.usm.edu/~w146169/Hand\\_Moonshine.htm](http://ocean.otr.usm.edu/~w146169/Hand_Moonshine.htm)

James Parks, Research Instructional Services and Circulation Librarian, Mississippi College Law Library, presented a poster at Student Research Colloquium at USM Cochran Center, Apr. 26, 2012 (faculty sponsor Dr. Teresa Welsh).



"Libraries and Technology: Opening up the State Judiciary to Greater Transparency," on the Mississippi College *Judicial Data Project*, is a free online database that allows free access to appellate briefs, oral argument videos, excerpts from appellate record, and statistical data from Supreme Court and Court of Appeals. <http://judicial.mc.edu/>

The *Judicial Data Project* was awarded 2012 Innovations in Technology Award from American Association of Law Libraries.

[http://law.mc.edu/news/?ref\\_cid=73&bid=2917&dd\\_asld=193](http://law.mc.edu/news/?ref_cid=73&bid=2917&dd_asld=193)

SLIS alums, Margarita Rhoden and Dr. Melissa Wright, and British Studies alums, Amber D'Ambrosio and Allison Ringness, presented research at Qualitative and Quantitative Methods in Libraries International Conference, Limerick, Ireland, May, 22-25, 2012.

<http://www.isast.org/>

Dr. Teresa Welsh, who serves on the QQML Advisory Committee and International Scientific Committee, chaired sessions on bibliometric research and historical/case study research.

QQML13 will be in Rome, Italy.

### Other

September is National Preparedness Month.

SLIS has a Disaster Preparedness link at:

<http://www.usm.edu/slisis> ... and two brochures that may be requested in packs of 25 by e-mailing [teresa.welsh@usm.edu](mailto:teresa.welsh@usm.edu) or [johnnie.pace@usm.edu](mailto:johnnie.pace@usm.edu) ... or you can print your own from pdf:

- A Selected Bibliography of Resources Related to Disaster Preparedness  
<http://ocean.otr.usm.edu/~w146169/disasterbibliobrochure.pdf>
- Is Your Family Prepared for the Next Disaster?  
<http://ocean.otr.usm.edu/~w146169/disasterprebrochure.pdf>

Brochures and Web site were funded by a 2010 ALA Carnegie-Whitney grant.

You are invited to support USM Libraries by joining Friends of the Library. Benefits include a 10% discount at campus Starbucks and Barnes & Noble.

FOL is sponsoring a fantastic book sale Wed., Oct. 3, 8am – 5pm in front of Cook Library.

[http://www.lib.usm.edu/fol\\_home/fol\\_membership.html](http://www.lib.usm.edu/fol_home/fol_membership.html)



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*SLIS Connecting* is published biannually in February and September.

If you have any student or alum news about a new position, publication, presentation, grant, or award, please send to [Stacy.Creel@usm.edu](mailto:Stacy.Creel@usm.edu) or [Teresa.Welsh@usm.edu](mailto:Teresa.Welsh@usm.edu)



# Condition Survey of the Circulating Collection: Joseph Anderson Cook Memorial Library, University Of Southern Mississippi

By Scott David Reinke

Master's Research Project, May 2009

Readers: Dr. M.J. Norton

Dr. Teresa S. Welsh

## Introduction

In the late 1970's, there was an increased interest in quantifying the number of books that needed preservation attention in academic libraries (Brown, 2005, p. 1). As major libraries established preservation programs, they needed ways to identify priorities, allocate resources, and determine policy that would guide their efforts to mitigate collection damage (Brown, 2006, p. 1). Preservation librarians in charge of establishing these early programs developed the first condition surveys to evaluate the collections under their guardianship. Today, this type of survey continues to be important for libraries creating a long-term preservation policy or designing a preservation program that will address the current and future needs of their collections.

Building on the foundation of condition surveys that span the last 30 years, the current research provides library administrators at The University of Southern Mississippi's Joseph Anderson Cook Memorial Library with information that can be used to plan mitigation strategies, create preservation policies, and further develop the existing preservation services to ensure that the collection remains accessible for future students and scholars. This survey serves as a pilot project to determine whether additional research in this area is warranted. It also provides a statistically valid set of data that indicate the current condition of the collection and an estimate of the collection's future deterioration.

A proportional stratified random sample was identified to ensure the results were representative of the overall population. In addition, the paper in each book was tested for acidity using a pH pen and all the observations were recorded on a standardized survey form to facilitate statistical analysis. This form contained questions designed for comparison with

past surveys to increase the overall understanding of collection condition within the field of preservation, as well as questions that specifically targeted local concerns within Cook Library. Unfortunately, the current survey suffered from a problem common to many recent preservation condition surveys – limited direct comparison value due to a lack of consistent methodology used over the past 30 years. This problem was addressed by designing the survey so that important areas could be compared to the most comprehensive of the studies conducted by Yale University and parts of other important studies that have been conducted more recently.

## *Statement of the Problem and Subproblems*

Cook Library, the main library of The University of Southern Mississippi, has performed routine preservation on circulating materials for over a decade; however, a collection survey was never conducted to identify problem areas or provide direction for this work. The Bibliographic Services Department has a small in-house preservation work area that is loosely associated with the bindery preparation operations, but as in many small to mid-sized libraries, the person in charge of these operations has limited training in preservation and is directed by a daily routine, rather than a defined plan or policy. Due to budget reductions, a more systematic approach to preservation needs to be considered for Cook Library to continue providing preservation care for its collections.

Anecdotal evidence suggests that the circulating collection at Cook Library is deteriorating, suffering from years of neglect and outdated preservation treatments, but a systematic study had not been conducted to support this conclusion. This survey provides the data necessary to assess the level of damage that exists in the Cook Library circulating collection by examining a sample of books in the collection for age and circulation history, types and condition of cover material, origination of binding,

types of physical damage, paper acidity level and degree of brittleness of the paper.

### **Research Questions**

- R1. What was the age distribution for the books examined in this study?
- R2. What was the age distribution of the circulating books and un-circulated books?
- R3. When did the sample volumes circulate?
- R4. Who bound the books in the sample, and what are the primary materials used for the book covers in this study?
- R5. What type of cover material is most often damaged?
- R6. Do publisher or third party bindery books get damaged more frequently?
- R7. What percentage of books contain acidic paper and/or brittle paper?
- R8. What types of damage are found in the circulating collection? In what percentages can they be characterized as: environmental damage, intentional patron damage, and damage from age or use?

### **Definitions**

For this research, a survey is defined as a standardized collection review that is conducted on a statistically significant number of randomly selected books from the circulating collection. The survey is designed to identify the condition of the books in a way that supports statistical analysis, so when data are analyzed, the results reflect the conditions that exist throughout the collection.

A book is defined as an individual volume that is either a paperback, a paperback stiffened with Kapco<sup>®</sup>, or covered rigid board, but excluded pamphlets, binders, or other containers that would generally not be considered books.

Serious damage is defined as any physical condition that reduces the usability or affects the structure of a book in a way that will get worse without intervention. Examples of this type of damage include missing covers, torn spines, loose text blocks, split text blocks, damaged hinges, loose pages, and active mold. When these types of damage are

present, the item should either be treated by preservation or replaced.

Acidic paper is defined as paper with a pH lower than 6.8 that has been identified using a chlorophenol red Abby pH Pen<sup>®</sup> and marking the edge of the textblock as outlined by Butler (1990) to allow access to the inner fibers of the paper (p. 542). If the paper is acidic, the mark turns yellow, and if the paper is neutral or alkaline (a pH above 6.8), the mark turns purple. This test does not indicate if a buffering agent is present, so a purple reading only indicates the paper is not acidic at the time of testing, but it may become acidic in the future.

Brittle paper is the result of several factors associated with paper aging; the most important is the chemical process of acid hydrolysis (Nickerson, 1992). A simple fold test, where the corner of a text block page is folded back and forth, provides a good estimate of the brittleness of the paper. For this survey, breaking after three double folds or less is considered brittle, and beyond three double folds is considered not brittle.

Mutilation is defined as intentional damage to a book and is identified in this survey as volumes with highlighted text, pencil or pen marks, food or beverage stains, or torn papers.

Environmental damage often occurs within the library setting and is defined as fading due to exposure to ultraviolet radiation (fluorescent lights or direct sunlight), water damage, mold, or a build-up of dirt and dust due to a lack of stack maintenance.

Binding is defined as the exterior protection of a book that safeguards the information that is contained in the text block. Three types of bindings were identified in this survey: original publisher's bindings, bindings applied by a third-party binding company, and bindings applied by the in-house preservation personnel. The differences were generally easy to identify based on the types of materials used or the process used to apply the binding. This identification is used to determine the best processes to use in the future. Two areas of special interest have been identified: in-house repairs that have caused



additional damage to the book and a bindery process called over-sewing that negatively affects books as they become embrittled (Walker et al., 1985).

### ***Limitations and Delimitations***

The current survey is narrowly focused on the physical condition and paper pH level of the circulating collection of books located in Cook Library, floors two through five. Although the sample size is large enough to be statistically significant in discussing the entire collection, a more detailed study in the future is recommended in order to identify sub-groups to increase the accuracy of the preservation services. The survey focused on books in the circulating collection, even though many other types of formats are located in the stack area. This creates a relatively consistent sample in order to increase the accuracy and reliability of the limited sample.

### ***Assumptions***

It is assumed that the evaluation process is consistent, data entry is accurate, and data analysis produces valid results.

### ***Significance of the Research***

A condition survey had not previously been conducted on the circulating collection at Cook Library. This survey produced results that can assist library administrators in making informed decisions about the future preservation of the circulating collection. The survey size was significantly large enough to decide whether an additional, larger survey should be conducted by the library, or if additional mitigation efforts to stabilize and further repair the collection should begin. Historically, the condition survey has a solid foundation and has shown the power to formulate new policies, increase preservation funding, establish preservation programs, increase the number of preservation personnel, and even build new buildings to house library collections (Brown, 2006; Teper and Atkins, 2003).

## **Literature Review**

### ***Research that forms the Foundation for the Current Study***

The Matthews (1995) article states that preservation is an integral part of any library and needs to be planned and managed like any other library activity. According to Ogden and Adams (1997), the initial planning is accomplished by conducting a condition survey of the library's collections to gather empirical data to provide direction and support for building a preservation program. The characteristics that most surveys try to identify are the amount and type of physical damage found in the collections, the percentage of books or documents with acidic paper, and the percentage of paper that is embrittled. As O'Neill and Boomgaarden (1995) point out, there have been few considerations for consistency when designing condition surveys with differences occurring in scope, objectives, methodologies, and findings (p.396) during the past 30 years. This makes it difficult to compare results, but the characteristics listed above are generally the main concerns, once all of the specialized aspects of the surveys are separated.

Even when institutions have tried to use the same methodology, care must be taken to decide what information the survey should gather. Two surveys that used the same methodology are Buchanan and Coleman (1982) at Stanford University and Chrzastowski, Cobb, Davis, Geil and Kruger (1989) at the University of Illinois at Urbana-Champaign. Unfortunately, the data collected provide little in the way of useful information. Chrzastowski et al. (1989) report the following results of the two studies based on three separate criteria: condition of the paper, condition of the binding, and condition of the boards and covers (p. 578). Even in the context of the paper, these are arbitrary categories and provide limited direction for the preservation departments to move forward, although it may help generate support from the administration. Table 1 (next page) shows the results of the survey.

Table 1 – Comparison Study of Two Surveys			
	Good Condition	Moderate Condition	Poor Condition
Urbana-Champaign	29%	34%	37%
Stanford	33%	41%	27%

Additional studies have broken new ground and provide valuable information for the preservation profession and possible templates for future research, but they offer limited comparison to the current survey. The University of Illinois at Urbana-Champaign has conducted at least five different surveys that address different parts of their collections. In addition to the study above, Gillie and Teper (2005) published a condition survey of the score collection and Teper and Ereksen (2006) created a condition survey to look at the rare and special collection materials. These specialized surveys show the flexibility of adapting condition surveys to different problem areas within the library, but cannot be used for comparison with the current study.

The two University of Illinois at Urbana-Champaign studies that provide information useful to the current study reviewed two very different collections, the main research library stacks, and the undergraduate library collection. At The University of Southern Mississippi, books that would be found in these two types of collections are housed together in Cook Library. Because they represent similar core collections, the details regarding physical damage, acidity, and brittleness that Teper and Atkins (2003) review in their study of the main library stacks will be used for comparison with the results from Cook Library. The study by Ward and Teper (2005) found that the undergraduate collection was in terrible condition with extensive damage to the exterior and interior parts of the books. If extensive damage is

found in Cook Library, this article may provide some foundation for a comparison that is not found in the other literature.

In addition to the Teper and Atkins (2003) study at University of Illinois at Urbana-Champaign, the core studies for comparison data are Walker, Greenfield, Fox and Simonoff (1985) at Yale University; Nainis and Bedard (1986) at Georgetown University; Bond, DeCarlo, Henes and Snyder (1987) at Syracuse University; Baird, Krentz and Schaffner (2003) at the University of Kansas; Mead and Baird (2003) at the University of Kansas; and Starmer and Rice (2004) at the University of Tennessee. The lack of consistency in designing these surveys leads to some difficulty in comparison, but the following table, Table 2 on the following page, of primary findings from these studies is useful.

These articles are useful in identifying some common methodologies that have been successful in conducting large-scale assessments of library materials. The use of representative samples, accurate surveying instruments, and identification of bias are three major points identified in the articles. Important topics appear repeatedly throughout the literature: increased levels of damage to collections where preservation has not been a priority, a high percentage of books containing acidic paper that are becoming embrittled, and the fact that libraries that started preservation programs early are more likely to have administrative support and a culture of preservation.

Table 2 – Core Studies for Comparison			
	Physical Damage	Paper Acidity	Embrittled Paper
Urbana-Champaign	25%	90%	36%
Yale	13%	83%	37%
Georgetown Law	26%	60%	24%
Syracuse	25%	86%	12%
Kansas	14%	66%	10%
Kansas Law	17%	65%	12%
Tennessee	24%	68%	17%
Averages	21%	74%	21%

### ***A Review of Statistical Methods and Sampling Procedures***

Due to the importance of the sampling procedures and statistical theory that validate the research, it is necessary to review articles about random sampling in libraries and statistics in general. The earliest article available was written by Drott (1969), and it sums up the need for statistical sampling to gather useful information when resources are limited to collect that information (p.119). Drott explains that in order for this process to work, a sample needs to be calculated before the survey begins and that each item in the population must have an equal chance of being selected (p.120).

DeCandido (1995) expands the explanation of why each item having an equal chance is important in sampling. The basic idea is that whatever conditions that exist in the entire population will exist in a similar proportion within the sample (p.9) provided the sample is of a statistically significant size. There are limitations to the accuracy of this information, which is described as a confidence interval and a tolerance level, and is written, for example, as  $95 \pm 5$  percent. Drott (1969) provides the details as follows: “a 95 percent confidence means that there is only one chance in twenty (5%) that the actual percentage” is different than the sample (p.120).

A common sampling technique called stratification (Chrzastowski, et al., 1989; Mead and Baird, 2003;

Teper and Atkins, 2003; Nickerson, 1992; Walker, Greenfield, Fox, and Simonoff, 1985) occurs in different variations (collections, processes, floors, subject areas, and buildings, respectively) in major articles and throughout the preservation survey literature. Stratification allows for more accurate samples to be selected by creating sub-groups (strata) that are more homogenous than the entire population.

There are two ways to approach these strata. One way is to treat each stratum as an entire population by selecting a statistically significant sized sample from each. The second method is to divide the overall population sample proportionately among each identified stratum. The first method requires a considerably larger sample, but it will allow the researcher to discuss the results of each stratum in finer detail. The second approach requires a much smaller sample, while ensuring that elements from all the different strata are proportionately represented, but this will only allow the researcher to discuss the results at the level of the overall population.

Identifying the sample within a library can occur in many different ways, and it seems that each survey team created their own unique process. Ultimately, it does not matter how the sample is identified as long as it is random and representative of the population. A typical example is demonstrated by Teper and Atkins (2003), where they generate a

random number for the floor, section, shelf, and item on the shelf counting left to right (p.213). Often, additional numbers beyond the sample size need to be generated due to random numbers that do not correspond to a sample item. The process needs to be well designed since this is the foundation of the study's validity.

### ***Damage and Paper pH***

Barrow and Church's (1959) groundbreaking study identified four major causes of acidity in paper: oxidation, acid hydrolysis, photochemical stimulation, and environmental pollution. A reliable indicator of the level of acid is the pH test. A variety of ways to measure pH in paper have been used in condition surveys over the years. If a specific reading of pH is desired, a drop of distilled water and an electronic pH meter can be used, such as Sheehan (1990) did at the Trinity College Library in Dublin. Most studies in the United States use one of two types of acid indicating pens that use either chlorophenol red or bromocresol green to produce a color change for either the presence or absence of acid (Nickerson, 1992).

Acidity is generally correlated with brittleness or the future onset of brittleness in paper. Generally the more acidic the paper is, the more embrittled it is when tested using a standard fold test. Since acid buildup is an autocatalytic process that will accelerate over time, unless there is a dramatic reduction in temperature (near freezing) and humidity or the paper goes through a deacidification and buffering process, the presence of acid will generally predict future paper embrittlement (Walker et al., 1985).

When paper becomes embrittled, treatment options are considerably reduced because the paper loses flexibility and tends to break instead of bending. The simple act of paging through a book can cause serious damage and loss of information due to pages breaking. Even deacidification will not help books that have become embrittled because even though the acid production may be halted, the flexibility will not return. The only solutions are replacement, reformatting, discarding, or placing the book in a phase box and only allowing supervised access (Barrow and Church, 1959).

A survey of physical condition is a gauge that evaluates the condition of a collection at a certain point in time based on the damage that is found. Since the first survey conducted by Stanford University in 1979, a pH component has been included in most condition surveys because it offers a predictive quality that provides insight into the future condition of the collection (Buchanan and Coleman, 1982). There have been two studies that have specifically looked at the use of pH in condition surveys. Butler (1990) examines a study conducted at Brigham Young University that explains details of the procedure used to test the acidity of the paper in books acquired by the library in 1987. This was followed by an article by Nickerson (1992) which looks at three universities, Brigham Young, Yale, and Syracuse, that performed pH testing during condition surveys and compares the findings.

Nickerson (1992) found that all three studies reported similar levels of acidity, but a range of brittleness suggested that something other than acidity was also affecting the paper deterioration (p.110). He proposed that additional environmental factors over the life of the materials, such as storage conditions, may account for this difference. This conclusion echoes comments made by Sheehan (1990), when his results regarding acidity and brittleness at Trinity College Library in Dublin were appreciably different than those found in early studies at Yale, Syracuse, and Urbana-Champaign. Sheehan found that even though acid levels were high throughout the sample, the level of brittleness was low, especially in the decades around 1900, when brittleness was consistently high in the other studies.

Additional support for environmental factors is evident in a more recent study by Baird and Schaffner (2003), where changes in the storage conditions of a portion of a Ukraine library showed a considerable increase in paper brittleness over the part of the collection that was not moved (p.324). These findings reinforce the idea that there is no clear explanation for what regulates the rate of deterioration in paper and they show the need for continued research. Overall, these studies point to the general predictive component that pH plays in

preservation surveys and the importance of including this component in the current research.

### **Summary**

Reviewing the literature places the current research in perspective. The current study is not new in concept; preservation surveys have been conducted for decades around the world. What is noteworthy is that this study examines a collection that has not been surveyed to date. In addition, the use of the Library of Congress Classification System to stratify the collection is also a unique feature of the current study.

The range of published condition surveys offer guidance and possible expectations for the current study, and they suggest ways to conduct sound, statistically meaningful research. The difficulty arises when trying to compare the findings of these various surveys because of the many differences between them. The available research was helpful for creating a valid and reliable survey that benefits Cook Library by identifying problem areas and will help plan mitigation strategies, create preservation policies, and further develop the existing preservation services.

## **Methodology**

### ***Data Collection***

The research data were collected using a standardized survey form. One form was filled out for each book that was identified during the random sampling process. Data from the forms were entered into Microsoft Excel 2003 for analysis. The forms were held for the duration of the study in order to validate potential discrepancies or errors located during analysis. The specifics regarding the sampling procedure, data analysis, and survey instrument are discussed below.

### ***Data Collection Instrument***

The survey form was created specifically for this research, and a copy of it is included in Appendix A. Also included in the appendix is a set of guidelines that explains the decision-making process for filling out the form. One survey form was completed for each book that was sampled. The form was designed to record standardized responses for the condition of the outside and the interior of the book. Additional information regarding the last date of circulation and imprint date was also recorded. The sample location and collection information was located at the bottom of each form to facilitate the sampling process.

### ***Sample Determination***

The sample was selected from the total population of 484,415 circulating books in Cook Library. The number of books in this population was calculated using the Reports Module of the UNICORN System by Bibliographic Services Librarian Kathy Wells on November 24, 2008. Using an online sample size calculator, the sample size of 385 was calculated at a confidence level of 95 percent with a  $\pm 5$  percent tolerance interval ("Sample Size Calculator", N.P., 2008).

Bibliographic Services Librarian Kathy Wells also ran reports to determine the number of books in each of the 21 categories of the Library of Congress Classification System. Because different subject areas tend to be more homogenous in the physical structure of the books they contain, and since each category is non-overlapping, each subject area was considered a stratum for the purposes of sampling. This type of sampling technique is known as proportional stratified random sampling, and it is commonly used to improve the reliability of the sample by ensuring that each stratum is sampled proportionate to the stratum population (Nickerson, 1992). Table 3 (following page) shows how the total population sample was divided across the different strata.

Table 3 - Strata, Populations, and Sample Sizes		
Strata	Population	Sample
A -- General Works	3520	3
B -- Philosophy. Psychology. Religion	28949	22
C -- Auxiliary Sciences Of History	4045	3
D -- World History	28223	22
E -- History Of The Americas	22534	18
F -- History Of The Americas	13201	10
G -- Geography. Anthropology. Recreation	13336	11
H -- Social Sciences	67624	54
J -- Political Science	13295	11
K -- Law	12482	10
L -- Education	44738	35
M -- Music And Books On Music	11081	9
N -- Fine Arts	13093	10
P -- Language And Literature	93325	74
Q -- Science	49830	40
R -- Medicine	25881	21
S -- Agriculture	3421	3
T -- Technology	20137	16
U -- Military Science	1921	2
V -- Naval Science	455	0
Z -- Bibliography. Library Science. Information Resources	13324	11
Totals	484415	385

Use of the Library of Congress Classification System to create strata will be beneficial if administrators at Cook Library decide to move forward with a full scale survey. When each stratum is sampled at  $95 \pm 5$  percent, the level of detail increases and the results will be statistically significant for each of the 21 strata. This type of information could identify which collection areas most need preservation attention, and the average age of collection areas, as well as assist in collection development throughout the library.

### ***Sampling Procedure***

Beginning with Library of Congress classification "A" for General Works the number of shelves in each stratum was determined until the entire collection was completed. This process was repeated for each of the 21 strata. Once the number of shelves was known for each stratum the process of generating sample locations began.

The following example may help clarify the steps in this process. There were 644 shelves in stratum "A" and the sample size was 3, so two random numbers

were generated to locate each book. The first number was a shelf number (1 is at the beginning of the stratum and 644 at the end) and the second number was the book number (going from left to right on the shelf). Using the random number generator in Microsoft Excel 2003, the parameters were set so that a number between 1 and 644 was generated, and this was repeated for a total of 6 numbers (3 extra numbers in case duplicate pairs were generated or there was not a corresponding book for the location). The average number of books per shelf was estimated at 50, so the random number generator was set to generate 6 numbers between 1 and 50 to locate the book on the shelf.

After generating the sample for stratum "A," a table of random numbers was used to locate the sample book. Each list of sample numbers was sorted by shelf number after the required sample size was reached in order to expedite the sampling process. The number series appeared on the survey form in the "Sample Number" box. The following table lists the random numbers used for stratum "A" as an example.

**Biases**

Several potential biases were identified that could affect the accuracy of this sampling technique:

1. If a book was checked out or not shelved in its appropriate call number order at the time of sampling, it was excluded.

2. Since some shelves may contain more than 50 books, those books in excess of 50 were excluded from the sample.
3. Shelves that contain only bound journals were excluded.
4. Empty shelves and shelves that did not contain books were excluded.
5. Possible errors may have occurred during the determination of the strata population if errors existed in the database indicating another type of media as a book.

**Data Analysis**

The data analysis began with transferring the data from the survey forms into Microsoft Excel 2003. The Excel spreadsheet had headings for each field of the survey form so that the data could be transferred for analysis. There were two fields of interval data: last date of circulation and imprint date that helped describe the usage and age of the collection. The remaining data fields were all nominal data. Either the feature was present or it was not, and it was entered into the spreadsheet as "1" for yes and "0" for no.

Once the data were entered and saved, the analysis began. The results are primarily single variable descriptive statistics that answer the research questions. This is considered univariate analysis, and was useful in creating tables and charts that describe percentages of different types of damage.

Table 4 – Random Numbers for Stratum "A"		
	Shelf Number	Book Number
1.	17	13
2.	496	17
3.	586	47
<i>(Extra Random Numbers)</i>		
4.	23	27
5.	254	38
6.	260	26

As Walker et al. (1985) point out, the most interesting results were found at the intersections of data and for those questions it was necessary to use more than one variable in order to understand the effect that materials, damage, and age have upon books. This analysis made it possible to describe the circulating collection in greater detail, thus providing considerable insight into the types of damage that currently exist. It was also possible to identify some combinations of factors that impacted the collection in positive or negative ways. Additional data that were analyzed regarding previous repair techniques and paper acidity provided insight into the future problems with the collection as these books continue to deteriorate.

**Results**

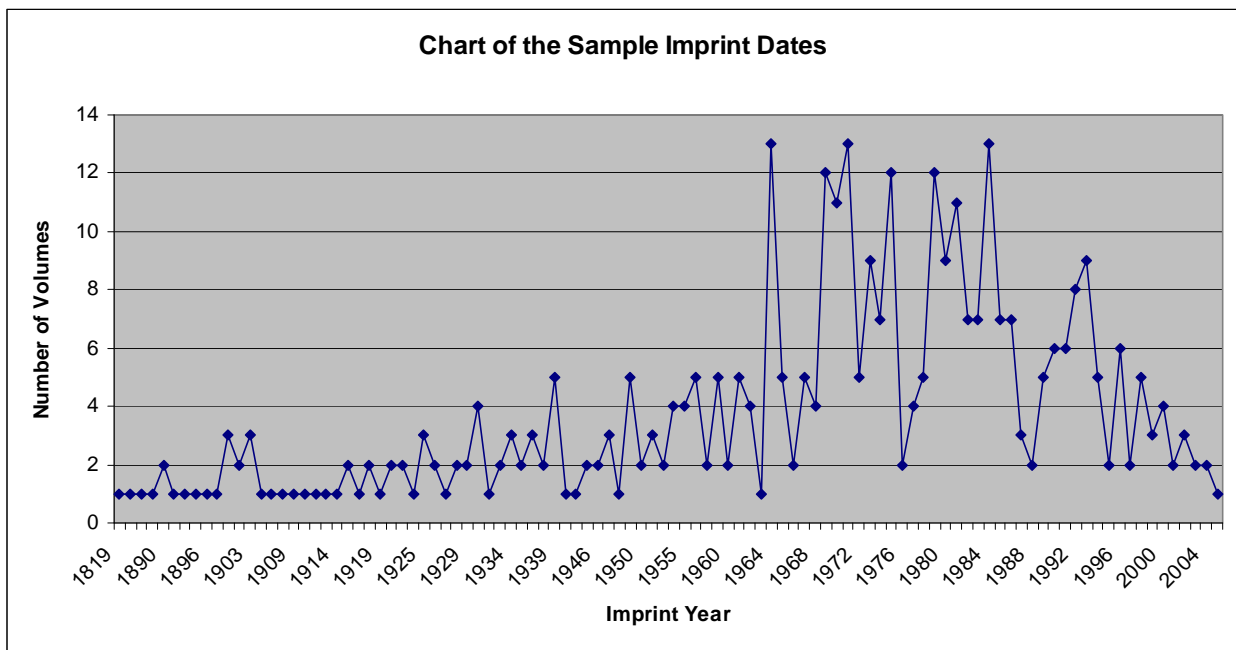
***R1 - What was the age distribution for the books examined in this study?***

Recording the imprint date of each volume sampled provided an age range of 186 years for the overall sample. The oldest book in the sample was printed in 1819, and the most recent publication was issued in

2005. The median imprint date was 1972. Figure 1 provides a visual distribution of all 385 books in the sample.

***R2 - What was the age distribution of the circulating books and un-circulated books?***

Recording the imprint date and most recent circulation date of each volume sampled allowed the creation of two sample categories: circulated books and un-circulated books. The oldest book that circulated in the sample was printed in 1890 and the most recent publication was issued in 2005. The median imprint date was 1978 for circulating books. Figure 2 (next page) provides a visual distribution of the 225 books in this category. The range of circulated books in the sample was 115 years, which is 71 years narrower than the 186 year overall range of the sample. The oldest un-circulated book in the sample was printed in 1819 and the most recent was issued in 2003. The median imprint date was 1961 for un-circulated books.

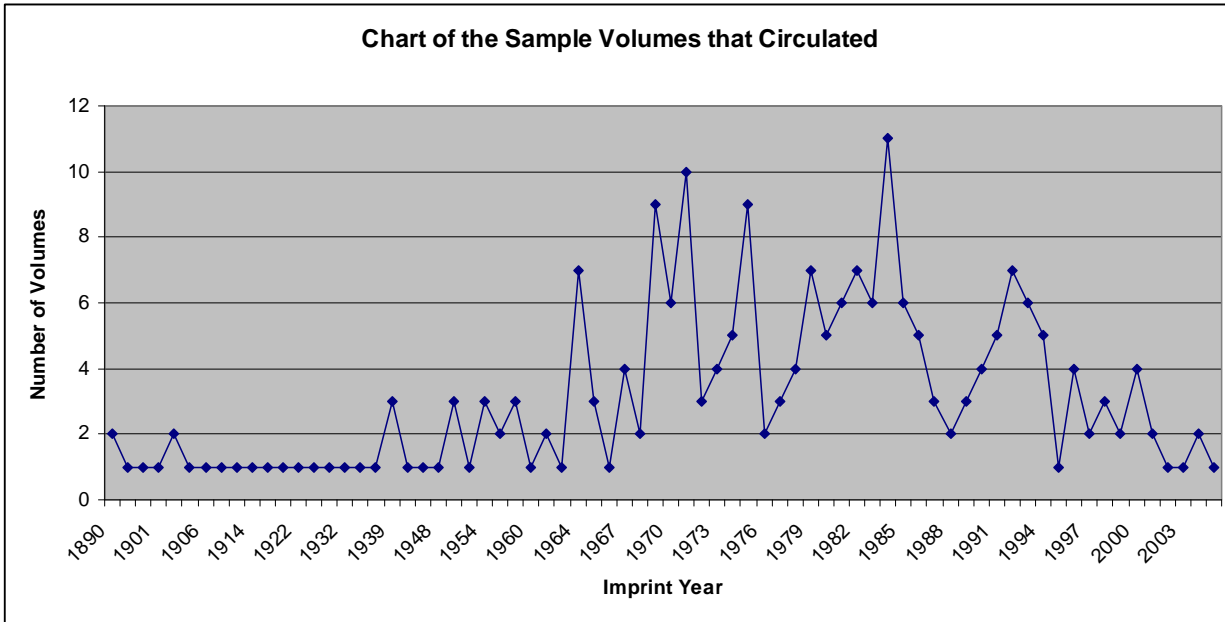


**Figure 1 - Imprint Distribution**

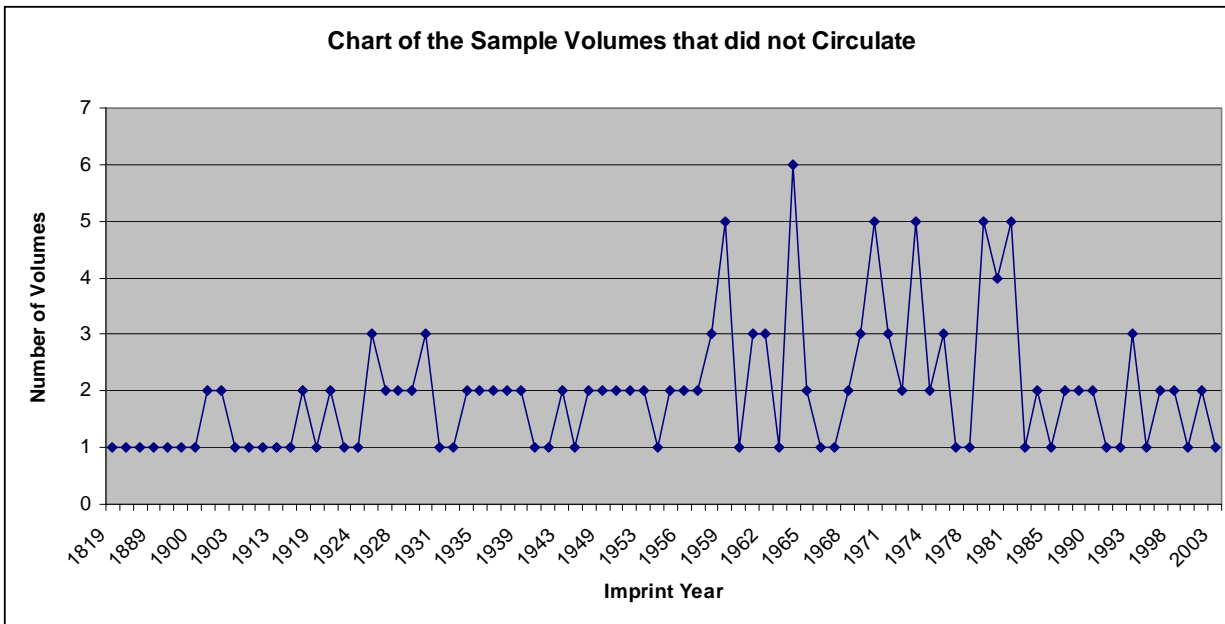


Figure 3 provides a visual distribution of the 160 books in this category. The range of un-circulated books in the sample was 184 years, only 2 years

narrower than the 186 year overall range of the sample.



**Figure 2 - Circulated Volume Distribution**



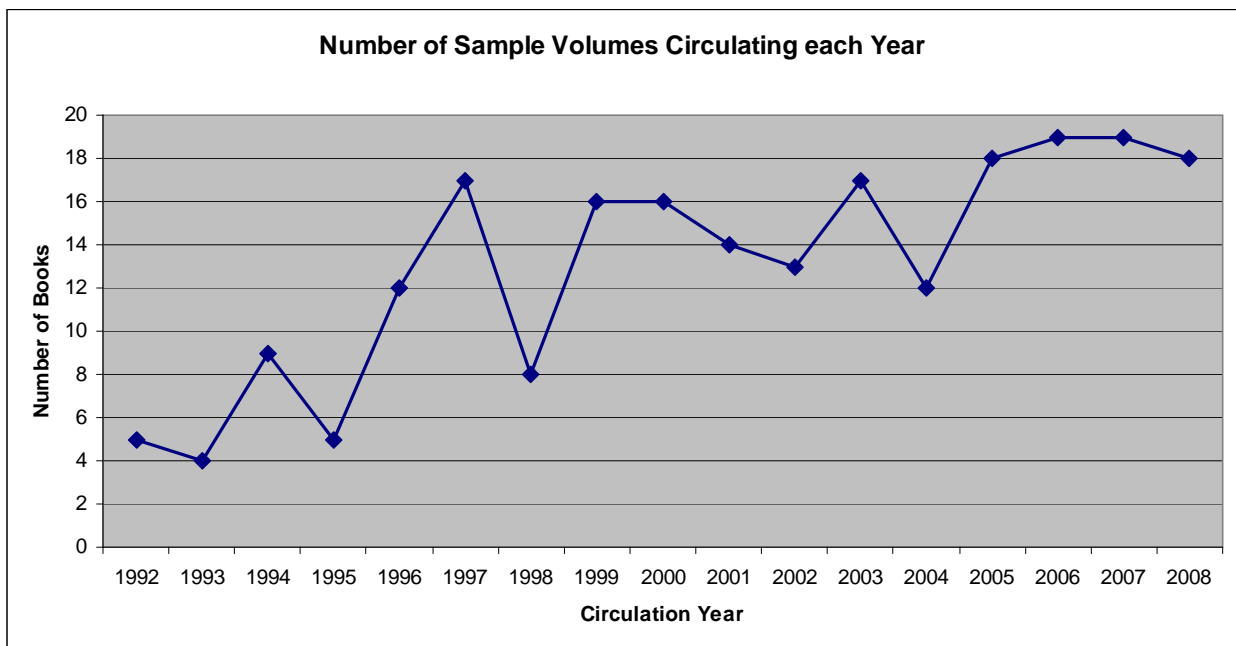
**Figure 3 - Un-circulated Volume Distribution**

**R3 – When did the sample volumes circulate?**

Since this is a circulating collection, it is useful to know how many of the sample volumes have circulated in the last 5, 10, or 15 years and how many volumes have never circulated. When evaluating a collection for preservation, a damaged volume that has not circulated in many years may be a candidate for withdrawal rather than repair.

Two interesting and unexpected results, detailed in Table 5 and Figure 4, were discovered upon analysis of the data. The first was a relatively high rate of circulation within the collection, with 58.44 percent of the sample having circulated in the last 15 years. The second notable result was a trend showing an increasing rate of circulation, with the highest levels occurring in 2006 and 2007. While many institutions are experiencing declining circulation rates, it appears that Cook Library is experiencing the opposite trend.

	Sample	Percent
Circulated 0 - 5 years	89	23.12%
Circulated 6 - 10 years	84	21.82%
Circulated 11 - 15 years	52	13.51%
Never circulated	160	41.56%
Totals	385	100.00%



**Figure 4 - Rate of Circulation of the Sample Books**

**R4 – Who bound the books in the sample and what are the primary materials used for the book covers in this study?**

Table 6 provides information about the binders and binding materials used to construct the sample books. The most common books found in the collection were publisher bindings constructed using cloth over rigid boards (62.08%), followed by books bound at a third party bindery using rigid boards covered with buckram (16.10%).

It is noteworthy that other types of cover materials, such as leather, plastic, and vellum, observed during the survey process, did not appear in the sample.

**R5 – What type of cover material is most often damaged?**

Books are covered with a variety of products, such as leather, cloth, paper, buckram, and vellum, and each wears at a different rate. It is useful for collection development librarians to know what products are the most resistant to damage so that can be factored into purchasing decisions.

Most of the paper and cloth covers found in the sample were applied as a publisher’s binding material. Within the sample, the paper and cloth had sustained considerably more damage than buckram, suggesting that books sent to the bindery will be better protected on the shelf than books that are shelved directly from the publisher. Table 7 provides the percentages of each type of cover material found on damaged books in the sample.

Table 6 – Bindings and Materials	
<b>Publisher Binding</b>	
Rigid Board w/ Cloth	62.08%
Rigid Board w/ Paper	8.57%
Rigid Board w/ Buckram	0.26%
Soft Cover w/ Paper	3.64%
Soft Cover w/ Kapco	1.82%
<b>Bindery Binding</b>	
Rigid Board w/ Buckram	16.10%
Rigid Board w/ Cloth	6.23%
<b>In-house Binding</b>	
Rigid Boards w/ Cloth	1.04%
Rigid Boards w/ Paper	0.26%

Table 7 - Percentage of Cover Material Damage		
Paper	Cloth	Buckram
30.91%	19.48%	3.17%

**R6 – Do publisher or third party bindery books get damaged more frequently?**

There was a considerable difference in the amount of damage found in the publisher’s bindings versus the books that were bound by a third party bindery. Table 8 shows the percentage of books that had no damage, versus the books with serious damage found throughout the sample. Based on the findings, it would be in the interest of the library to buy soft cover books and have them sent to the bindery rather than buy the publisher’s hard covered book. This type of preventative action would save the library money in the long term by reducing preservation costs to repair the damage sustained to the less durable publisher’s bindings.

**R7 - What percentage of books contain acidic paper and/or brittle paper?**

Acidic paper generally becomes brittle as it deteriorates over time. Determining the number of books that contain acidic paper provides an estimate of how many books will become unusable in the future due to brittleness. Once paper becomes embrittled, few repair options are available. Even if the paper is deacidified to stop further deterioration (at a considerable cost), the flexibility of the paper cannot be restored, so the book will either need to be placed in a limited access status or be reformatted for patron access.

Cook Library, like most library collections, contains a considerable number of books printed between 1850 and 1950, when the use of acidic paper was common in book production. In this survey, 80.26 percent of

the books sampled were acidic and 22.08 percent of those were also brittle. These findings are slightly higher than the averages found in the comparison studies found listed in earlier Table 2, which were 74 percent acidic and 21 percent brittle. When these percentages are extrapolated from the sample to circulating collection, there are approximately 106,949 circulating books that can suffer severe damage from simply paging through the book and 388,790 books that will become increasingly brittle in the following decades.

**R8 – What types of damage are found in the circulating collection? In what percentages can they be characterized as: environmental damage, intentional patron damage, and damage from age or use?**

The physical damage identified during the survey is divided into three primary categories and charted as percentages of the sample in Figure 5, and actual number of books in the collection expected to exhibit these damages appears in Figure 6. The environmental damage is noted with two categories: ultraviolet radiation (UV) damage and water damage. The UV damage presents as fading and weakening of the cover material, and is the result of extended exposure to sunlight or fluorescent lighting. For a general comparison, Starmer and Rice (2004) at the University of Tennessee and Bond et al. (1987) at Syracuse University also reported UV damage and water damage for their collections. The level of water damage at Cook Library (3.12%) was slightly below the 3.8 percent average of the two reports, but the level of UV damage was considerably higher (29.61%) than their average of only 15 percent.

Table 8 - Publisher's Bindings vs. Bindery Bound Books		
	Publisher	Bindery
Serious Damage	23.13%	2.33%
No Damage	32.99%	73.26%

The second category of damage, intentional patron damage, is divided into three categories: torn pages, pen/pencil marks, and highlighting of text (as seen in Figures 5 and 6). Since Cook Library is both an undergraduate and a research library, the level of patron damage in the collection was of interest after reading that Ward and Teper (2005) found 58 percent of the undergraduate library books at the University

of Illinois at Urbana Champaign had damaged pages (p.22). The current survey results revealed some form of intentional damage in the sample books at 15.84 percent. These results are more in line with the research collection at Urbana Champaign of 11 percent (p.22), and similar results found by Starmer and Rice (2004) at the University of Tennessee.

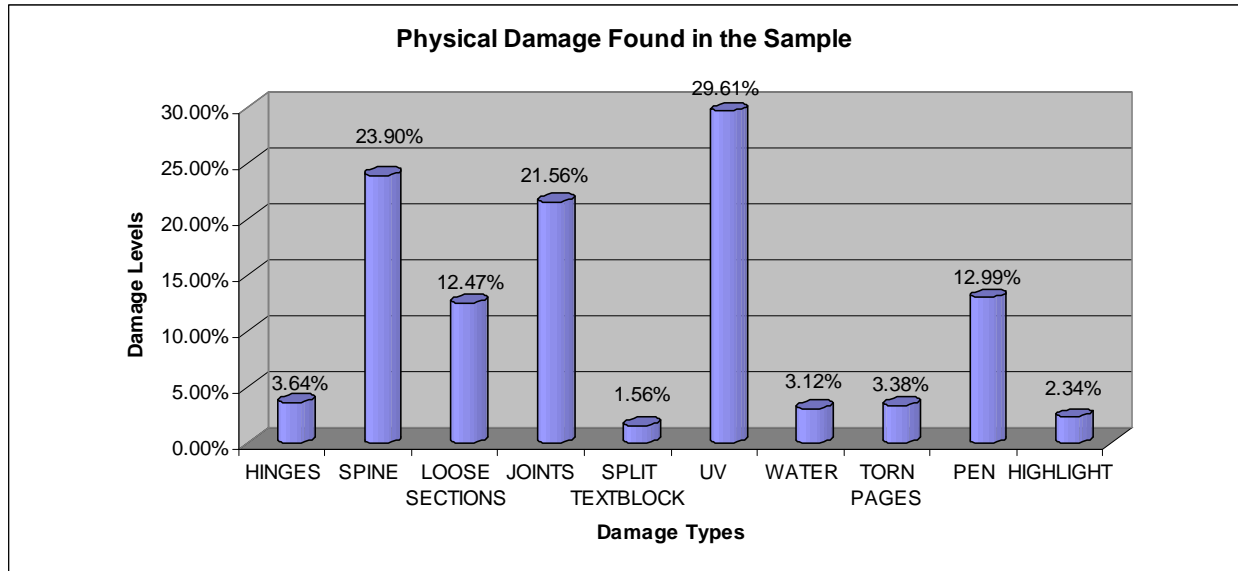


Figure 5 - Types of Damage Found in the Sample

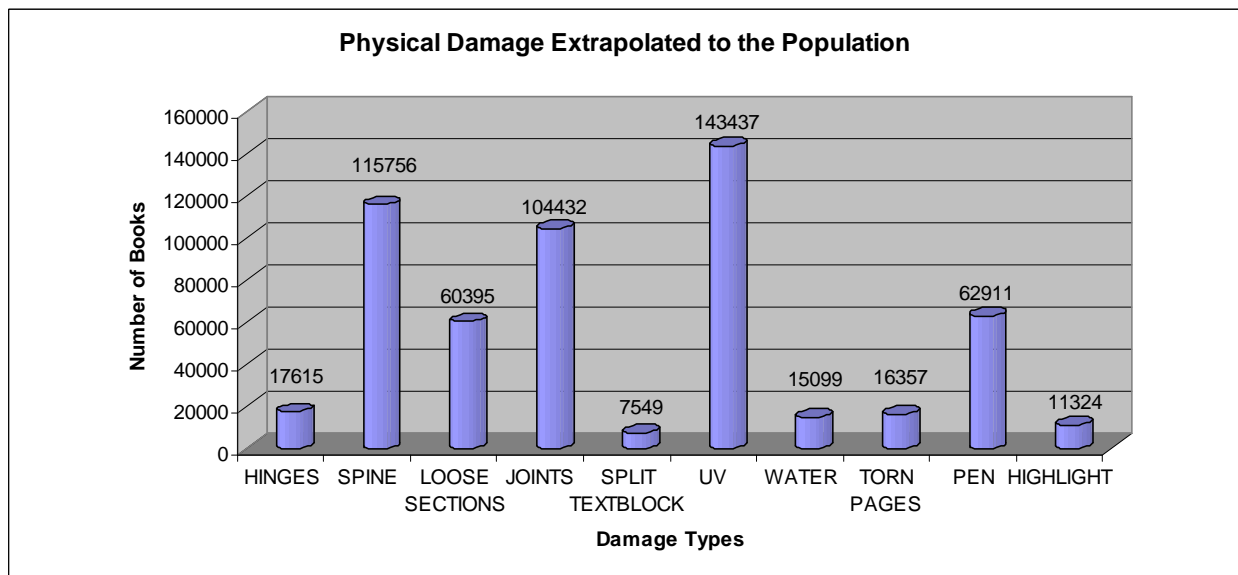


Figure 6 - Physical Damage Expected in the Population

The third category, damage from use or age, is generally the area where most preservation programs are involved. Five areas of damage were identified in the current survey: hinges, joints, spine, loose sections, and split textblock. It would seem that the greatest consistency between various condition surveys would be the type and amount of damage that occurs, but this is not the case. The exact details that are recorded vary greatly, making it difficult to interpret from one report to the next. For this reason, only the results of the current survey are discussed.

On a positive note, all of the volumes in the sample had the covers attached to the textblock, although in some cases this attachment was tenuous. The most serious types of damage identified were the number of loose sections (12.47%) and split textblocks (1.56%), since these require the most time and/or money to repair. Much more widespread, and perhaps more critical, are the number of joints (21.56%) and hinges (3.64%) that are failing. Once these parts of a book fail, the covers fall off and the textblock rapidly deteriorates. The highest rate of damage discovered was spine damage at 23.9 percent. This is a fairly easy in-house repair that is not exceptionally time consuming, but the sample

predicts an estimated 115,756 volumes need this repair, which is a formidable challenge for even a well established preservation program.

**Discussion**

Based upon the random sample, the circulating collection at Cook Library suffers from many of the conditions that are found in other university collections. At least half of the books are over 35 years in age, 76 percent are bound in a publisher’s binding prone to damage, and 80 percent have acidic paper. Use of the collection appears to be increasing, possibly in response to record attendance levels at the University. This will continue to put a strain on the collection where 57 percent of the books already exhibit some degree of damage (Table 9), with 18 percent of those in need of immediate attention. In addition to increased use, future damage will increase as the collection becomes increasingly brittle due to books that received repairs in the past that will adversely affect their use as they age (Table 10). Although these repairs are not currently causing damage, they are not appropriate for long term stability of the collection because they will cause increased damage as the acidic paper in the books becomes embrittled with time (Table 11).

Table 9- Levels of Damage Found in the Sample		
Serious	Minor	None
18.44%	38.96%	42.60%

Table 10 - Source of Future Damage	
Repairs	Oversewn
8.57%	4.68%

Table 11 - Reason for Future Damage		
	Repairs	Oversewn
Acidic	93.94%	100.00%
Brittle	27.27%	61.11%

When the sample data are extrapolated to the circulating collection, the enormity of the problem becomes obvious: in addition to the estimated 89,334 books that need immediate attention, the future combination of books with current minor damage (188,728), damaging in-house repairs (41,521), and oversewn textblocks (22,648) will far exceed the ability of the current level of preservation and bindery operations to handle the repairs.

Using the results of the sample data, an attempt was made to suggest a narrower focus of targeted preservation efforts based on circulation. The result of the comparison of damage levels found in circulated versus un-circulated books was contradictory to what one might expect, which is that books that leave the building would be placed at a greater risk for damage. According to the survey, there is no noteworthy difference in damage levels found between the books that circulated versus the books that never circulated. In fact, the books that did not circulate actually showed a slightly higher rate of serious damage, as noted in Table 12.

This result is difficult to interpret because it is unknown if books with more serious damage are not circulating due to the damage, or if the damage occurs while the volumes are used within the library. It has been suggested that damaged books are less appealing to patrons, and this may be the case here, but the difference is not great enough to draw any conclusions. This area could be a topic for future research.

The age of the book in relation to the level of damage has not been specifically discussed in the literature, and it provides some interesting, although inconclusive results upon analysis of the data, as reported in Table 13 and Table 14 with the complete descriptive statistics included in Appendix 2. The results are included here as a baseline for future research as a longitudinal study that could provide a predictive element regarding future damage or embrittlement of the collection. The current results merely indicate median imprint dates for levels of damage, acidity, and brittleness that are interesting, but not overly useful.

Table 12 – Damage in Circulated vs. Uncirculated Books			
	No Damage	Minor Damage	Serious Damage
Circulated	41.78%	40.89%	17.33%
Uncirculated	43.75%	36.25%	20.00%

Table 13 - Age of Book vs. Level of Damage	
	Median Imprint of Sample
Serious Damage	1956
Minor Damage	1970
No Damage	1979

Table 14 - Age of Book vs. Acidic and/or Brittle Paper	
	Median Imprint of Sample
Acidic and Brittle Paper	1929
Acidic Paper	1973
Non-acidic Paper	1992

There may be a connection between the median imprint date of uncirculated books (1961) and the median imprint date of serious damage (1956) showing that books with more damage are less likely to circulate, but there is currently not enough data to substantiate this conclusion. Similar reasoning could find support at the other end of the spectrum, with the median imprint date of 1978 and 1979 being found for books that have circulated and books that are not damaged, respectively.

Another consideration for a future survey is the relationship between acidic paper and imprint date. If the median imprint date for books containing acidic paper or acidic and brittle paper became later over time, it might be possible to find support in the data that the collection is suffering from chemical deterioration, thus strengthening the argument for tighter environmental controls to slow the process. It is expected that future uses of this data will be more beneficial than the current uses listed above.

Currently, the results indicate that books with an imprint date of around 1956 exhibit the most serious forms of damage and are in the greatest need of repair. Since most damage is cumulative, the books with minor damage and an imprint date near 1970 could benefit the most from preventative treatment. The current median imprint date of 1973 for books that have acidic, but not embrittled paper could be used to identify books that could benefit from deacidification. Books that are already embrittled with a median imprint date of 1929 would benefit from a phase boxing initiative.

## **Conclusions**

### **Summary**

It is important to understand what type of damage exists in the collection in order to select appropriate solutions. The current survey provides the data necessary to make a preliminary assessment of the condition of the circulating collection in Cook Library. The average book in the circulating collection is over 35 years old. Recent circulation data indicate that the collection has experienced a trend towards more

use each year for the past 15 years with nearly 60 percent of the collection circulating at least once.

The majority of the books are bound with publisher's binding over rigid covers, which according to this study are the most prone to damage. Consideration should be given to purchasing more soft covered books and having them bound at a bindery, as the survey indicates these volumes are not damaged as often. Additional attention should also be paid to soft-covered paperback books, because the study shows they also incur high rates of damage.

More than half of the books in the collection have some form of damage and around 18 percent need immediate repair. Approximately 80 percent of the books contain acidic paper and 21 percent of the books have already become embrittled. This type of damage can only be mitigated by an expensive deacidification program or slowed by better regulation of temperature and humidity levels in the library. In addition to the books that are damaged by use, a large number that have been repaired will incur further damage as the volumes age due to the nature of the repair.

The employment of a part-time preservation staff person and several student employees is inadequate to deal with the scope of the preservation problems in Cook Library, in addition to preservation issues at the other campus libraries. Recently, steps have been taken to increase the number of new volumes that are purchased, but attention should also be paid to existing collections and a commitment made to maintain this valuable university asset. Now that data concerning the condition of the circulating collection are available, a plan can be developed to address the problems.

### ***Appropriateness of the Study***

The study builds upon a long history of condition surveys and can provide the administration of Cook Library with information beneficial to the library and the circulating collections. Without empirical data regarding the collection, any action taken can only be based on a "hunch" or what someone "thinks" is



happening based on their experience. This approach can address some issues, but it is not precise or pragmatic. Now when discussing the condition of the collection, library staff and administrators familiar with this study can say, with  $95 \pm 5$  percent certainty, that they are aware of the collection's condition and can take the appropriate action based on facts.

### ***Recommendations for Improving the Study***

The study could be improved in two ways. The first recommendation would be to alter the sample generation by changing the average number of books per shelf. In most cases the number of books per shelf was closer to 25 rather than 50, which resulted in a large number of rejected book locations. This large rejection rate caused the survey to take much longer than necessary. The second recommendation would be to create a more detailed section of the survey form to better identify the types of damaging repairs so that specific changes could be made to the preservation workflow. Analyzing the results based on the current form made it appear as if all in-house repairs cause damage, which is not entirely accurate.

### ***Recommendations for Future Studies***

The current study indicates there are serious condition problems within the circulating collection that need to be more closely examined so that appropriate action can be taken. The lack of appropriate preservation policies currently impacts the collection in a negative way that will worsen over time. Ignoring the problems will not solve the crisis. Issues such as the size of the preservation program and how books are routed for repair can be dictated by the findings of a larger study. The current survey makes it clear that problems exist, and an additional larger survey will allow the administration to make informed decisions on how to solve the problems.

A comprehensive survey will provide the needed information about areas of the collection that need immediate attention. The future study can build upon the results and tools used in this study. The sample size and initial shelving count used to create the sample locations has been included in Appendix 3, in combination with the survey form and guidelines found in Appendix 1, removing the need to start from scratch. This study provides a starting

place that library administration can use to develop policies designed to ensure the long-term preservation of the Cook Library circulating collection.

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## Appendix 1

<b>Sample Number:</b>	<b>Collection:</b>
<b>Last Date of Circulation:</b>	<b>Imprint Date:</b>

**DESCRIPTION:**

**Covering:**

<input type="checkbox"/> Buckram	<input type="checkbox"/> Cloth	<input type="checkbox"/> Paper
<input type="checkbox"/> Soft	<input type="checkbox"/> Kapco	<input type="checkbox"/> Rigid

**Binding & Textblock:**

<input type="checkbox"/> Original Binding	<input type="checkbox"/> Bindery	<input type="checkbox"/> In-house Recase	<input type="checkbox"/> Damaging Repair
<input type="checkbox"/> Joints Damaged	<input type="checkbox"/> Hinges Damaged	<input type="checkbox"/> Spine Damage	<input type="checkbox"/> Oversewn
<input type="checkbox"/> Split Textblock	<input type="checkbox"/> Loose Sections	<input type="checkbox"/> Water Damaged	<input type="checkbox"/> UV Fading
<input type="checkbox"/> Pencil/Pen Marks	<input type="checkbox"/> Highlighted Text	<input type="checkbox"/> Torn Pages	
<input type="checkbox"/> Brittle Paper	<input type="checkbox"/> Acidic Paper	<input type="checkbox"/> Serious Damage	<input type="checkbox"/> No Damage

**Guidelines**

A sample number and collection letter was initially filled in on the 385 sample forms. Once in the stacks, the shelf number listed on the form was located by walking down the rows of stacks and counting each shelf that contained library materials. When identified the books were counted to select the sample volume. If other formats were present on the shelf, they were not counted. If the shelf and volume numbers did not correspond to a book another location was selected from the list of extra random sample locations generated earlier.

The last date of circulation was recorded from the date due slip. If there was no circulation information a zero was recorded. The imprint date was recorded next. The description of the book was completed in the following five steps.

- 1) Look at the primary material that covered the exterior of the book and the type of cover. (example: paper / rigid boards, cloth / rigid boards, etc).
- 2) Identify who bound the book, was it the publisher, third party bindery, or in-house. If in-house, will the repair result in future damage? (pressure sensitive tape in the joints, book tape on the spine, etc).
- 3) Record the types of physical damage found in the book. (example: damaged hinges or joints, torn spine, sections coming loose, etc)
- 4) Use the pH pen to test for acidity on the bottom of the book by drawing a 1/2 inch line parallel to the cover and record the color change and fold a page corner back and forth three times to identify brittleness.
- 5) Record "No Damage" or "Serious Damage". These categories refer to physical damage. The book could have acidic or brittle paper and still receive a "No Damage" status. Serious damage was selected if there were multiple forms, or one very serious form, of damage that needed the immediate attention of preservation.

## Appendix 2

Books with Serious Damage	
Median Age	1956
Range	91
Minimum	1900
Maximum	1991
Count	71

Books with Acidic & Brittle Paper	
Median Age	1929
Range	100
Minimum	1884
Maximum	1984
Count	85

Books with Minor Damage	
Median Age	1970
Range	117
Minimum	1884
Maximum	2001
Count	150

Books with Acidic Paper	
Median Age	1973
Range	185
Minimum	1819
Maximum	2004
Count	224

Books with No Damage	
Median Age	1979
Range	186
Minimum	1819
Maximum	2005
Count	164

Books with Non-acidic Paper	
Median Age	1992
Range	53
Minimum	1952
Maximum	2005
Count	76

### Appendix 3

Data Needed for Comprehensive Survey of Cook Library			
Strata	Population	Sample Size	No. of Shelves
A -- General Works	3520	346	644
B -- Philosophy. Psychology. Religion	28949	379	1852
C -- Auxiliary Sciences Of History	4045	351	296
D -- World History	28223	379	1696
E -- History Of The Americas	22534	378	1047
F -- History Of The Americas	13201	373	854
G -- Geography. Anthropology. Recreation	13336	373	905
H -- Social Sciences	67624	382	4838
J -- Political Science	13295	373	885
K -- Law	12482	373	2241
L -- Education	44738	381	1905
M -- Music And Books On Music	11081	371	951
N -- Fine Arts	13093	373	886
P -- Language And Literature	93325	383	4609
Q -- Science	49830	381	6191
R -- Medicine	25881	379	2282
S -- Agriculture	3421	345	291
T -- Technology	20137	377	1893
U -- Military Science	1921	320	95
V -- Naval Science	455	209	32
Z -- Bibliography. Library Science. Info. Resources	13324	373	920
Totals	484415	7599	35313

# An Analysis of *Little Red Riding Hood* Storybooks in the de Grummond Children's Literature Collection

By Cheryl Pittman

Master's Research Project, July 2011

University of Southern Mississippi

Readers: Dr. M.J. Norton

Dr. Teresa S. Welsh

## Introduction

### *General Background*

*Little Red Riding Hood* is a fairy tale which children and adults alike have read or heard in one version or another over the years. It is probably one of the first stories most adults heard when they were youngsters and more than likely one of the first fairy tales they told to their children.

"*Little Red Riding Hood*" began as an oral folk tale and continued to be told to children for centuries before being published in a French version by Charles Perrault in 1697, and then in 1812 in the German version by Jacob and Wilhelm Grimm (Delaney, 2006, p. 70)

"The tale of *Little Red Riding Hood* is one of the small stock of stories that were read or told to children of the Western world for a century and a half and one that continues to enjoy great popularity in today's mass media-dominated society" (Degh, 1991, p. 111). This ancient tale has versions that can be traced to Germany, France, the Czech Republic, El Salvador, England, Hungary, the former Soviet Union, the United States, and Yugoslavia. Beckett in *Recycling Red Riding Hood* (2002) remarks "Little Red Riding Hood was an inveterate globetrotter" who inspired "intriguing new retellings not only throughout Europe, but from Australia to Japan and Columbia to Canada" (p. xviii).

### *Statement of the Problem and Sub-Problems*

The focus of this study was an analysis of one fairy tale currently located in the de Grummond Children's Literature Collection in order to determine the extent of the collection as well as characteristics of the collection of *Little Red Riding Hood* illustrated storybooks, including year of publication to indicate the oldest version in the collection, publication trend over time from 1966 to 2010, culture or country of origin, and authorship. Adult-themed books in Cook

Library that are related primarily to the topic of *LRRH* were also examined.

### *Research Questions*

- R1. What is the oldest version of the *Little Red Riding Hood* storybook in the de Grummond Children's Literature Collection?
- R2. What is the publication trend of *Little Red Riding Hood* in the de Grummond Collection from 1966 to 2010?
- R3. What is the country (or culture) of origin of the versions of *LRRH* in the de Grummond Collection?
- R4. What are the authorship characteristics of the children's books examined in this study?
- R5. Which adult-themed books related primarily to the topic of *LRRH* and are available in USM Cook Library?

### *Definitions*

**Bibliometrics:** The use of mathematical and statistical methods to study and identify patterns in the usage of materials and services within a library, or to analyze the historical development of a specific body of literature, especially its authorship, publication, and use (Reitz, 2011).

**Culture:** The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought (thefreedictionary.com, 2011).

**Authorship:** The origin of a manuscript, book, or other written work, with reference to its author(s) (Reitz, 2011).

### *Limitations/Delimitations*

This bibliometric study was limited to versions of the story of *Little Red Riding Hood* found in the de Grummond Children's Collection. This study further

included the adult-themed books related primarily to the topic of *Little Red Riding Hood* available in USM Cook Library.

### *Assumptions*

It was assumed that the *Little Red Riding Hood* literature in the de Grummond Collection as well as the adult literature in Cook Library was entirely and completely indexed so that relevant items were retrieved.

### *Importance*

*Little Red Riding Hood* can be used as an educational tool for teachers and librarians at any educational level. *LRRH* tells children of morals, which children are expected to understand and follow. According to Saintyves (1989) "... we could consider this charming story a fable and suppose that it was invented in order to teach young girls that they should not talk to strangers" (p. 72). In making different cultural versions available, children have the opportunity to learn of the morals being taught in this old fairy tale.

"Enjoying a Good Story: Why We Use Children's Literature When Teaching Adults" (Freeman, Feeney, and Moravcik, 2011) "revealed four purposes for the incorporation of children's literature into pre-service and in-service teachers' course work" (p. 2):

1. to enhance students' cross-cultural competence
2. to help prepare teachers to work in inclusive classrooms
3. to prepares students to work with children and families going through divorce
4. to supplement the required textbook in a child development course (Freeman, Feeney, and Moravcik, 2011, p. 2).

With the abundance of versions of *Little Red Riding Hood*, a collection analysis of this particular fairy tale may show a need to broaden the growth of the *LRRH* collection in the cultural aspect. A collection analysis may help determine the strengths and weaknesses of a collection. Hart writes, "The most basic question in a collections analysis is 'Where is my collection weak, and where is it strong?'" (2003, p. 36).

In *Fundamentals of Collection Development and Management* (2009), Johnson states "collection analysis is more than analyzing the collection per se. It encompasses analysis of the library's collection, its use, and ultimately, its impact" (p. 225). Johnson (2009) believes, "analysis provides information on various aspects of the collection, for example, the number of pieces and titles in a particular subject; formats represented; age and condition of materials; breadth and depth of coverage; language in which the resources are available" (p. 225). A collection analysis of *Little Red Riding Hood* could provide indications as to the need to broaden the growth of the collection on this particular fairy tale. According to Johnson (2009),

"A librarian gains information that helps him or her decide if a collection is meeting its objectives, how well it is serving its users, in which ways or areas it is deficient, and what remains to be done to develop it" (p. 226).



DeWolfe, Fiske, and Co., 1890

Image Courtesy of

[de Grummond Children's Literature Collection](#)

## Literature Review

### *History of Little Red Riding Hood*

*Little Red Riding Hood* is described as "one of the most enduring traditional tales, which continues to fascinate young children and academics alike..." (Fox, 2001, p. 435). While difficult to identify the origins of the oral tale, Bettelheim (1989) traces the origins of

the tale back to the eleventh century, "a Latin story of 1023 (by Egbert of Lièges called *Fecunda ratis*)" (p. 189).

Chase and Teasley traced the oral tradition of *Little Red Riding Hood* to the sixteenth and seventeenth century witch persecutions in France (1995, p. 769). Darnton (1984), referring to the origin of classic French tales,

Folklorists have recognized their tales in Herodotus and Homer, on ancient Egyptian papyruses and Chaldean stone tablets; and they have recorded them all over the world, in Scandinavia and Africa, among Indians on the banks of the Bengal and Indians on the Missouri" (p. 21).

Chalou, in *A Postmodern Analysis of the Little Red Riding Hood Tale* (2002), suggests that the first publication of the tale, *Little Red Riding Hood*, is Charles Perrault's 1697 French version "*Le Petit Chaperon Rouge* (The Little Red Cap) in his collection titled *Contes du Temps Passé (Stories of Past Times)*" (p. 61). Iona and Peter Opie (1974) indicate that this tale was first translated into English in *Histories or Tales of Past Times* in 1729 (p. 94). According to Madland (1984),

Whereas in the oral tradition preceding Perrault the young heroine was a healthy, self-confident peasant girl quite capable of taking care of herself and the wolf, the dominant versions today are those by Charles Perrault and the Brothers Grimm, both of which stress obedience and the regulation of female sexuality" (p. 278).

The versions of this tale by Perrault and the Brothers Grimm became the dominant versions we know today despite "some radical twentieth-century adaptations that include Thurber's brief anecdote and its memorable concluding moral (after the young heroine has shot the wolf with her automatic), 'It is not so easy to fool little girls nowadays as it used to be'" (Madland, 1984, p. 278).

The tale was originally intended for adults. Muir (1969) wrote that "although the characters and the background belong superficially to fairyland, most of them are too sophisticated for children (p. 36). Orenstein (2002) declares, "Once upon a time, hundreds of years ago, 'Little Red Riding Hood' was a

bawdy morality tale for adults, quite different from the story we know today" (p. 3). However, children began reading or having the tale told to them, shortly after the first publication. Shavit states that "although children's literature is today a 'natural' phenomenon taken for granted in any national literature, it is a relatively new development--less than two hundred years old" (1989, p. 130). In the 1700s, literature for children was just beginning to appear and did not become a customary trade until the later portion of the 1800s (Shavit, 1989).

Fox stated, "Red Riding Hood may well be the world's most published heroine" (2001, p. 435). From the seventeenth century to the twenty-first century, this tale has been re-told and re-written. According to Beckett (2009),

The famous fairy tale would be more fittingly categorized as a literature of "inexhaustible possibility" since one can only marvel at the apparently endless and innovative ways in which *Little Red Riding Hood* has been recycled, and not only in a parodic mode, in recent decades. As well as being the most retold, it is indisputably the most commented on fairy tale of all time (p. xv).

Little Red Riding Hood is so well known that Fox (2001) determined, "She appears on records, in advertisements, greeting cards, political cartoons, as a collectible piece of Staffordshire pottery, and on CD-ROM" (p. 435). It is possible this tale is over 900 years old. Bettelheim (1976) states,

When Perrault published his collection of fairy tales in 1697, "*Little Red Riding Hood*" already had an ancient history, with some elements going far back in time. There is the myth of Cronos swallowing his children, who nevertheless return miraculously from his belly; and a heavy stone was used to replace the child to be swallowed. There is a Latin story of 1023 (by Egbert of Lièges, called *Fecunda ratis*) in which a little girl is found in the company of wolves; the girl wears a red cover of great importance to her, and scholars tell that this cover was a red cap. Here, then, six centuries or more before Perrault's story, we find some basic



elements of "Little Red Riding Hood": a little girl with a red cap, the company of wolves, a child being swallowed alive who returns unharmed, and a stone put in place of the child (p. 168).

Scholars, folklorists, historians, and even anthropologists have analyzed this tale from feminism, to gender role, and psychoanalytic theory the characters portray in the story. Dundes (1989) believes two of "the most important founders of the academic discipline of folkloristics, the scientific study of folklore," are Jacob and Wilhelm Grimm (p. 7). Zipes (1989) determined feminism is addressed in this tale because, "*Little Red Riding Hood* reflects men's fear of women's sexuality- and of their own as well" (p. 126).

Another way of looking at *Little Red Riding Hood* from the prospective of childhood is provided by psychoanalytic theory (Roheim, 1989, p.159). *Little Red Riding Hood* can be perceived as a cautionary tale; a tale which is told to children to warn of dangers (Rumpf as cited by Jager, 1989, pp. 91-92). Jager explains the Swedish folklorist von Sydow classified *Little Red Riding Hood* as a cautionary tale and "pointed out older stories and popular educational practices that evoked the wolf to discipline children" (1989, p.91). Orenstein asks, "What makes Little Red Riding Hood so interesting to folklorist, feminists, psychoanalysts, poets, advertisers, and for that matter me? The answer... is that beneath her simple appearance--beneath her cloak-- Little Red Riding Hood embodies complex and fundamental human concerns" (2002, p. 7-8).

There are many versions of the tale in the de Grummond Children's Literature Collection. This study will focus on the written formats of the tale currently found in the de Grummond Children's Literature Collection at The University of Southern Mississippi in Hattiesburg.

### *Bibliometrics*

"Bibliometrics deals with the quantitative aspects of print documents" (Jalal, Biswas, and Mukhopadhyay, 2009, p. 3). Although this is only one aspect of bibliometrics, it can also be used as a qualitative

method. White and Marsh (2006) describe it as a "flexible research method that can be applied to many problems in information studies" (p. 23).

Librarians use the different available bibliometric tools to provide further examination of a topic/subject, which would be relevant to their collection or other services offered. Joyce Mosely evaluated her collection using content analysis, which is commonly used "to study trends, values, and... it is useful in the investigation of collection development and other media services" (1997, p.14).

In the earlier days bibliometric studies used the databases of *Institute for Scientific Information (ISI)*. With the advancement of technology, there are many databases available for analyzing documents. Jalal, Biswas, and Mukhopadhyay (2009) propose *Google Scholar* provides a simple way to broadly search for scholarly literature, while *Scopus* contains embedded citation information and provides the researcher with tools to analyze and visualize research (p. 7). There are also field specific databases such as *CiteSeer* and *Citebase* (Jalal, Biswas, and Mukhopadhyay, 2009, p. 7). The use of bibliometrics in this study will contribute to an understanding of *Little Red Riding Hood* and describe the library holdings with regard to publication trends, culture, and author gender of items in the collection.

### *Publication Trend*

Brissett (2008) researched content analysis on picture books with the focus on the color of characters. In Brissett's original study she stated, "The literature suggests that major publishers have had little interest in publishing picture books with characters of color" (p. 14).

Brissett's study used forty-eight picture books in the easy-to-read (primary collection) from the Gladys A. Abraham Elementary School Library collection (2009, p. 215). Content analysis was used to identify the ethnicities of the main characters and the settings of the picture book collection. A coding form was used to record the title of the book, the main character by ethnicity, the setting by geographic location, the author and illustrator by color and the publisher by name and location (2009, p. 214). Each book was examined and the data were recorded on an Excel

Spread Sheet. The study results indicated only twenty-six (54%) of the main characters of the story books were of color. Twenty-one (44%) of the main characters were black, and only two (4%) were Hispanic. The study further determined forty-two (88%) of the books were set in the United States, while only two (4%) had Caribbean locales and one (2%) had an African location (Brissett, 2009, pp. 215-16).

The methodology in this study will be similar to the methodology in Brissett's study by addressing the publication trends in the *LRRH* collection. These trends will determine the oldest book in the collection as well as how many books in the collection were published each century. This study will further indicate the culture or country of origin similar to Brissett's study when she determined the locales in which the story books were set.

Ford (2010) researched "the publication pattern and authorship of the scholarly literature related to student academic success/achievement and school libraries including how much has been published on this topic per year, in which journals they were published and authorship of the articles (pp. 180-181). The database *Library Literature and Information Science* full-text database and *ERIC* database were searched using the terms "student achievement" and "librar\*" in the abstract field. The limitations of full-text and peer reviewed were included in the search (Ford, 2010, p. 191).

According to Ford's results, "30 articles were published on the impact of school libraries on student achievement from 1998-2009" (2010, p. 192). These findings indicated seven articles were published during 2005, six articles in 2007, three articles published in 2002, 2003 and 2004. Two articles were published in 1999 and 2008, while only one article was published in 1998, 2001, 2006, and in 2009 (articles for 2009 only included articles through the date of the study) and no articles were published in 2000 (Ford, 2010, p. 192). Ford's study determined that *Teacher Librarian* published 60 percent of the articles, and *School Libraries Worldwide* published 16 percent of the articles (Ford, 2010, pp. 192-193). Ken Haycock authored four of the articles, while Judi Morellion and Jo Ellen Misakian co-authored two

articles, and the remaining authors contributed one article each (Ford, 2010, p.193). Finally, Ford's study determined that "more than half of the authors teach on a college level, many in the field of library and information science" (p. 194) and professional librarians authored nine articles (Ford, 2010, pp. 192-194). This study of *Little Red Riding Hood* will be similar to Ford's study by providing the number of storybooks published in a given century.

#### *Culture or Country of Origin*

Culture is an important aspect in literature for young children. Brissett states, "Parents, politicians, and pundits recognize the importance of children's literature, specifically picture books that offer children, whether they can read or not, an opportunity to see themselves and others" (2008, p. 17). Children need to be aware of other culture mores, which exist in society today. Larrick pointed out in 1965, if children do not see honest and accurate portrayals of themselves in picture books, they become "invisible" (Mendoza and Reese 2001 as quoted by Brissett, 2008, p. 17).

Therefore, young children need to be taught commonalities of different cultures rather than differences. Wan (2006) addressed the issue of diversity and tolerance in the classroom and used multicultural children's literature as a thematic approach. "Thus literature becomes a great resource for us to study our various cultures" (Wan, 2006, p. 141). Brissett states, "Librarians can ensure, by selecting picture books that portray the culture and heritage of their students, that they will have a meaningful learning experience" (2008, p. 6). This results in children learning to appreciate diversity and multicultural trends.

#### *Authorship*

Authorship can provide insight to the publication trend and can be a contributing factor to the gender of the author publishing a version of *LRRH*. Straub and Anderson (2010) researched authorship trends in *MISQ* to examine how the authors were being published in relation to the number of authors per article (solo, multiple, or student) and location. Straub and Anderson found that the number of authors per article does "directly relate to the issue of the number of authors achieving publication, as

fewer solo-authored papers translates into additional authors achieving publication in our top journals" (iv).

Michalec and Welsh (2007) researched the topic of GIS in LIS literature but limited the research to publication pattern and authorship. The study examined a 16 year span from 1990 to 2005 (Michalec and Welsh, 2007, p. 70). Bibliographic data were gathered from the *Library Literature and Information Science* and *Library, Information Science and Technology Abstracts* databases (Michalec and Welsh, 2007, p. 71). There were 305 items retrieved through databases, which were narrowed to 146 items after removing duplicates (Michalec and Welsh, 2007, p. 71). The collected data from the articles were compiled in an Excel spreadsheet and analyzed for publication pattern and authorship. The results of the publication pattern fluctuated by year but in general indicated a positive increase in publication. The results of the authorship affiliation yielded 64 percent were single-authored articles, 25 percent by two authors, and 12 percent by three or more authors. The study determined 57 percent of the authors were librarians or LIS academics, 29 percent were academics and research from other fields of study, and 14 percent were government entity or corporation (Michalec and Welsh, 2007, p. 74). This study provided no clear trend of author affiliation of the articles on GIS (Michalec and Welsh, 2007, p. 74). The study of *LRRH* will be similar to the study of Michalec and Welsh, as it will use similar methodology in determining the authorship gender in the publication trends of *LRRH*.

Matthews 2010 study located 57 scholarly articles related to information literacy and critical thinking in a span of 10 years from 2000 to 2009. The results were first sorted by year of publication and then whether or not the articles focused on an academic library or institution of higher learning (Matthews, 2010, pp. 205-206). The articles retrieved were then broken out on the basis of the demographics of authorship: gender, affiliation, and numbers of authors on a single article. Further, author gender data were categorized as "male" or "female" and gender ratios were examined overall as well as for each bracket of multiple authorships; "author affiliation was based on the organization type with

which the author was affiliated at the time of publication" (Matthews, 2010, p. 205).

All of the data were compiled in an Excel spreadsheet and analyzed. Matthews found the articles on this topic were distributed by time (yearly) and only seven articles were produced in the first five years of the ten years examined. From 2005-2009 forward publications did rise overall but were unevenly distributed. The greatest portion (72%) of articles on "information literacy and critical thinking" was related to institutions of higher learning and associated libraries. The other 28 percent were related to primary or secondary schools.

Matthews also examined how these articles carried the terms "Internet", "Web", "digital", "online", or "technology" in their titles and found only six of the fifty-seven included one or more of these terms. The last result Matthews found related to the demographics of authorship gender. There were 102 authors who contributed to these 57 articles with a gender distribution of 27.5 percent male authors and 72.5 percent female authors (2010, p. 207). Matthews stated, "The gender distribution among the authors, weighted heavily towards females, may indicate that women now dominate the field" (2010, p. 208). The study of *LRRH* will use similar methodology as Matthews did to determine the authorship gender.

The previous studies examined publication trends, culture or country of origin, and authorship. Online databases were used to collect the information needed to complete each of the indicated studies and Excel spreadsheets were used to compile and analyze their collected data. This study of *LRRH* also examines publication trends, culture or country of origin, and authorship. An online database was used to collect information for each area of the study and Excel spreadsheets were used to compile and analyze the collected data.

## **Methodology**

### *The de Grummond Children's Literature Collection*

The de Grummond Children's Literature Collection was established in 1966 by Dr. Lena de Grummond. Dr. de Grummond wanted the collection to focus on classic and contemporary children's literature so she

wrote her favorite authors and illustrators to solicit materials related to the creation of children's books. "By 1999, thirty-three years after de Grummond sent her first letter, her collection houses original manuscripts and illustrations created by more than twelve hundred authors and illustrators" (Jones, 1999, p. 301). The oldest book in the collection, *Aesopi Phrygis Fabellae Graece & Latine*, was published in 1530 (Jones, 1999, p. 303). The collection is available online at: <http://digilib.usm.edu/cdm/landingpage/collection/degnum>.

This study focused on the *Little Red Riding Hood* illustrated storybooks in the de Grummond Children's Literature Collection that were collected from 1966-2010. The study examined the year of publication to indicate the oldest version in the collection and publication trend over time, culture or country of origin, and authorship of the children's books in the de Grummond Children's Literature Collection. The study did not include duplicates of the *Little Red Riding Hood* illustrated storybooks in the de Grummond collection. Further, this study examined the adult-themed books available in Cook Library related primarily to the topic of *Little Red Riding Hood*.

#### *Data Collection and Analysis*

Data for this study were gathered from the online catalog *ENCORE*. The parameter used in the online catalog was "little red riding hood" and limited to the de Grummond Children's Literature Collection. Duplicates, articles, microform, visual media, printed music, musical media, e-books, and spoken media were eliminated. Any other format types retrieved which did not focus on the topic were disregarded. Further, if any authors had ambiguous names which prevented the determination of gender, the *Literature Resource Center* through The University of Southern Mississippi Library, was used to locate the author information. Author Web sites were also used to determine gender of any generically named authors. Authorship characteristics such as single author, multi-author and unknown author were noted.

This study sorted data related to the *Little Red Riding Hood* illustrated storybooks in three phases. First,

the books were sorted by year of publication to determine the oldest version in the collection. To verify the oldest version of *LRRH*, the de Grummond Children's Library was visited for a physical review of the collection. To verify the publication trend of *LRRH*, in addition to a catalog search, the de Grummond Children's Library was visited to physically review the *LRRH* collection. This process determined whether all of the *LRRH* books were actually listed in the online catalog. The data collected for the oldest version and publication trend were placed in a Microsoft Excel Spreadsheet for evaluation and provided statistical information as to how many books were published per century, as well as the oldest version of *LRRH*.

Second, the books were sorted by country of origin to determine the culture. Each of the *LRRH* books in the de Grummond Children's Library were physically reviewed and the University's online catalog (*ENCORE*) was consulted. The cultural or country of origin was determined based on the geographical location of the publishing company of each book. If the culture or country of origin could not be determined by physical examination, the catalog information listed in the online catalog was used. If the cultural aspect or the country of origin could not be determined, the book was listed as unknown.

Next, the books were sorted to determine the authorship characteristics, which included gender, single author, multi-author, and unknown author. University's online catalog (*ENCORE*) and the *Literature Resource Center* were used in this process. In determining the author gender, all books with no author and unknown gender were excluded. The books were examined for author gender and for single authorship, multi-authorship, or an unknown author.

The final portion of this study examined the holdings of the Cook Library to resolve the number of books in the general collection related primarily to the topic of *Little Red Riding Hood*. The University's online catalog (*ENCORE*) was utilized using the search parameters which were limited to "little red riding hood" or "red riding hood" within the title and targeted only titles held in Cook Library. Duplicates, articles, microform, visual media, printed music,

musical media, e-books, and spoken media were eliminated. Any other format types retrieved that did not focus on the topic were disregarded. The compilation and analysis using Excel provided the percentage of adult-themed books related to the topic of *LRRH* found in the Cook Library.

**Results**

This study retrieved 229 items related to *Little Red Riding Hood* and excluded 72 of the items. These excluded items were duplicates, articles, microform, visual media, printed music, musical media, e-books, and spoken media, which left 157 *Little Red Riding Hood* illustrated storybooks housed in the de Grummond Children's Literature Collection. The illustrated storybooks were sorted into three phases: publication year, authorship, and culture or country of origin.

R1. What is the oldest version of the *Little Red Riding Hood* storybook in the de Grummond Children's collection?

Based on the publication dates of the *Little Red Riding Hood* illustrated storybooks housed in the de Grummond Children Literature Collection; the oldest book listed the publication date as 1796.

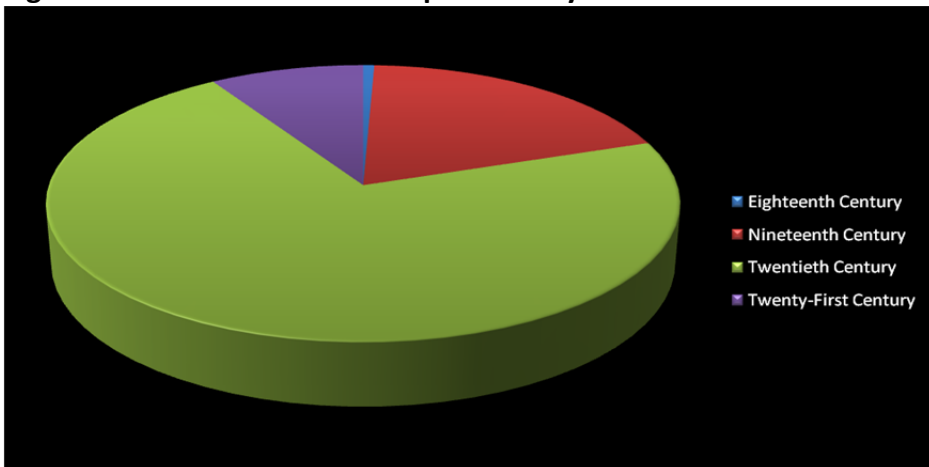
R2. What is the publication trend of *Little Red Riding Hood* in the de Grummond Collection from 1966 to 2010?

The nineteenth century saw the publication of thirty books (19%). The largest number of books was published during the twentieth century with one hundred twelve books (71%). Fourteen books in the collection were published in the twenty-first century (9%) (Table 1, Figure 1).

**Table 1. LRRH Books Published per Century**

Century	Total Books Pub. Per Century	Percentage Pub. Per Century
Eighteenth Century	1	1%
Nineteenth Century	30	19%
Twentieth Century	112	71%
Twenty-First Century	14	9%
Total Pub.	157	100%

**Figure 1. LRRH Books Published per Century**



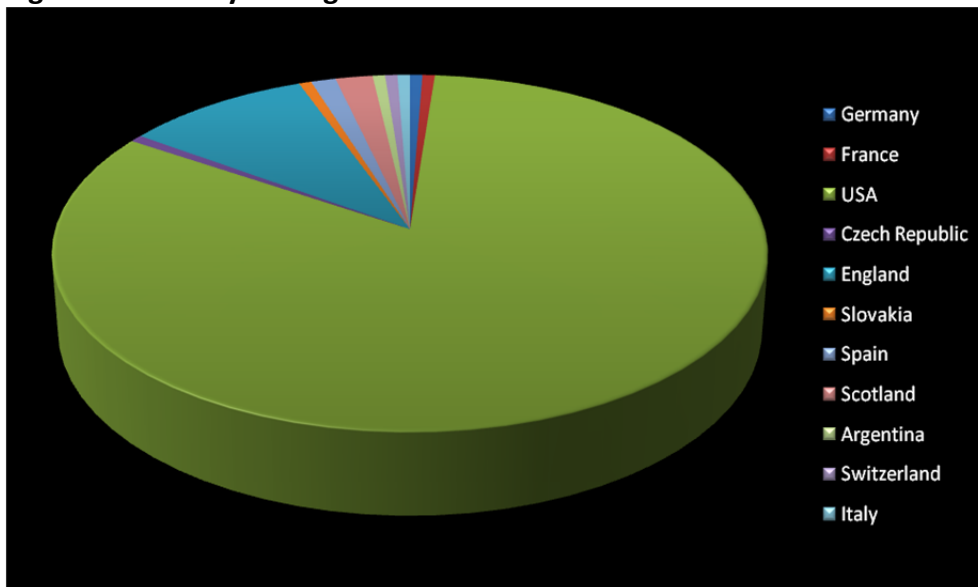
R3. What is the country (or culture) of origin of the versions of *LRRH* in the de Grummond Collection? The culture of each book was determined by the country of origin based on the publication information. Germany, France, the Czech Republic, Slovakia, Argentina, Switzerland, and Italy each had

only one book published during one of the four centuries. Spain produced two books. Scotland produced three books. England published fifteen books (10%) and the United States produced the most books with a total of one hundred thirty (83%) (Table 2, Figure 2).

**Table 2. Country of Origin of *LRRH* Books**

Country	Books Published Per Country	Percentage Pub. Per Country
USA	130	83%
England	15	10%
Scotland	3	02%
Spain	2	01%
Argentina	1	0.6%
Czech Republic	1	0.6%
France	1	0.6%
Germany	1	0.6%
Italy	1	0.6%
Slovakia	1	0.6%
Switzerland	1	0.6%
Total Pub.	157	100%

**Figure 2: Country of Origin of *LRRH* Books**



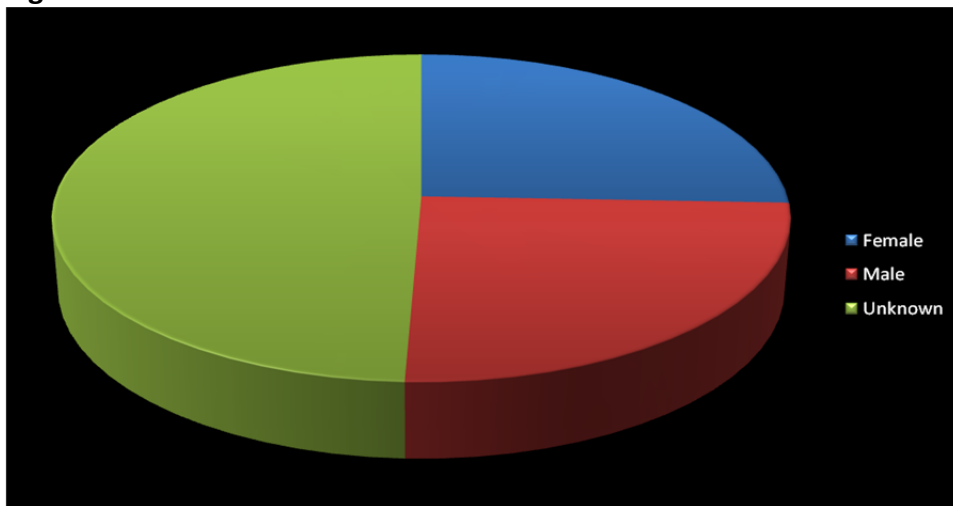
R4. What are the authorship characteristics of the children's books examined in this study? Author characteristics examined in this study included gender and number of authors per book. The female authors totaled forty-one (26%), the male authors totaled forty (25%), while the unknown authors totaled seventy-nine (49%) (Table 3, Figure 3).

The number of authors per book (single author, multi-author, unknown author) was noted. Single-authored books totaled seventy-one (46%), while multi-authored totaled only five (3%), and unknown authorship was seventy-seven (50%) (Table 4, Figure 4) (found on following page).

**Table 3. Author Gender**

Gender	Author Gender	Percentage Author Gender
Female	41	26%
Male	40	25%
Unknown	79	49%
Total Author Gender	160	100%

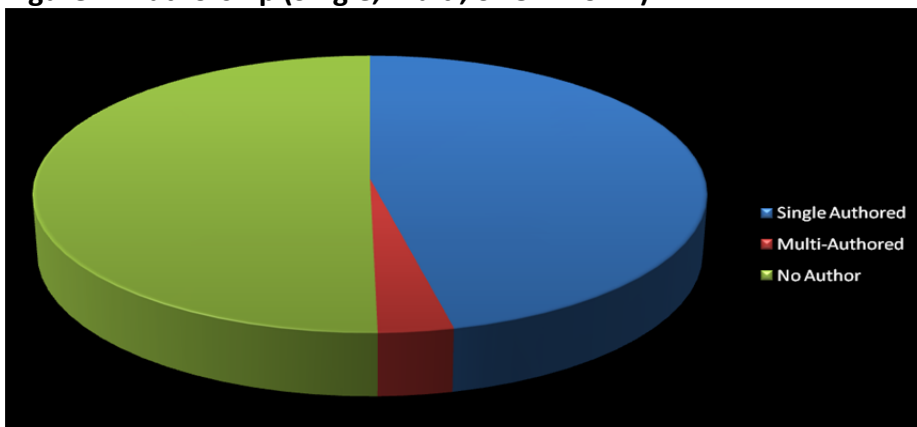
**Figure 3: Author Gender**



**Table 4. Authorship (Single, Multi, or Unknown)**

Authorship	Total Books Pub. Per Authorship Type	Percentage Pub. Per Authorship Type
Single	71	46%
Multi	5	3%
No Author	77	50%
Total Pub. Per Authorship Trend	153	100%

**Figure 4. Authorship (Single, Multi, or Unknown)**



R5. Which adult-themed books are related primarily to the topic of *LRRH* and are available in the Cook Library?

The final portion of this study used USM Cook Library online catalog ENCORE to discover how many adult-themed books related primarily to *Little Red Riding Hood* were in the collection. The searches revealed five (5) books that were pertinent to *LRRH*:

- *The Trials and Tribulations of Little Red Riding Hood: Versions of the Tale in Sociocultural Context* (1983) by Jack Zipes,
- *Little Red Riding Hood Uncloaked: Sex, Morality, and the Evolution of a Fairy Tale* (2002) by Catherine Orenstein
- *A Postmodern Analysis of the Little Red Riding Hood Tale* (2002) by Barbara Smith Chalou
- *Recycling Red Riding Hood* (2002) by Sandra L. Beckett.
- *Red Riding Hood and the Wolf in Bed: Modernism's Fairy Tale* (2006) by Ann Martin

All other books found in the Cook Library in relation to *Little Red Riding Hood* were not related primarily to the tale.

### Conclusion

The de Grummond Children's Literature Collection contains a total of 229 items related to *Little Red Riding Hood*. After duplications and non-storybook items were omitted, 157 illustrated storybooks of the tale were examined. Within the holdings of the de Grummond Collection, there was only one *Little Red Riding Hood* book published in the eighteenth century; thirty (19%) in the nineteenth century; and the majority, one hundred twelve (71%) in the twentieth century. In the twenty-first century the number of publications in the collection was fourteen (09%) at the time of the study.

The gender ratio portion of this study found the largest number of *Little Red Riding Hood* storybooks were created by authors of undetermined gender at forty-nine percent, female authors were the second highest at twenty-six percent, and male authors were the lowest at twenty-five percent. The authorship of *LRRH* books in the collection indicated forty-six percent were single-authored stories, three percent

were multi-authored stories, and fifty percent were unknown authors.

The culture/country of origin portion of the study indicated the storybooks held in the de Grummond collection were two percent or less for all countries except the England at ten percent and the United States at eighty-three percent.

The final area of study revealed Cook Library housed five adult-themed books related primarily to *Little Red Riding Hood*. Of course, Cook Library had many books that included but were not focused primarily on *Little Red Riding Hood*.

### Discussion

*Little Red Riding Hood* is an old and valued tale which has probably been read or heard by children and adults alike throughout the years. It has been suggested the origins of the tale date back to the eleventh century. Further, it has been noted that *Little Red Riding Hood* is so well known she has traveled the globe with appearances on records, in advertisements, on greeting cards, in political cartoons and on CD-ROM. With a tale this old and ubiquitous, one may consider using *Little Red Riding Hood* as a teaching tool from elementary age students through adults.

This study examined the *Little Red Riding Hood* illustrated storybooks in the de Grummond Children's Collection by researching the publication trend/oldest version, the authorship, and the culture/country of origin. Research into the storybook publishers may be of interest for further study. Examination was also given to the adult-themed books related primarily to *Little Red Riding Hood* in USM Cook Library. Future study could be conducted on a content analysis of adult books related to the story.

It is the responsibility of any librarian to ensure that the collection of the library meets the needs of the patrons. A collection analysis is a useful tool in this process by determining the strengths and weaknesses of a collection and to promote greater awareness of an historical collection.



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# Navigating the Copyright Maze

by Jeannie Ferriss

## Introduction

Fines, infringement, imprisonment; these words are resounding with librarians, faculty and students all over the country as they try to navigate the maze of copyright laws. With the opening scene of almost every DVD threatening huge fines and jail time, court cases such as the Harper v. Maverick Recording Company, where a 16-year-old could be liable to pay \$750-\$30,000 per infringement for downloading music on their computer (Brooks, 2011, p. 234), or the on-going Google Books case, a suit that began in 2005 by the Author's Guild over 20 million scanned books (Pike, 2012); no wonder people are apprehensive about using the works of others.

There is help available to all who seek to understand how, when, and how much of another's work they can use in creating original works, furthering research, and enhancing classroom presentations or assignments. This paper seeks to identify the major copyright issues and pitfalls, and then looks at solutions and aides for librarians, faculty members or students who wish to stay within the copyright laws.

One of the reasons copyright seems so complicated is lack of knowledge. Howard (2011, p.1) describes the results of a survey taken at the University of Minnesota Libraries by Nancy Sims, a lawyer and librarian; where only 30 percent of the faculty knew the answer to basic questions on how one acquires copyright and how long copyright lasts. Sims surmises that many faculty members did not know their rights as authors or how negotiations about their own copyright might affect their scholarly goals (Howard, 2011, p.2). Possessing an elementary understanding of what copyright is, how to establish a copyright authority within the university or college setting, and the rights given to students or faculty to protect their own creations or use the work of others

in the classroom, is critical to comprehension of the peripheral issues that make copyright so difficult. There are several areas which may aid in learning about copyright in the academic setting including:

Creative Commons, Open Access, the conditions and uses of Fair Use, copyright law and its effects on print

and non-print resources (including Web 2.0 tools) and examples of library resources which may be of assistance to librarians dealing with copyright issues.

Copyright is not only a legal issue. Pressman (2008, p. 89) states that "discussions of fair use frequently focus on fair use as a legal concept. But also inherent in the doctrine, as the word fair suggests, is an ethical concept of fair use." Librarians are confronted with copyright issues on a daily basis as they deal with electronic reserves, people making copies on the library copy machine, students using library computers to download and share files and music for reports, and trying to prevent infringement of e-book contracts. Pressman also expresses concern with two conflicting sides of values expressed by the American Library Association. She sees "providing service to users and facilitating access to information" as one side, and holding on to "the importance of upholding copyright and other intellectual property rights, though not fair use specifically" as the other side (2008, p. 100). In some cases, lack of experience and copyright knowledge may lead librarians to refuse to answer any questions about copyright, which could foster an atmosphere of fear within the academic community. That was not the original intent of copyright in the United States Constitution, which states in Article I, section 8, paragraph 8, that Congress has "the power to grant exclusive rights to authors and inventors to promote the progress of science and the useful arts" (Brooks, 2011, p. 232).

Copyright is not meant to stifle the creative process, but to protect it. Librarians will find there is a great deal of information in the public domain to assist them in navigating the copyright maze.

## Literature Review

### A Definition of Copyright and Author's Rights

Copyright is a legal right obtained by the author at the moment the copyrighted work has been "fixed in a tangible medium" (Blixrud, 2011, p. 549). For example, when someone draws a picture, saves a short story to a computer hard drive, prints a novel, or records an original song to a CD, it has become fixed in a tangible medium thus making copyright protection automatic.

Copyright protection then gives the author “the exclusive right [...] to reproduce the copyrighted work in copies... to prepare derivative works based upon the copyrighted work [...] to distribute copies [...] to the public by sale or other transfer of ownership, or by rental, lease or lending and to perform copyrighted work publicly... in the case of sound recordings... by means of a digital audio transmission” (United States Congress, 2000, Section 106 (2) as cited in Wyatt & Hahn, 2011, p. 305). Blixrud states that U.S. copyright law provides the author of an original work “the exclusive rights to reproduce, distribute, adapt, publicly perform, and publicly display the copyrighted work” (Blixrud, 2011, 549). The author retains these rights for a given time period, unless he/she decides to transfer them to someone else, when at that point, the author no longer may exercise those rights. An author can transfer all or a few of the rights in any combination or form (Blixrud, 2011).

### **The Rights of the User**

The rights of the person wishing to use copyrighted material is the center of the copyright quagmire. How much can one use? What is infringement and what is not? Who will be prosecuted in court if there is infringement? These are questions being asked by librarians and scholars alike. Why are some librarians afraid to answer copyright questions for their users? Copyright is a complicated legal issues and librarians are afraid that they or their parent institution might be held liable or be charged as providing legal advice without being a licensed lawyer (Zabel and Hickey, 2011, p. 10). Zabel and Hickey go on to question if this fear is causing librarians to just avoid copyright challenges, issues, and questions altogether instead of trying to provide information the users need (p.10). This attitude can disrupt the library profession’s commitment to “information literacy” or aiding students and faculty in the research process of finding, assessing, and “ethically and effectively” using information (p. 10).

The first step for users in discovering their rights to information is to understand what copyright infringement means. Copyright infringement is when users take copyrighted material and use it without permission. This does not mean that everything a user wishes access to must have written permission

from the author or copyright owner. There are several ways to access material that require minimum effort and little or no cost. The first of these alternatives is the “Fair Use” provision.

### **Fair Use**

The current United States’ Copyright Act of 1976 replaced the early law established in 1909. The revision was necessary due to the impacts of technology and the necessity to bring the U.S. into compliance with international copyright standards. The Copyright Act of 1976 gives protection to the author for the length of their life plus 50 years. Works done for hire are now protected for 75 years. (Blixrud, 2011, p. 544-5). Fair Use is decided on by assessing the use of the work on the following four factors: “1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes”; 2) if the nature of the work is factual or creative; 3) how much of the work is used, and how much of it is used in comparison to the entire body of the work; and 4) the effect on the market value or use of the work (Schlipp, 2008, p. 20). Permission must be obtained if less than half of the factors apply. Librarians or users can check with the Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)) first to see where to apply for permission (p.20). Schlipp also mentions several other checklists and sites to search for permission and information, including “A Checklist for Fair Use” at <http://extended.unl.edu/pdf/fairusechecklist.pdf> (p. 20).

Without the concept of fair use, scholars will find it too expensive and too labor intensive to use copyrighted materials to serve their readers (Blixrud, 2011, 545). Under Coalition for Networked Information (CONTU) guidelines, educators can use excerpts of ten percent or less of copyrighted material in their educational settings according to Wyatt and Hahn ( 2011, p. 306). Fair use is not the only course available to educators. Any work published before 1923 in the United States is considered a part of the public domain, most United States government documents and common knowledge does not require copyright permission (Schlipp, 2008,p. 21). For example, a scholar creating a chart of countries and their capitals, would not require permission.

## Creative Commons

According to Kleinman (2008), "Creative Commons is a nonprofit organization that created a set of simple, easy-to-understand copyright licenses. These licenses do two things: They allow creators to share their work easily, and they allow everyone to find work that is free to use without permission" (p. 594). The unique aspect of Creative Commons is the variety of choices authors have in relinquishing their copyright. Instead of an all or nothing scenario, Creative Commons offers six major licenses that use some mixture of the four basic requirements. The first of the four basic requirements according to Kleinman (2008, p. 595) is *Attribution*, where the authors allow the copy, distribute, display and performance of a copyrighted work, or work derived from the copyrighted material. Attribution requires that the user of the copyright material credit the work to the owner in a way previously designated by them. Every license from Creative Commons includes this factor. The second requirement is *Non-Commercial*, that allows others to use a work and derivatives based on it for non-commercial purposes only, such as education in a classroom. The third requirement is *No Derivatives*, which lets others use the work as long as they make no changes in any form and distribute, display and perform only the original form of the work. This would apply to someone who wanted to perform a song or produce a play, by making the user perform the exact original content, the authors do not have to worry about others changing the content or meaning of their work. The last requirement is *Share Alike*; this section is more restrictive and only allows usage when the user distributes derivative works under a license identical to the governing license of an author's work (p. 595).

Creative Commons is easy to use and avoids extended time consumption in securing copyright permission from original publishers or authors. Kleinman (2008, p. 596) also brings up three key facts about copyright that important to the working of Creative Commons. First, "copyright happens automatically;" second, "copyright is a bundle of rights;" and thirdly, "most everything is copyrighted but the creators may not want or need all of those rights." The negative side of Creative Commons is that any creator who signs away their rights through Creative Commons has no recourse but to ask

someone who is using their material inappropriately to stop. If the person does not stop, then they must resort to legal action, which can be very expensive (Wyatt & Hahn, 2011, p. 308). Because the rights transferred to Creative Commons have no statute of limitations, authors must be sure that they are happy with the agreement.

## Creating a Copyright Information Center

With all of the complexities of copyright information, many universities are setting up copyright offices to answer questions about copyright, deal with faculty reserve requests, and assist in publication protection for students and staff. When the staff of Colorado State University-Pueblo began using an electronic reserve system they discovered that "the nuts and bolts of implementing the ERes system were relatively simple compared to the challenge of revising our reserves policy to accommodate electronic reserves" (Hudock & Abrahamson, 2004, p.65). Because copyright can mean something different to various people (usually compounded by their position in the university)Furello (2011, p. 112) suggests that the interests, interpretations and definitions of all stakeholders be taken into account. Educators are becoming more aware of the cost of infringement and wish to comply with the law, while still seeking to fulfill their educational objectives. Creating an information office dealing with the various issues of copyright may help them accomplish their goals without fear of breaking the law. Furello suggests that determining the purpose, scope and services offered can be challenging, and the infrastructure of the educational institution must be taken into account, as the library creates the services they will offer (Furello, 2011, p. 113).

Peters (2011, p.592) suggests that when starting a copyright office it is best to assume that the people the office will be providing services to will be unfamiliar with copyright practices. He also offers advice on focusing on the positive aspects of information sharing, consider the audience, institutionalizing the copyright office by forming a university copyright committee to help make decisions and centralize services, creating a Web site from the users point of view and get to know the university counsel (p. 593-94). The copyright office to develop standard policies can avoid both confusion

and frustration on the part of staff and faculty. Wagner (2008, p.247-254) recounts the development of the Cheng Library's policies and procedures for processing supplementary print and electronic materials for classroom use. Requirements for this area included a staff member, who in addition to being extremely detailed oriented, "must correspond with faculty and publishers, be comfortable discussing copyright law and fair use guidelines with librarians, faculty and staff and frequently searches library databases for article links for electronic reserves" (p. 248).

Copyright offices need to also be familiar with online programs developed to assist users in facilitating fair use decisions. Myers (2012, p. 5) reviews and compares three types of these online tools and their usefulness to librarians, faculty and others. The programs considered by Myers are the Fair Use Elevator, provided by the Copyright Advisory Network; the Fair Use Visualizer, operated by The Copyright Website; and Thinking Through Fair use from the University of Minnesota Library's Copyright and Information Resources Web site (p. 5). Online tools such as these can assist the busy staff of a copyright office in referring simple questions to the program. They are also useful tools for librarians who may not have a great deal of experience with copyright law.

Copyright offices may be critical in creating and updating copyright policies for their institutions. Pressman (2008) recommends six practices for creating a solid copyright policy. Her practices include: a) discussing fair use in terms of an ethical issue; b) encouraging and supporting the concepts behind fair use; c) provide heuristic tools for assessment of materials to determine fair use; d) be clear in explaining to the user that policies are not to be interpreted as copyright law but only guidelines; e) there should be a clear discussion of the good faith defense when copyright infringement becomes an issue for non-profit institutions; and f) orient the policies toward the user and the reason for use (p.103-106).

### **Open Access and Non-Print Resource Challenges**

In 2002 the Association of Research Libraries (ARL) recommended that "open access to quality information in support of learning and scholarship"

be promoted throughout the organization. In the Budapest Open Access Initiative of 2002, open access was defined as "free availability on the public internet" where anyone could use it as they wish as long as they were not breaking the law, without cost or any other type of barrier (Blixrud, 2011, p. 550). Open Access repositories are now being formed in select fields such as the National Electronic Article Repository (NEAR), and the PubMed Central (an online archive for the National Library of Medicine) (p.551).

The ARL kept members apprised of the issues and debate on changes that might be made throughout the 104<sup>th</sup> and 105<sup>th</sup> sessions of Congress, when the Digital Millennium Copyright Act (DMCA) was passed. This act implemented the five World Intellectual Property Organization (WIPO) Internet Treaties. The Treaties "established safe harbors for online service providers; permitted temporary copies of programs during computer maintenance; made miscellaneous amendments to the Copyright Act, including amendments which facilitated Internet broadcasting; and created sui generis protection for boat hull designs" (Blixrud, 2011, p. 546).

One of the most controversial aspects of this law, is its punishment of those who used technology to hack into Web sites to circumvent technology that is put into place to prevent illegal use of works on the Internet. This law is important to those who work in the e-book industry. The Digital Rights Management (DRM) was created to prevent users from downloading e-books onto different e-reading devices, no matter if the material was music, film or e-books (Zimmerman, 2011, p.73). Unfortunately, DRM's created a chance for the entertainment industry to "avoid being accountable to the narrow amount of copyright law that reined them in" (Chang as cited in Keane, 2011, p. 37). A problem with the DRM model is the DMCA-blessed authentication process," which gave, intentionally or not, some large companies the legal right to control creative and intellectual content at the expense of the Constitution's clause promoting progress in the sciences and useful arts" (Keane, 2011, p.37) Publishers claim to have tremendous losses from e-book piracy and the technology must constantly change in order to protect the copyright of the e-

book publisher. The threat to copyright in this area comes not from organized crime but from the ordinary hacker and non-hacker working on their own computers (p. 74).

Other developments in the battle for open access, include the signing of the America COMPETES Reauthorization Act on January 4, 2011. This law “would establish a working group under the National Science and Technology Council with the responsibility to coordinate Federal science agency research and policies related to the dissemination and long-term stewardship of the results of unclassified research, including digital data and peer-reviewed scholarly publications, supported wholly, or in part, by funding from the Federal science agencies” (Blixrud, 2011, p. 552). This law compliments the Consolidated Appropriations Act of 2007 which demanded that NIH-funded researchers to make their work available to the public no later than 12 months after publication in a peer-reviewed journal through PubMed Central (p. 551).

One of largest legal cases concerning open access, copyright law, and electronic resources is the Google Books lawsuit. In 2004, Google began the Google Print Library Project, in which they began scanning books from several of the country’s largest academic library systems in tangent with several public libraries without copyright permission from the authors. The Author’s Guild, the Association of American Publishers and others sued Google for copyright infringement. Pike (2012) states that the case became complicated due to the definition of “legal or beneficial owner” of the copyright. The law states that only those owners could sue for breach of copyright and organizations could not sue for them (p. 33). Three factors would have to be met if the organizations were going to be able to bring litigation against Google on behalf of the authors. First, there had to be proof that there was enough evidence for the authors to be able to sue in their own right. Second, the subject matter had to be relevant to the purpose of the association (for example the Author’s Guild could not bring suit for a painter). Thirdly, the claim would not require individuals of the organization to participate in the actual lawsuit. (p. 33). Google’s defense is that every case is unique and needed to be settled on an individual basis so

associations could not participate but each individual seeking damages must participate. This type of expensive and time consuming litigation is one of the reasons copyright law becomes so complicated. The damage potential in this case could run into millions of dollars, and has already become international in nature when the French courts ordered Google to stop its digitalization of copyrighted French works (Pike, 2012, p.34).

Even laws that do not seem to affect copyright can have long reaching affects. In the case of Costco v. Omega, the first sale doctrine is being challenged under the meaning of “lawfully made under this title” (Chamberlain, 2011, p.292). This lawsuit between a box company and a watch maker may have ramifications “on the library’s ability to lend the lawfully-acquired, foreign-manufactured materials in their collections” (p.292) Because importing copies of materials that were first made and sold abroad are under attack as “first sale” items, libraries could also be affected and stopped from being able to lend out books published overseas (p.292) as many of the books and other items in American libraries were published abroad (p.293).

## **Conclusion**

It is obvious from the literature review, that the issue of copyright covers many areas of expertise and legal decisions, which seem to change every day. For the academic librarian who is understaffed, underfunded and undereducated on copyright law, the task of keeping up can seem overwhelming. Even with such aides as Dodge and Sams (2011) article *Innovative Copyright: Unique Resources for Copyright Education*; an annotated bibliography of excellent Web sites that deal with copyright education, librarians still often feel inadequate to the task. Many universities have opened copyright offices, and are taking the time and expense of educating their librarians in copyright issues. The investment will be worth the cost as infringement penalties become harsher and more expensive with each passing year.

The issues created by new technologies and electronic resources will continue to stretch the academic librarian, as faculty increasingly teach classes for distance learners. Electronic reserves, faculty publishing, student use of audio clips, and more will become daily challenges which must be

solved. The dilemma for librarians will become even more pronounced as they try and walk the fine line between assisting their users in information usage and protecting the rights of those who created that information.

Understanding such basic concepts as fair use, open access, public domain and copyright will assist the librarians in helping users see that there is nothing to fear in using the works of others to create new and original works. With the lawsuits, threats, and warnings on almost everything; users are becoming increasingly reluctant to add the richness of ideas from others to their presentations, research papers, and audio creations for fear of infringement penalties and imprisonment. In the sciences especially, efforts are being made to open up information to fellow scientists in a timely fashion, and create repositories of research findings to all who would seek it.

Copyright was never intended to stifle the flow of ideas and information from one person to another, only to protect the form in which it was created; so that those who worked so hard for its fruition could make a living from their work. If the rights of the creators are not protected, they will be unable to keep researching, creating, composing and writing things that inspire the rest of us. Where would the world be without music, poetry, art, medical discoveries and space flight? A world without Maria Callas or Renee Fleming would be a grayer place indeed, especially if they could not devote their lives to music because they were unable to make a living. Copyright works two ways; to protect the creators and allow others to benefit from their works.

Fear should never be a factor in the exchange of ideas. In the video *A Fair(y) Use Tale*, Eric Faden of Bucknell University (<http://cyberlaw.stanford.edu/documentary-film-program/film/a-fair-y-use-tale/>), creates a mashup of Disney video clips that taunts the corporate giant with its use of copyrighted characters from their studio. The intimidating warnings on each of their products are familiar to almost every parent of small children in the country. Librarians can ease the fear of copyright infringement if they educate themselves in the basics, and seek advice in situations that require a professional copyright specialist.

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