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THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 1, Issue 1 February 2012

SLIS Update

By J. Norton, Director

Welcome to the first online issue of *SLIS Connecting* – the journal from the School of Library and Information Science at The University of Southern Mississippi! Our newest faculty member, Dr. Stacy Creel, and a senior faculty member, Dr. Teresa Welsh, advocated for the creation of this journal as just what we need to heighten awareness of the school's program activities, display our students' achievements, and invite alums, employers and friends of the program to contribute. *SLIS Connecting* is about maintaining and creating connections for all of us.

Communication is two way, or if we consider the social media -- multiple exchanges via multiple channels, people talking to people and sharing. But in a complex world with so many opportunities to interact, it can be hard to keep up with everyone we intend to keep in sight. Since Hurricane Katrina, the Gulf Oil Spill, and a variety of other disastrous events, the School of Library and Information Science has not been the first issue in the minds of our constituencies and we would not expect to be. Recovery across the coast and the nation has been slow, especially in these challenging economic times. Library budgets have suffered and as a result so too have the people who work in libraries and the people libraries serve. You have been busy keeping things on track.

We appreciate the many of you across the country that have been providing practicum opportunities to our students, as well as supporting them with professional mentoring. While facing your own challenges you have given us as much time and encouragement as possible and we very much appreciate your commitment!

The School of Library and Information Science at The University of Southern Mississippi has always been the recipient of the good will of the citizens of the state and region. During each of our accreditation reviews our friends and alums have assisted us in addressing various challenges. We had just been notified of our continuing accreditation in July 2005, when Hurricane Katrina caused unspeakable damage across the region in August 2005 and we all stopped

to take stock of a different world, and different priorities.

Six years later, much of the nation may not realize that people living where major weather or pollution disasters have occurred are still in recovery, a slow process made more difficult by economics and recurring bad weather. Though the focus of the news cycle has moved onto other events, people are still working through the damage to rebuild their lives, their libraries, their communities. I have been shy to ask librarians and friends and employers of our graduates to be more engaged with us, because I see the stress of tight budgets, continuing efforts to rebuild and regain. But my hesitation has impaired the communication links among the peoples we serve and the work we perform. *SLIS Connecting* is a portion of our efforts to overcome my shyness and make information about us, about you, and about our profession more accessible and more participative.

SLIS has a Facebook page and many of our alums and friends keep in touch, and we are always delighted to see many of you at the annual Mississippi Library Association Conference. We had the added pleasure of seeing some of you at the American Library Association Conference in New Orleans last year! Nearly one hundred of you responded to our May and December requests for your participation in our Alumni survey, though we believe there are many more of you out there!

We will be posting opportunities and activities we hope you will find useful, both to lisnews and to Facebook. Keeping in touch, with so many of you moving to different states, or even studying from different states and countries, is more complex, but we are after all librarians and we can figure this out. Please send us address updates via email at slis@usm.edu Also send any job postings or scholarship opportunities to slis@usm.edu and we will distribute them to the lisnews listserver and begin posting links on our web page.

We are looking forward to many opportunities to communicate and hope you will participate!

Faculty Spotlight:



Dr. Yan Wu is a Visiting Assistant Professor at the School of Library and Information Science, University of Southern Mississippi. She received her Ph.D. in Information Science from the University of North Texas. In her dissertation, she proposed a semiotic model that allows systematic analysis of multi-model representation and further applied it in the development of a method of creativity evaluation in storytelling. Prior to joining the Southern Miss faculty she was an adjunct professor with the North Carolina Central University. Dr. Wu has recently taught the following courses: Computer-Based Information Networks, Information Retrieval and Analysis, Organization of Information, Health Sciences Resources and Services, Internet Resources and Applications, Special Libraries, and Introduction to Information Science, and more!

Dr. Wu's research interests include representation and semiotics, information retrieval, knowledge management, and citation analysis. She has initiated and has been involved in various information science research projects and has published several papers in peer reviewed journals and in national and international conference proceedings. Among these are *Proceedings of the Annual Meeting of the American Society for Information Science and Technology*, *Proceedings of Image and Science Technology in International Conference*, *Proceedings of Text Retrieval Conference*, *Journal of Communications*, and *Journal of Distance Learning Administration*, to name a few. Her pending publications will appear in *Creativity Research Journal* and *Information Processing and Management*.

SLIS Alum Spotlight:



Sarah Mangrum (MLIS 2011) is using her information and library science degree right here at Southern Miss! She has worked for the University Libraries for over 3 years, including a position as the Circulation/Reserves Supervisor on the Hattiesburg campus. On March 1, 2012, Sarah will become the new Circulation Librarian at the Cook Library. In addition to being a new faculty librarian, Sarah serves as a board member and activities chair for Friends of University Libraries and is involved with events and exhibits at Cook Library. In October of 2011, Sarah presented an MLA Poster titled "Enhancing The Library Experience Through QR Codes." While a student in the MLIS program Sarah served two terms as a LISSA officer: Webmaster (2009-2010) and President (2010-2011).

Sarah is friendly, outgoing, and a true people person; these are all qualities that allow her to be an asset to any public services department. By combining the knowledge that she has acquired while in the MLIS program and her BA in Communications, Sarah is able to use all of her talents in one career! She has thoroughly enjoyed working in the academic library setting and is looking forward to serving the university in a professional capacity.

Sarah is proud to be a graduate of the School of Library and Information Science at Southern Miss. The program provided a valuable education that she continues to apply to her work every day.

Course Spotlight:

Has it been a while since you were in LIS 501: Reference and Information Resources and Services? Well, if you were to take the course today, you might find that many things have changed. In our endeavors to strengthen our coverage of the American Library Association's Core Competencies (<http://www.ala.org/educationcareers/careers/corecomp>), there have been some modifications. This is not to say that everything is new – treasure hunts and source evaluations still exist to expose students to a variety of resources and provide practice on critical evaluation – but some old topics (e.g., the reference interview and annotated bibliographies) have experienced makeovers.

In today's LIS 501, students experience the reference interview in two ways. First, students practice asking the right types of questions to draw out more details and information during lecture/discussion with the professor, who plays the “troublesome” library customer. Their second experience involves group breakout sessions. Students create three questions answerable in an online situation and based on recent topics covered in class (e.g., dictionaries or atlases) and then role-play librarian and customer with their peers. Everyone gets at least one opportunity to be the librarian and to be the library customer, and each

interaction is followed by encouragement and feedback for improvement. Even our students who are already working in the field have found this to be a helpful learning situation. Next, the annotated bibliography has been given a new name – the online pathfinder, a form of electronic reference. Students locate ten reference sources (five print and five online) to use in an annotated bibliography pathfinder built around the topic of their choice. They must include articles, books, and authoritative websites. After writing short annotations, the students then turn the pathfinder into an online resource, using an appropriate venue like <http://www.portaportal.com> or Google Docs (see image below).

The final exciting change to LIS 501 is the inclusion of the podcast of a bibliographic instruction lesson. One of the first activities of the class involves students evaluating online tutorials and lessons created by libraries and databases. The podcast/vodcast builds on this first experience by having students create and evaluate their own experience in creating online instruction reference tools. Students may use whatever technology they choose in creating the podcast and making it “live.” Some choices that have been used so far are Screenr, Audacity, Screencast-O-Matic, Adobe Captivate, Dailymotion, PodOmatic, Google Apps, and YouTube.

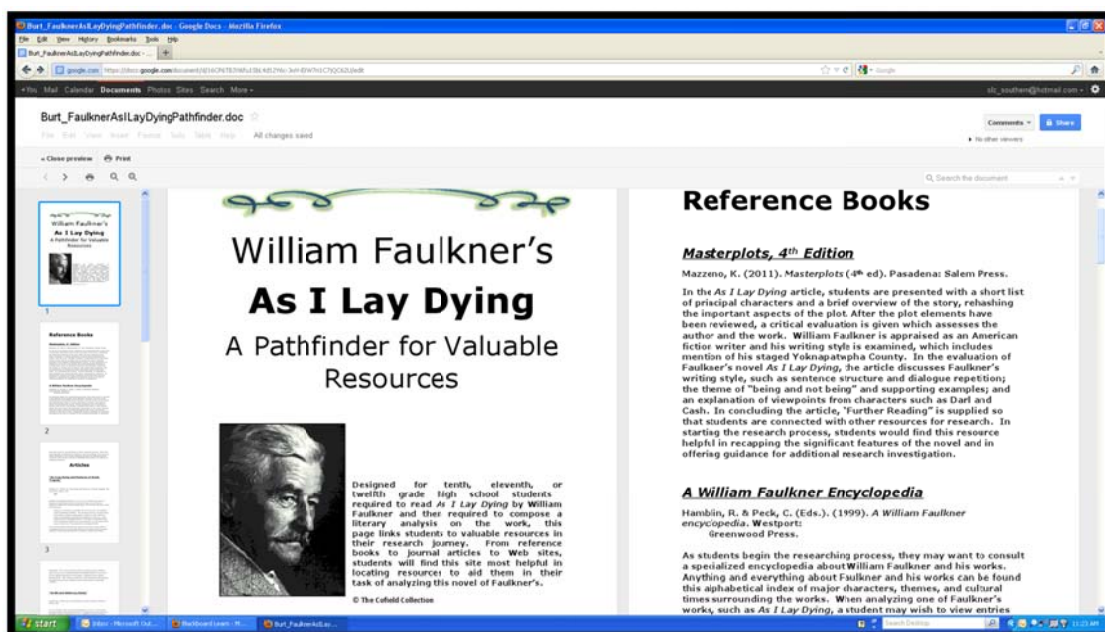


Image 1: Elizabeth Burt's Online Pathfinder from fall 2011

Student Association News

- Southern Miss Student Archivists Association:

In spring 2010, the Graduate Certificate for Archives and Special Collections was approved and students began taking course for the Certificate in fall 2010 (<http://www.usm.edu/slisc/ASCCertificate.php>). As support for this aspect of the program we have started a student organization: the Student Archivists Association. We are affiliated with the Society of Mississippi Archivists and plan to become a student chapter of the Society of American Archivists. Colleen Beavers has been the President since the organization's inception; Melissa Chambliss Davis has taken over the Vice President position from Jim Thompson since his graduation; and Peggy Ganger has agreed to serve as Secretary/Treasurer. Last semester we created a display case on campus to celebrate National Archives Month (see image below) and several members attended the Mississippi Library Association annual meeting as well as a pre-conference preservation workshop.



Image: Display celebrating National Archives Month in Southern Miss Union

- The Library and Information Science Student Association:

The Library and Information Science Student Association (LISSA) has some exciting events planned for this semester. Every SLIS student is counted as a member of LISSA. An ongoing book

drive is scheduled to benefit residents of a Hattiesburg area nursing home. LISSA members planning to attend the Children's Book Festival can look forward to our annual gathering in April. LISSA still has a few "This is How I Roll" book truck T-shirts available in sizes M-2XL in blue or green for \$10; please contact xinyu.yu@usm.edu to purchase yours. Be sure to "like" Southern Miss LISSA on Facebook for up-to-date information!

Upcoming Events:

- Creating Futures through Technology Conference, Biloxi, MS, March 7-9, 2012

<https://sbcjcweb.sbcjc.cc.ms.us/conf/>

Creel, S. and T.S. Welsh, "Distance Education Doesn't Have to be Distant: Connecting to Students through Technology."

- Fay B. Kaigler Children's Book Festival, Hattiesburg, MS, April 11-13, 2012

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, which in 1969 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. Additional awards given at the festival include The Coleen Salley Storytelling Award, The Ezra Jack Keats Awards, The Kaigler-Lamont Award, and The Magnolia Award. The 45th annual Fay B. Kaigler Children's Book Festival will be held on April 11-13, 2012, at the Southern Miss Thad Cochran Center.

This year's 2012 recipient of the Southern Miss Medallion is Jane Yolen, outstanding author of over 300 books. Additional keynote speakers include: Margery Cuyler (2012 de Grummond Children's

Literature Collection Lecturer and author), Matt de la Peña (young adult author), Rebecca Kai Dotlich (poet and picture book author), Denise Fleming (author and illustrator), Jennifer Holm (children's author), Anita Silvey (Keats Lecturer and author), and Caroline Herring (folksinger, storyteller, and winner of The 2012 Coleen Salley Storytelling Award). Additionally, there will be more than 30 breakout sessions presented by practitioners and experts in the field. For more information, please go to <http://www.usm.edu/childrens-book-festival>.

Something new at the Children's Book Festival 2012 is the presentation of The Ezra Jack Keats Awards. The School of Library and Information Science at the University of Southern Mississippi 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 during the 2012 Fay B. Kaigler Children's Book Festival! SLIS has hosted a 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.

Known collectively as the Ezra Jack Keats Book Award, the New Writer Award was established in 1985, and the New Illustrator Award in 2001, to recognize and encourage authors and illustrators starting out in the field of children's books. Many past winners of the EJK Book Award have gone on to distinguished careers creating books beloved by parents, children, librarians and teachers across the country. For more information on this award visit <http://www.ezra-jack-keats.org/news/ezra-jack-keats-award-winners/>.

- Southern Archivists Conference, Jackson, MS, April 26-27, 2012

SAA Preconference Workshop, April 25: "Project Management for Archivists"
<http://www.msarchivists.org/news.html>

- Qualitative and Quantitative Methods in Libraries (QQML12) International Conference, Limerick, Ireland, May 22-25, 2012

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

Dr. Welsh will be chairing sessions on bibliometric research and historical case-study research.

- British Studies LIS Course, London and Edinburgh, June 28 – July 29, 2012

http://www.usm.edu/sites/default/files/groups/international-programs/pdf/65498_bsp_brochure.pdf

The Southern Miss British Studies Program, one of the oldest and largest study-abroad programs in the U.S., will offer a course in Library & Information Science. Earn 6 hours of credit while learning from distinguished British information specialists who will provide lectures and behind-the-scenes tours in a variety of British libraries, museums, and archives.

Students will have the opportunity to accompany faculty to sites around London and Edinburgh as well as day trips to Stratford-upon-Avon and Oxford. There will also be time for students to explore sites of interest on their own or to see a play at Shakespeare's Globe Theatre, the National Theatre or the Old Vic Theatre, all within walking distance on the South Bank of the Thames. We will stay at King's College Dorm on Stamford Street, a short distance from Waterloo Station, where you may catch the tube to Leicester Square theatre district, Paddington Station, or King's Cross Station, site of Harry Potter's "Platform 9¾."

The Southern Miss School of Library and Information Science is accredited by the American Library Association and students from other ALA-accredited programs from across North America have participated. Information about course requirements is available online at: <http://www.usm.edu/slis/British.htm>

From the GAs:

Colleen Beavers is a graduate assistant in the SLIS office, as well as an instructor for LIS 201. She will be completing both the MLIS and the Graduate Certificate in Archives and Special Collections in May 2012. Colleen also has a Masters of Arts in History and plans to pursue archival work upon graduation. Her article, "A Citation Analysis of Articles on Hittite Religion in the *Journal of Ancient Near Eastern Religions*" was published in *Synergy*.



Citation analysis is a commonly used method of determining scholarly communication patterns, particularly which journals are the most used in a field. The aim of this study was to determine which journals are the most heavily cited Hittite religion and compare these heavily cited journals to the impact factor listed in *SCImago Journal & Country Rank* to determine if impact factor should be a consideration in determining which journals to purchase. The study was limited to the twenty articles found in the *Journal of Ancient Near Eastern Religions* which discuss Hittite religion, dating from 2002 through the most recent issue available in 2010. Statistics about each article, including number of pages, total number of citations, and number of citations to journals and non-journals, were organized in an Excel spreadsheet. Another spreadsheet listed every journal cited in the articles, for a total of 120 journals. There were a total of 290 citations to journals and 644 citations to non-journals (which includes all materials not considered journal publications, including

monographs, but excluding primary sources). The ratio of citations to journals to citations to non-journals was .4503. Seventy-three (60%) of the journals were cited only once. Only three journals were cited at least ten times:

Zeitschrift für Assyriologie, the *Journal of Near Eastern Studies*, and *Altorientalische Forschungen*. Despite the large number of total journals cited, there are few which show any significant usage. Many of the most commonly cited journals were not listed, including nine of the top twelve, indicating that the impact factor should not be a significant consideration in journal acquisition.

Beavers, C. (2011). A citation analysis of articles on Hittite religion in the *Journal of Ancient Near Eastern Religions*. *Synergy*, 2 (3), 53-59.

SLIS News:

Congratulations:

- Shugana Williams, who works at the Katrina Research Center, is the recipient of the 2012 Mississippi Humanities Council Award for Preserver of Mississippi Culture, which recognizes an individual for extraordinary efforts to protect and promote the cultural traditions and assets of the state of Mississippi.
<http://www.usm.edu/katrina/contacts.php>
- Jane Johnson, Librarian at Northlake Christian School, Covington, LA, is the recipient of one of three \$1000 grants for her school library at the AASL preconference "Disaster Preparedness for School Librarians."
- Stephen Cunetto, Systems Administrator for Mitchell Memorial Library at Mississippi State University is the new president of the Mississippi Library Association for 2012.
- Mara Villa, Branch Manager of the Pearl Public Library, was awarded the MLA Past Presidents Award; Tiffany Coleman-Magee was awarded the Peggy May Scholarship and Yvonne Slaughter was awarded the Virgia Brocks-Shedd Scholarship at the Mississippi Library Association Conference in October 2011.

- Armistead Reasoner completed a Library of Congress Internship as Digital Preservation Outreach and Education (DPOE) Support Assistant in spring 2011
- Darby Wallace, Director, Jackson County Library, was awarded \$1000 for the 2011 Dollar General Summer Reading Grant.

SLIS students and alums are invited to send updates and news to editors at Stacy.Creel@usm.edu or Teresa.Welsh@usm.edu.

Recent Publications, Presentations:

Books:

Evans, W. (2011). *Information dynamics in virtual worlds: Gaming and beyond*. Oxford, U.K: Chandos Publishing.

*Woody Evans is a fall 2003 graduate of SLIS.

Garder, L. K., & Army War College (U.S.). (2011). *Corruption/anti-corruption in Afghanistan: A selected bibliography*. Carlisle Barracks, Pa.: U.S. Army War College Library.

*Lenore Garder is a fall 2004 MLIS graduate of SLIS.

Garder, L. K., & Army War College (U.S.). (2011). *Strategic vision: A selected bibliography*. Carlisle Barracks, Pa.: U.S. Army War College Library.

*Lenore Garder is a fall 2004 MLIS graduate of SLIS.

Haynes, E. (2011). *Crime Writers: A Research Guide*. Santa Barbara, California: Libraries Unlimited.

Articles:

Beavers, C. (2011). A citation analysis of articles on Hittite religion in the *Journal of Ancient Near Eastern Religions*. *Synergy* 2 (3), 53-59.

*Colleen Beavers will be an SLIS MLIS graduate in May 2012.

Bradley, A. (2011). A Comparison of Google Scholar and Library Literature and Information Science Full Text. *Current Studies in Librarianship*, 30(1/2), 37-48.

*Amy Bradley is a summer 2009 MLIS graduate of SLIS.

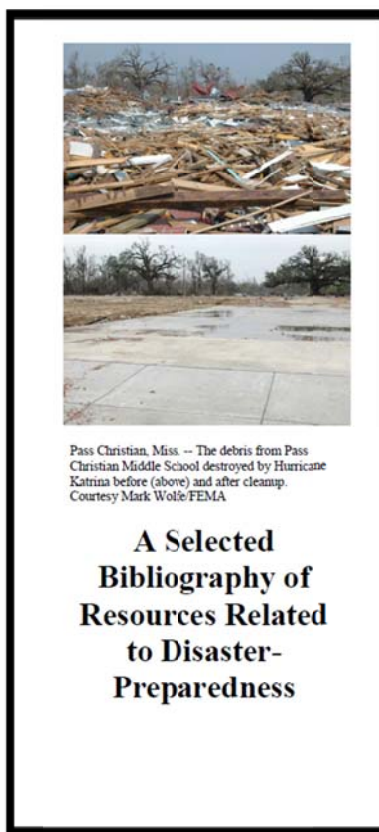
A list of student publications is available online at: <http://ocean.otr.usm.edu/~w146169/mentorpubs.htm>

Other:

Welsh, T. S., Pace, E. and Williams, S. (2010). *A selected bibliography of resources related to disaster-preparedness*. [Brochure]. Hattiesburg, MS: The University of Southern Mississippi.

<http://www.usm.edu/slis/DisasterBiblioBrochure.pdf>

*This brochure was funded by ALA Carnegie-Whitney Grant, 2010. Edmand Pace is a summer 2011 MLIS graduate of SLIS and has served as a visiting instructor for the academic 2011-2012 year. Shugana Williams is a spring 2003 MLIS graduate of SLIS.



Welsh, T.S. and Pace, E. (2010). *Is your family prepared for the next disaster?* [Brochure]. Hattiesburg, MS: The University of Southern Mississippi.

<http://www.usm.edu/slis/DisasterPrepBrochure.pdf>

*This brochure was funded by ALA Carnegie-Whitney Grant, 2010.

Boyd, E. and Wetzel, C. (October 18-21, 2011). *Make mine to-go: Comparison of web-based bibliographic management tools*. Poster session presented at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

*Erin Boyd is a fall 2008 MLIS graduate of SLIS and Cynthia Wetzel is a spring 2009 MLIS graduate of SLIS



Creel, S. (October 18-21, 2011). *School & public libraries: Building partnerships with universities*. Presentation at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

Cork, S. and Herr, J. (October 18-21, 2011). *Interns, internships, and special libraries*. Poster session presented at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

*Sheila Cork is a spring 2002 MLIS graduate of SLIS and Jessica Herr is a fall 2011 MLIS graduate of SLIS.

Mangrum, S. and Crawley, J. (October 18-21, 2011). *Quick Read (QR) codes*. Poster session presented at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

*Sarah R. Mangrum a fall 2011 MLIS graduate of SLIS.

Norton, J. (October 18-21, 2011). *They're coming back! ALA Committee on Accreditation: The focus Group*. Presentation at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

Wright, M.S. (October 18-21, 2011). *Here a librarian, there a librarian, why a librarian*.

Presentation at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

*Melissa Wright is a spring 2000 MLIS graduate of SLIS and has her Ph.D. (May 2011) in Adult Education from USM.

Ross, D. (October 18-21, 2011). *Building the Mississippi digital library*. Moderated Session at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

*Diane Ross a spring 2000 MLIS graduate of SLIS

Welsh, T. and Williams, S. (October 18-21, 2011). *A bibliography of resources related to disaster preparedness: A cooperative effort of ALA, The University of Southern Mississippi, and Mississippi Public Libraries*. Presentation at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

Yu, X. (October 18-21, 2011). *A learning outcomes assessment: LIS program and library experience*. Presentation at 2011 Mississippi Library Association Annual Conference, Jackson, MS.

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

Arce, N., Bryant, J., Coleman-McGee, T., Creel, S., Jones, V., and Yu, X. (June 25, 2011). *Serving African Americans in today's public libraries*. Poster session presented at the annual meeting of the American Library Association, New Orleans, LA.

<http://www.lib.jmu.edu/org/ala/abstracts/>

*Natasha Arce, Tiffany Coleman-McGee, Jennifer Nabzdyk, Jessica Bryant, and Vanessa Jones along with faculty advisors Xinyu Yu and Stacy Creel presented the poster at 2011 American Library Association Annual Conference, New Orleans, LA, June 23-28. These scholarship students are mentioned in this issue of *SLIS Connecting* in the IMLS Minority Scholarship Initiative article.

The IMLS Minority Scholarship Initiative

By Xinyu Yu

The IMLS Minority Scholarship Initiative at the University of Southern Mississippi's School of Library and Information Science (SLIS) is a three-year (2009-2012) project to increase the number of underrepresented minority librarians in the state. Southern Miss SLIS (Xinyu Yu, Principle Investigator) and University Libraries (Ann Branton, Co-Principle Investigator) have partnered with the Mississippi Library Association (MLA) and the Mississippi Library Commission (MLC) for the recruitment of students and professional mentoring. Through targeted recruiting of minority undergraduates in Mississippi's universities and colleges, the project awarded IMLS-funded scholarships to support 10 students earning a master's degree in librarianship. Ten scholarship recipients came from six major Mississippi colleges and universities. Each had their bachelor's degree from a different field. They met not only the federal guidelines of the minority status but also the admission criteria of both the Southern Miss graduate school and of SLIS. Along with 12 credit hours each semester, scholarship recipients work five hours weekly in the partnering organizations in order to gain experience and establish professional and interpersonal bonds with librarians through mentoring and work assignments.

In fall 2010, six minority scholarship recipients entered the SLIS graduate program and in spring 2011 four recipients started their graduate coursework. Each student is furnished with textbooks and laptops. Of the ten students, five reside in Jackson, one in Holmes County, three in Hattiesburg, and one in Port Gibson. Since fall 2010, all of these students have been trained and mentored by professional librarians at the Southern Miss University libraries, Mississippi Library Commission, Holmes County Community College Library, and Hinds County Public Libraries. These training sites are convenient to the students as they are assigned work on various library tasks and have the opportunity to engage with library patrons. They reflect upon their training activities and classroom learning in weekly blogs and monthly reports. Most scholarship students

attended the MLC workshops, Librarianship Institute 101 and 201.

As part of the grant goals, all of the scholarship students must attend professional conferences and advanced workshops for networking and career development. They all attended the 2010 and 2011 MLA annual meetings (Photo 1) and the 2011 American Library Association (ALA) annual conference in New Orleans, Louisiana. At MLA all scholarship students shared experiences in their journey to librarianship in panel discussions. At the 2011 ALA conference with Dr. Stacy Creel and Dr. Xinyu Yu, Jennifer Nabzdyk, Tiffany Coleman-Magee, Vanessa Jones, Natasha Arce, and Jessica Bryant presented in a student poster session titled "Serving African-Americans in Today's Public Libraries" (Photo 2). The poster highlighted several aspects of services to African-Americans in public libraries. It included a review of recent literature including historical and current issues, highlighted some of the nation's specialized libraries that are part of public library systems, introduced some renowned African-American librarians, and presented some of the innovative programming currently being done across the nation.

Other examples of the success of the scholarship students includes that the MLA Black Caucus Roundtable awarded the Virgia Brock-Shedd Scholarship to IMLS fellows Sonia Harper (2010) and Yvonne Slaughter (2011) for their attendance at SLIS. Also in 2011, SLIS awarded Jennifer Nabzdyk the Anna M. Roberts Scholarship for her outstanding undergraduate coursework.

All scholarship students have committed to completing 39 credit hours and weekly library learning experiences. Jennifer Nabzdyk, Tiffany Coleman-Magee, Vanessa Jones, Natasha Arce, Sonia Harper, and Virginia Hodges are expected to graduate in May 2012. Bernadette Birzer, Helen McComb, Yvonne Slaughter, and Jessica Bryant are expected to graduate in fall 2012.



Photo 1: 2010 Mississippi Library Association Annual Conference: Jennifer Nabzdyk (left), Tiffany Coleman-McGee, Vanessa Jones, Natasha Acre, Virginia Hodges, and Sonia Harper



Photo 2: 2011 ALA Annual Conference Poster Session: Dr. Stacy Creel (left), Natasha Acre, Jessica Bryant, Jennifer Nabzdyk, Bernadette Birzer, Yvonne Slaughter, and Dr. Xinyu Yu

Dr. Xinyu Yu is an assistant professor at the School of Library and Information Science at Southern Miss. She is the Principal Investigator to the IMLS-funded project titled "The IMLS Minority Scholarship Initiative at The University of Southern Mississippi School of Library and Information Science." She joined SLIS in August 2007 and has taught Cataloging, Introduction to Information Science, Digital Libraries, and Special Libraries. She has her Ph.D. in Information Science from the University of North Texas and MLIS from the University of Oklahoma.



A Call for Action: Mississippi's Need for Minority Librarians

By Stacy Creel and Elizabeth Haynes

Introduction:

Recently, The University of Southern Mississippi's School of Library and Information Science successfully recruited ten minority students in the following specialties: three public, three academic, two general, one special and one school for "The Minority Scholarship Initiative." The scholarship was funded by the Institute of Museum and Library Service's Laura Bush 21st Century Librarian Program and created in partnership with the Mississippi Library Commission and The University of Southern Mississippi Libraries. Currently, the minority enrollment at the university is 40%. The minority enrollment for the MLIS is 17%; however; it falls to 11% when not including the aforementioned scholarship students (Factbook USM, 2011; LIS Graduate Students Fall Semester 2011 Ethnicity Report). Continued support of minority students is very much needed, especially for those wanting to work in Mississippi's school libraries.

Why Mississippi Needs Minority Librarians:

According to the American Community Survey (U.S. Census Bureau, 2010), 41.1% of Mississippians are of minority status in comparison to the national average of 34.8 %, with minority status defined as Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, some other race, two or more races and Hispanic or Latino (of any race) (Table 1). The 2010 Statistical Report from the Association of Library and Information Science Education (ALISE, 2010)

indicated that the majority of 2008-2009 graduates from ALA accredited library and information science programs are White (82.3%). Hispanics (5.4%) are the most represented non-White ethnic group followed by African Americans or Blacks (5.1%), and then followed by Asian or Pacific Islanders at 4.1%. All minority groups are underrepresented as graduates in relation to their percentage of the US population.

The number of African Americans attending institutes of higher education is low typically due to social climate factors of limited finances, hostile environment, and lack of African-American faculty members (Hayden, 1994). Library schools should reach out to the African-American community by providing internship opportunities and informal networking, financial opportunities, and recruitment to attract more African-American students into library schools. Statistics show the number of African-American librarians has increased since the late 1970s; however, the increase has not been significant, especially within upper management positions. Also, national and state library associations have only had a limited number of African Americans serving as presidents or directors. Only 6.5% of librarians are African American (Josey, 2000). Kyung-Sun Kim and Sei-Ching Joanna Sin (2008) wrote "despite efforts by LIS schools and associations in recruiting and retaining more students of color, the underrepresentation of ethnic minorities continues" (p. 153).

Race/Ethnicity (One Race)	National Estimate in Percentage	Mississippi Estimate in Percentage	LIS Degrees Awarded
White	63.7	60.8	82.3
Black or African American	12.6	36.4	5.1
Asian and Native Hawaiian or Other Pacific Islander*	4.9	.9	4.1
American Indian and Alaskan Native	.8	.4	.6
Hispanic or Latino	16.4	2.5	5.4

Table Sources: See Appendix A & B for tables from U.S. Census Bureau & ALISE 2010 Statistical Report

*Combined due to the fact that they are combined by ALISE.

Table 1: Race/Ethnicity Comparison

Currently, The Mississippi Library Association (2011) offers one one-time scholarship for minorities, the Virginia Brocks-Shedd Scholarship (\$1000). The recipient must attend the School of Library and Information Science at The University of Southern Mississippi at Hattiesburg. Additionally, the American Library Association Spectrum Scholarship Initiative (2011) provides a one-time, non-renewable \$5,000 scholarship award to 50 minority MLS students. Nevertheless, it is clear that scholarships specifically for minorities at state, regional and national levels are limited. Scholarships can assist recruitment and increase the number of minority librarians.

According to 2009-2010 National Center for Education Statistics or NCES (2009-10), 53.9 % of the students in Mississippi's public schools are of minority status as compared to the national average of 44.9%. There are 1097 public schools in the state of Mississippi, of which only 930 have school libraries. A sample survey by the NCES indicates only 29.6% of those libraries are staffed by a "paid professional library media center staff that had a master's degree in a library-related major."

"School libraries and credentialed school librarians play a fundamental role in promoting information literacy and reading for information and inspiration. By collaborating with teachers and engaged students, librarians connect them with meaningful information that matters in the 21st-century world. This connection can lead to opportunities for achievement to all regardless of social-economic or education levels in the community" (Ford, 2010).

Research shows a direct correlation between school libraries, school librarians and student achievement; Lance, Rodney, and Hamilton-Pennell (2000) report that schools with good libraries produce the highest achieving students.

"Resource-rich school libraries and credentialed school librarians play key roles in promoting both information literacy and reading for information and inspiration. When staffed by qualified professionals trained to collaborate with teachers and engage

students meaningfully with information that matters in the real world, school libraries become sophisticated 21st-century learning environments that offer equal opportunities for achievement to all students, regardless of the socio-economic or education levels of the community" (NCLIS, 2008, p. 1).

The research by Lance (1994, 2000) on the positive impact of effective school libraries and librarians (conversant in information literacy standards and proficient in technology and the curriculum skills necessary for student success) on student achievement has been replicated in multiple states. With fewer than 30% of schools in Mississippi having a librarian with a MLS, students are at risk of falling behind.

The Difference the MLS Would Make:

Neely and Peterson (2007) wrote that increasing diversity is more than a discussion on bringing equality to the workplace. It is about the makeup of the community served. According to ACS demographics, Mississippi has the nation's top minority population. In line with the mission statement of the American Libraries Association (2011), libraries exist "To provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." Minority librarians are needed in Mississippi to build the profession because they are representative of the community served. Their presence can enhance learning and ensure access for the underserved and therefore determine whether libraries can remain relevant.

Increasing the number of qualified professionals in Mississippi public schools would result in an increase in use of school libraries. Acree, et al. (2001), stated that in the next twenty years, minority groups will form an increasing segment of the American workforce. It is clear that people of color need to be trained in the library and information profession, not only to serve their own communities but to serve all communities. Acree wrote "Librarians of color are crucial to the provision of services in communities where knowledge of the language, the values, and the cultural heritage of the growing racial and ethnic

minority communities is imperative" (p. 49). If multicultural services are offered by minority librarians, an element of authenticity enters the library service community and with it, improved access to the resources within libraries.

In Conclusion:

Although much has been done to create equality in librarianship and libraries, many issues still remain. "We want to believe that libraries are politically neutral and colorblind" but the reality is that libraries often reflect local politics and socioeconomic stratifications (Hall, 2007, p.33). Mississippi needs more minority librarians – in all types of libraries but especially in its schools. As Mississippi's minority population is larger than most states, minority students need to be exposed to professionally credentialed librarians that reflect multicultural composition, increasing the visibility of the profession for this group of individuals and in the long term contributing to more minority librarians. So what does this mean for the School of Library and Information Science? Recruiting librarians that reflect the diversity of their communities is an important recruitment goal for library schools, public libraries, and school libraries. What does this mean for everyone else? Recommend someone get an MLS today!

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Dr. Stacy Creel received her Ph.D. in August 2007 from the University of North Texas, Denton. Before joining the faculty at the School of Library and Information Science at Southern Miss in August 2010, she taught at St. John's University in Queens, New York. Dr. Creel worked for over ten years in public libraries in Florida, New York and Texas. She holds a Bachelor of Arts in Education from the University of Mississippi and a MLS and Specialist Degree from Florida State University.



Dr. Elizabeth Haynes received Bachelor of Arts and Bachelor of Sciences degrees from Texas Woman's University and MLS and Ph.D. degrees from University of Texas at Austin. She has been a school library media specialist at various levels and district library administrator for the El Paso (Texas) Public Schools. For three years, Dr. Haynes was a library media specialist for the Texas Education Agency. In 1998, she joined the faculty of the School of Library and Information Science at the University of Southern Mississippi in Hattiesburg.



B03002

HISPANIC OR LATINO ORIGIN BY RACE

Universe: Total population

2010 American Community Survey 1-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, for 2010, the 2010 Census provides the official counts of the population and housing units for the nation, states, counties, cities and towns.

	United States	
	Estimate	Margin of Error
Total:	309,349,689	*****
Not Hispanic or Latino:	258,609,600	+/-10,655
White alone	196,929,412	+/-20,392
Black or African American alone	37,897,524	+/-47,313
American Indian and Alaska Native alone	2,074,523	+/-18,440
Asian alone	14,566,264	+/-30,769
Native Hawaiian and Other Pacific Islander alone	474,799	+/-9,473
Some other race alone	558,211	+/-22,986
Two or more races:	6,108,867	+/-55,206
Two races including Some other race	303,389	+/-14,531
Two races excluding Some other race, and three or more races	5,805,478	+/-53,019
Hispanic or Latino:	50,740,089	+/-10,655
White alone	32,468,060	+/-133,455
Black or African American alone	977,101	+/-27,481
American Indian and Alaska Native alone	479,043	+/-20,928
Asian alone	162,038	+/-9,667
Native Hawaiian and Other Pacific Islander alone	33,117	+/-4,589
Some other race alone	14,331,229	+/-122,022
Two or more races:	2,289,501	+/-45,719
Two races including Some other race	1,196,036	+/-34,027
Two races excluding Some other race, and three or more races	1,093,465	+/-30,244

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The ACS questions on Hispanic origin and race were revised in 2008 to make them consistent with the Census 2010 question wording. Any changes in estimates for 2008 and beyond may be due to demographic changes, as well as factors including questionnaire changes, differences in ACS population controls, and methodological differences in the population estimates, and therefore should be used with caution. For a summary of questionnaire changes see http://www.census.gov/acs/www/methodology/questionnaire_changes/. For more information about changes in the estimates see <http://www.census.gov/population/www/socdemo/hispanic/reports.html>.

While the 2010 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2010 American Community Survey

Explanation of Symbols:

1. An '***' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-1' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+1' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.



C02003

RACE

Universe: Total population

2005 American Community Survey

NOTE. Data are limited to the household population and exclude the population living in institutions, college dormitories, and other group quarters. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see Survey Methodology.

	Mississippi	
	Estimate	Margin of Error
Total:	2,824,156	*****
Population of one race:	2,799,589	+/-4,392
White	1,716,444	+/-3,238
Black or African American	1,030,075	+/-6,224
American Indian and Alaska Native	12,280	+/-1,563
Asian alone	21,523	+/-3,179
Native Hawaiian and Other Pacific Islander	588	+/-494
Some other race	18,679	+/-2,903
Population of two or more races:	24,567	+/-4,392
Two or more races including Some other race	1,988	+/-1,057
Two or more races excluding Some other race	22,579	+/-4,034
Population of two races:	23,270	+/-4,248
White; Black or African American	8,072	+/-2,163
White; American Indian and Alaska Native	7,159	+/-2,141
White; Asian	1,884	+/-847
Black or African American; American Indian and Alaska Native	2,968	+/-1,770
All other two race combinations	3,187	+/-1,198
Population of three races	1,100	+/-654
Population of four or more races	197	+/-262

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Explanation of Symbols:

1. An '*' entry in the margin of error column indicates that too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '***' entry in the margin of error column indicates that no sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
3. An '-' entry in the estimate column indicates that no sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
4. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
5. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
6. An '****' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
7. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.

Source: U.S. Census Bureau, 2005 American Community Survey

School of Library and Information Science and American Library Association Committee for Accreditation

By J. Norton, Director

Accreditation is frequently a topic of discussion in library schools. These discussions are usually among the entities involved and the public is unaware of the specific activities of accreditation.

At the Mississippi Library Association Annual Conference in October 2011, attendees at our focus group and at other encounters requested that we provide more information about the process and importance of accreditation by the American Library Association. It is a topic frequently discussed but sometimes the details are lost. In general, accreditations are designed to ensure that educational bodies conform to standards that assure the employer population that students are exposed to the appropriate tools and situations. As stated in the introduction to the *ALA Standards for Accreditation of Master's Programs in Library & Information Studies* (American Library Association, Office for Accreditation, January 2008):

Accreditation assures the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly defined and educationally appropriate objectives expressed as student learning outcomes, (b) maintains conditions under which achievement of objectives can reasonably be expected, (c) is in fact accomplishing objectives substantially, and (d) can be expected to continue to do so. Accreditation serves as a mechanism for quality assessment and quality enhancement with quality defined as the effective utilization of resources to achieve appropriate educational objectives and student learning outcomes. (3)

The Southern Miss School of Library and Information Science is the only ALA accredited program in the state of Mississippi and one of only 62 such programs in North America. We have been continuously accredited since 1980. Accreditation covers the graduate degree programs, Master of Library and Information Science, and Master of Library and Information Science with Licensure. Our accreditation

is a national recognition by the professional body that reviews what we do and how we do it, to ensure that we are always striving for improvement. Accredited degrees are required in the majority of professional library positions.

It is a continuing commitment to serving Mississippi that drives Southern Miss SLIS to maintain standards that ensure our continued accreditation and promote the university's mission "to cultivate intellectual development and creativity through the generation, dissemination, application and preservation of knowledge" (The University of Southern Mississippi, Mission Statement, 2011). We serve the state, region and profession through pursuing the SLIS Mission "to prepare qualified individuals for professional roles in libraries and other information environments with appropriate knowledge and skills to serve the information needs of their communities" (School of Library and Information Science, 2011).

To maintain continuous ALA accreditation, Schools of Library Science are required to respond to the annual Association of Library and Information Science Education (ALISE) statistical reports, which are shared with the ALA Committee on Accreditation, and reported to all of the ALA accredited programs. These statistics provide information about fall course enrollments, student demographics, student support, faculty, financial administration, and curriculum. In addition to this annual reporting requirement, every two years, or more often if requested by COA, schools must provide a report to the ALA COA about the status, activities, and program developments in response to the ALA Standards for Accreditation. The biennial and statistical reports are part of how SLIS keeps focused on ongoing and continuous accreditation. We also complete a WEAVE report for the university that documents our measures of student performance and our assessment processes. Our most recent WEAVE submission has been evaluated by the University Assessment Review committee as commendable, the highest level achievable.

Each ALA biennial report deals with the standards, but the seven year review, the Program Presentation, goes into more detail and reports on each of the accreditation standards. This is reviewed by an External Review Panel who conducts a site visit to examine first hand the evidence of compliance. The ALA COA is an elected body of ALA members who also reviews our presentation and the report that the External Review Panel submits. Our Program Presentation was submitted January 16, 2012 and the External Review Panel will be on campus February 26-28th.

Currently, we are in a normal seven year visit cycle after addressing some issues in the 2003 visit that were resolved by the March 2005 accreditation review. We are in a state of continuous self-review in comparison with the ALA COA 2008 Standards, and more recently we have made a comparison with the ALA Core Competencies (American Library Association, 2009). These competencies are used to define the basic knowledge that a "person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ." The broad categories addressed by the competencies are:

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management

The detailed breakout of each category can be found at:

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetencies/finalcorecompstat09.pdf>. These competencies are general, not type of library specific. Each division has additional information specific to type of library or librarian (e.g., YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best at <http://www.ala.org/yalsa/guidelines/yacompetencies2010>).

Our self-study of course syllabi, assessments and student outcomes in 2010-2011 identified approximately 90 percent coverage of the ALA Core Competencies. We will ask an external panel of alums and employers to make the same comparison for us in 2012-2013 to validate our findings through a combination of surveys and real-time online townhall meetings. Materials to participate in these activities will be made available in late March with the online townhall meetings to become regularly scheduled events to meet and discuss the program activities, characteristics of graduates that employers desire, and to interact more effectively with our friends, alums, students and employers. In addition to these townhall meetings, SLIS is investigating how to provide topical, and timely, education to our alums and friends via annual webinars.

One of the issues of accreditation that has ever growing implications with the advance of educational technology is that of constituency contact, not just keeping up with our alums, but with all who may employ our graduates. While Mississippi and the southeastern region of the U.S. remain our primary focus of service, because of the online nature of our program we now provide the opportunity for students from many other venues to access our degree program without having to travel to Mississippi! Students came to us from all over the world in summers when we were face to face; now with the online program we have students taking classes from all over the country, and from around the world, all the time. By being attentive to the ALA Core Competencies, as representative of the entire ALA nation's perceptions of the appropriate preparation of library professionals, we are conforming to the interests of our constituencies. However, to ensure that we are indeed meeting the needs of our regional employers, as well as distant ones, and keeping current with the ongoing changes in the practice, we must engage more alums, employers and practitioners in our curriculum construction and offerings.

Southern Miss is accredited regionally by the Southern Association of Colleges and Schools (SACS) who prefer we not have instructors without terminal (PhD) degrees teaching graduate level classes. We stopped using practitioners to teach our introductory

level master's courses because of this SACS issue. With changes in the availability of technology, and we hope with the support of our constituencies, we will bring more practitioners into the classrooms as guest lecturers and commentators for case study analysis. This will be in place by fall 2012. One component of this will be LIS 500 Library Information Science, a new course that will be an introduction to our program for our students as well as the beginning of their exposure to the many areas of librarianship that are available. We invite practitioners from all areas of the field to participate via podcasts, audio lectures, and real-time interviews. We need your help to assemble a collection of case studies for students to learn about the realities of the profession. We want students to understand that this field is immensely challenging and ever evolving in response to changing technology, culture and educational environments. If you are interested in participating in these activities please email us at slis@usm.edu with the subject line LIS 500.

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Melanie J Norton joined the faculty of the School of Library and Information Science in August 1993. She was tenured in 1999 and promoted to associate professor in 2001. Dr. Norton was appointed director of the School of Library and Information Science in January 2003 when the School was moved as part of the University reorganization from the College of Liberal Arts into the College of Education and Psychology.

A Content Analysis of *Cinderella* Illustrated Storybooks Housed in the de Grummond Collection

By Kimberly A. Smith

Master's Research Project, December 2004
University of Southern Mississippi
Readers: Dr. M.J. Norton
Dr. Teresa S. Welsh

Abstract

This study screened 71 “Cinderella” illustrated storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 for specific expressions of the animal helper theme—identified as “common incidents” by the sourcebook, *Cinderella: Three Hundred and Forty-five Variants*. The study sorted and classified the “Cinderella” illustrated storybook titles into three major groups—*Traditional*, *Multicultural*, and *Alternative*—and further classified the Multicultural storybooks as *African-American*, *Anglo-American*, *Asian*, *European*, *Latino*, *Middle Eastern*, and *Asian*. It determined which of these storybooks most commonly made use of the animal helper theme variant. The results of the study revealed that the “Cinderella” illustrated storybook titles classified as both *Asian* and *Multicultural* most commonly made use of the animal helper theme variant.

Introduction

General Background

Bruno Bettelheim once stated that “‘Cinderella’ [was] perhaps the best-known fairy tale, and probably the best liked” (Bettelheim, 1976, p. 236). Elements of the 4,000-year-old story were traced to Asia, India, Africa, the Middle East, Europe, and North America. Scholars and folklorists identified over 500 different European versions of “Cinderella,” such as the well-known “Cendrillon,” “Aschenputtel,” and “Cinderella, or the Little Glass Slipper;” and the lesser-known “La Gatta Cenerentola,” “Donkey Skin,” “Finnette Cendron,” “Allerleirauch,” “One-Eye, Two-Eyes, Three-Eyes,” “Rashen Coatie,” “Vasilisa the Beautiful,” and “Burenushka, the Little Red Cow.”

The common themes found in the world’s “Cinderella” stories suggest that “Cinderella” has filled some type of deep psychological need in humanity. Certain themes may have been expressed differently—or altogether forgotten—by certain cultures; but a number of themes have remained solidly intact, such as the mother-daughter relationship, the girl’s relationship with the rest of her family, the girl’s continued relationship with her true mother through her animal helper, and the tiny delicate shoe that could only be worn by the girl.

Purpose

This study examined expressions of the animal helper theme found in traditional, multicultural, and alternative “Cinderella” illustrated storybooks housed in the de Grummond Children’s Literature Collection and published from 1984-2004. It sought to contribute to a greater understanding of the “Cinderella” story.

Guiding Questions

- 1) What was the role of the animal helper in “Cinderella?”
- 2) What were the specific variants of the animal helper theme in “Cinderella?”
- 3) Which specific variants of the animal helper theme were expressed in “Cinderella?”
- 4) Was the animal helper theme expressed more commonly in traditional, multicultural, or alternative versions of “Cinderella?”

Definitions

Animal helper—an animal character that played an active role in the story as the girl’s helper through the performance of tasks, and the provision of food, clothing, and companionship

Animal witness—an animal helper that revealed the girl’s true location to the prince

Content analysis—a type of qualitative study which identifies and categorizes related themes

Eating taboo—the act of eating the animal helper, usually performed by the stepmother

Qualitative study—a method of study that questions and describes related phenomenon or themes

Revivified bones—the resurrection or transformation of the animal helper’s bones

Slaying of helpful animal—the act of killing the animal helper, usually performed by the stepmother

Task-performing animal—an animal helper that assists the girl by performing a series of tasks, usually given by the stepmother

Delimitations/Limitations

The de Grummond Children’s Literature Collection housed a variety of “Cinderella” publications, which included illustrated storybooks. This qualitative study was limited to “Cinderella” illustrated storybooks housed in the de Grummond Collection and published from 1984-2004. It focused on expressions of the animal helper theme found in “Cinderella” illustrated storybooks housed in the de Grummond Collection and published from 1984-2004.

Assumptions

This study assumed that the “Cinderella” literature listed in the de Grummond Children’s Literature Collection represented the body of literature as a whole. This study also assumed that the “Cinderella” literature housed in the de Grummond Collection was entirely and completely indexed.

Importance

“Cinderella” could be described as a very old fairy tale that deeply touched the heart and soul of mankind—or perhaps one should say “womankind,” because of the female conflict found within the story.

Certain elements—especially “[t]he unrivaled tiny foot size as a mark of extraordinary virtue, distinction, and beauty, and the slipper made of precious material”—suggested an Asian origin (Bettelheim, 1976: 236). This study achieved a greater understanding of “Cinderella” and contributed to the considerable body of knowledge of the subject.

Review of Related Literature

Cinderella

In *Cinderella: Three Hundred and Forty-five Variants*, Marian Roalfe Cox identified three major types of “Cinderella” stories: “A.—*Cinderella*; B—*Catskin*; and C—*Cap o’ Rushes*” (Cox, 1893: xxv-xxvi). Cox also provided an alphabetized list of themes, or “incidents common to the Cinderella variants,” which included: “Aid (various); Animal witness; Counter-tasks; Dead (or transformed) mother help; Eating taboo; False bride; Happy marriage; Hearth abode; Help at grave; Helpful animal; Heroine disguise; Heroine flight; Ill-treated heroine; Lost shoe; Lovesick prince; Magic dresses; Marriage tests; Meeting-place; Menial heroine; Mutilated feet; Outcast heroine; Pitch trap; Recognition by means of shoe or ring; Recognition food; Revivified bones; Shoe marriage test; Slaying of helpful animal; Substituted bride; Tasks; Task-performing animal; Threefold flight; and Villain nemesis” (Cox, 1893, p. xxv - xxvi).

Cox (1893) revealed that “Cinderella” stories shared common themes—the absent mother; the wicked stepmother; the neglectful father; the young girl who was at the mercy of her cruel family; the helpful fairy godmother; the animal or treasure tree that provided the girl with food, clothes, and comfort; and the tiny, exquisite shoe that only fit the true bride. An examination of these themes uncovered dark, complex, and intense family relationships—perhaps most notably a mother-daughter bond so strong that it could not be broken even by death.

The bond between mother and daughter was so powerful in many “Cinderella” stories—such as “*Aschenputtel*,” “*Rashen Coatie*,” “*Vasilisa the*

Beautiful,” “The Korean Cinderella,” “The Golden Slipper,” and “Burenushka, the Little Red Cow”—that the dead mother’s soul reincarnated into an animal, plant, or doll in order to provide her daughter with the food, clothes, and comfort the rest of the family denied her. The mother-as-animal-helper theme was common in “Cinderella” stories, and there were four major expressions of this theme:

(1) an animal which [was] bequeathed by a dying mother; (2) the dead mother who [emerged] from the grave as herself, an angel, or as a bird; (3) the mother who [remained] in her grave but [offered] advice to the girl, usually to seek the help of a certain animal; or (4) the mother who [disappeared] from the tale altogether and an animal [helped] the girl quite spontaneously (Schlepp, 2002, p. 136).

An intense combination of the mother-daughter relationship theme and the animal-as-helper theme was found in “Aschenputtel,” the well-known Grimm’s version of “Cinderella.” As Aschenputtel’s mother lay near death, she comforted her daughter and told her to be good and pious, because she would always watch over her and protect her from heaven. Aschenputtel visited her mother’s grave every day and wept over it. She worked and slept in the hearth among the ashes. Bettelheim once identified the hearth as “the center of the home,” and “a symbol for the mother” (Bettelheim, 1976, p. 248). Bettelheim also stated that “to live so close to [the hearth] that one [dwelt] among the ashes may then symbolize an effort at holding on to, or returning to, the mother and what she [represented]” (Bettelheim, 1976, p. 248). Freud, Bettelheim, Zipes, and Hohn all recognized Aschenputtel’s servitude as “the work of mourning” (Hohn, 2000, p. 95). Job rent his garments and smeared himself with ash to mourn the deaths of his beloved children. Aschenputtel mourned her mother’s death in a similar fashion by denying herself comfort and sleeping among the ashes. Aschenputtel’s primary dilemma stemmed not from her abusive stepmother and stepsisters, but from her

attempt to “overcome grief and get on with [her] life” (Hohn, 2000, p. 95).

Aschenputtel planted a hazel twig on her mother’s grave and watered it with her tears. The twig grew into a treasure tree, and became the medium which enabled the late mother “to grant [her daughter] the qualities of a mature and sexually attractive woman” (Hohn, 2000, p. 95). The animal helpers that appeared in “Aschenputtel” were doves that lived in the treasure tree—who perhaps served as agents to the ghost mother—and assisted Aschenputtel by picking peas out of the ashes. They warned the prince twice as he rode past the hazel tree with false brides, and served as witnesses to confirm that Aschenputtel was his true bride. The same doves passed judgment upon the stepsisters by pecking out their eyes as they entered the church on the day of Aschenputtel’s wedding.

In other versions, such as “Rashen Coatie,” “One-Eye, Two-Eyes, Three-Eyes,” “Vasilisa the Beautiful,” “Burenushka, the Little Red Cow,” and “Yeh-Shen, the Chinese Cinderella,” the stepmother killed the animal helper—which magically continued to supply the girl with food, clothes, and companionship after its death. In “Yeh-Shen, the Chinese Cinderella,” the bones of the magical red-and-gold fish provided Yeh-Shen with beautiful clothes, a robe of kingfisher feathers, and dainty gold shoes to wear to a festival that her stepmother and half-sister would not let her attend. She was thought to be a princess at the festival, but she fled for home when she saw her stepmother and half-sister. She lost one of her gold shoes in her haste to leave the festival. The merchant who found the shoe sold it to a smitten prince who began a massive search to locate the woman who could wear the tiny shoe.

The animal helper in a Tibetan version of “Cinderella” was a mother who reincarnated as a cow to feed her daughter and protect her from her ogress stepmother. The ogress became suspicious after she noticed that the girl—whom she starved—was as healthy as her own daughter—whom she fed sugar and milk and butter. The ogress learned of the

magical cow and planned to slaughter it. The cow told the girl, “today those two are going to kill me; after the killing is done...[a]sk for the skin of the four legs and some parts of the intestines...whatever [the ogress] gives you, wrap it in the skin and bury it beneath the door sill” (Schlepp, 2002: 127). The girl did as she was instructed, and when she recovered the items from beneath the door sill, she discovered that “the skin had become clothing, and two of the hooves had become boots, and the intestines had become gold and jade” (Schlepp, 2002: 127). The girl adorned herself in this finery, attended a fair, and caught the eye of a young king.

“Burenushka, the Little Red Cow,” also featured a mother who reincarnated as a cow to feed and care for her daughter. In this Russian version of “Cinderella,” Princess Maria was charged with taking Burenushka, the little red cow, to pasture with only a hard crust of bread to eat for the day. Burenushka provided Princess Maria with milk and fine clothes so she could “walk around, all day long, dressed like a lady” (Afanas’ev, 1973, p. 146). Princess Maria’s stepmother learned of Burenushka’s magical abilities from her three-eyed daughter, and ordered her husband to slaughter the cow. Princess Maria asked her father for the entrails, which she nailed to the gatepost. A berry-covered bush filled with exotic song birds sprang up from the spot. Prince Ivan visited the family, and informed the stepmother that he would marry the maiden who could fill his bowl with berries from the bush. The stepmother’s own daughters failed miserably, but Princess Maria was successful and married Prince Ivan (Afanas’ev, 1973).

Schlepp stated that “the merging of the dead mother with a helpful animal [was] a complication for most folklorists and has been the subject of considerable discussion and puzzlement” (2002, p. 136). He questioned why the mother should “suffer another reincarnation merely to help an innocent in dire straits, because the soul of an innocent [was secured]” (2002, p. 138). Schlepp researched Asian and Middle Eastern versions of “Cinderella” to answer his questions, and discovered that many of

them contained a black element usually eliminated from European versions—matricide.

Schlepp related an Iranian version of “Cinderella” called “Stirnmondlein,” and a very similar Iraqi version of “Cinderella” called “Little Fatima,” in which a young girl,

... who [was] blessed with a shining moon on her brow and a star on her chin...[was] deluded by an evil school mistress who [wanted] to marry her father. The school mistress [made] dolls for all the children in the school except her; when the girl [asked] why she was given no doll, the school mistress [said] that only if she [killed] her mother [would] she get one like the others. The school mistress [instructed] the girl to drown her mother in a vat of vinegar, which she [did] (Schlepp, 2002, pp. 134, 144).

Afterward, the school mistress married the girl’s father and made the girl her slave. In “Little Fatima,” the girl’s mother “[turned] into a yellow cow and [came] out of the vinegar jar to help her daughter by producing needed things from her horns” (Schlepp, 2002, p. 137).

Schlepp’s primary study was a Tibetan version of “Cinderella.” In this version, the girl lived with her mother near a family of ogres who wanted to eat the girl’s mother. The ogres enticed the girl to kill her mother with a millstone, and enslaved the girl after they devoured her mother’s body. The girl’s mother reincarnated as a cow that provided the girl with food. The ogres killed the cow, and the girl preserved part of the cow’s body. The girl’s mother reincarnated again as a dove to help her perform the impossible tasks given by the ogres. The cow’s skin, bones, and intestines transformed into beautiful clothes and shoes for the girl to wear to a festival. The girl married a prince, gave birth to a son, and was visited by the ogre’s daughter. The ogre’s daughter drowned the girl and took her place as the prince’s wife. The girl reincarnated as a bird, appeared before the prince and his men, and revealed the presence of

the false bride. A wise goddess/fairy godmother transformed the bird back into the girl, the prince executed the false bride, and the redeemed girl reclaimed her rightful position as the prince's wife (Schlepp, 2002, pp. 125-133).

Schlepp's study additionally revealed the likely origin of Cinderella's fairy godmother:

In contrast to the anonymity of the godmother in European versions, in Tibet and Mongolia the wise goddess [was] in fact the mother, who achieved this status through consenting to be reborn in a lower form of life expressly to help her daughter who was the very agent of her death. The girl, on the other hand, [was] not even named, and her marriage to the king, which [was] in the West the much anticipated climax, [was] seen in this narrative only as one event among others, and [was], more significantly, owing not to her own qualities but to the efforts of her mother (2002, p. 136).

Schlepp commented that certain cultural settings "delete...the matricide, which [suggested] that those stories that [retained] it [were] from an older stratum" (2002, p. 134). In many Western versions of "Cinderella," there

... [appeared] to be no reason for the girl's plight, except the meanness of her stepmother and stepsisters, who [were] not ogres of unmitigated evil, but merely nasty people. The outcome of the story [turned] from retribution for committing a heinous act to justice gained for innocent suffering, which [brought] the primary focus of the story upon the girl herself (Schlepp, 2002, p. 134).

Content Analysis: Studies of Children's Literature

Most researchers have concentrated upon one aspect or theme to conduct an examination of children's literature. Kakar examined 166 folktales from India for instances of aggression (1975, p. 293).

Kakar's method of research was a content analysis with the coding unit being an incident of aggression.

Each instance [was] coded under three main categories: (a) type of aggression, (b) instrument of aggression, and (c) relationship between the characters. Each category [was] divided into further subcategories, the whole methodological framework being an extension and modification of studies carried out earlier by Slater and Stephens (Kakar, 1975, p. 293).

Kakar's research revealed more instances of same-sex aggression than cross-sex aggression in traditional Indian folktales. It also revealed that instances of sibling rivalry in traditional Indian folktales were low and that parents initiated most acts of aggression in traditional Indian folktales. Kakar's study indicated that acts of same-sex aggression in traditional Indian folktales were more virulent than acts of cross-sex aggression (1975, p. 294).

McDonald's study focused upon "sex bias in the representation of male and female characters in children's picture books" (1988, p. 389). McDonald recognized that "[a]s early as 3 years of age, children correctly [associated] sex-typed objects, such as articles of clothing, with the appropriate sex" (1988, p. 390). McDonald stated that "Williams, Bennett, and Best (1975) found that kindergarten children had an appreciable degree of knowledge of adult sex stereotypes and that such knowledge increased through the second-grade level and then remained constant for the next two years" (1988, p. 390). McDonald additionally stated: "Williams et. al. also found that male stereotypes were learned at an earlier age than female stereotypes and that it was more appropriate for girls to adopt aspects of both male and female roles (the 'tomboy') than it was for boys to adopt behavior classified as feminine (the 'sissy')" (1988, p. 390).

McDonald (1988, p. 392) recognized that:

[O]f 100 children's picture books published between 1972 and 1974, only 68 included women in some role, and 68% of those roles were that of the homemaker (Stewig & Knipfel, 1975). Of the remaining professional roles, the most prevalent female occupation was that of teacher, another stereotypical role. Men were portrayed more frequently, were more active, and were presented in a wider array of professional roles than women; they rarely performed household tasks. Finally, frequent derogatory remarks about female roles have been found in children's textbooks" (Marten & Matlin, 1976).

McDonald's study was a content analysis "to determine whether treatment of the sexes had improved in children's picture books between 1976 and 1987" (1988, p. 392). McDonald's study was limited to 41 "picture [story] books meant for preschoolers, kindergarteners, or children just learning to read" published from 1976-1987 (1988, p. 393).

McDonald stated,

[T]he content analysis section was divided into six categories, in which parental support, helping behavior, stereotypical behavior roles, play behavior, character status, and illustrations were evaluated. Each character was identified as either an adult or child; as male, or female, or neuter; as human or non-human; and as Caucasian or minority (if applicable). Any character that could not be identified as either male or female was defined as neuter, and animal characters, with or without human-like personalities, and inanimate objects with human-like personalities were classified as non-humans. A non-human could be identified as either male or female through dress or pronoun references (1988, p. 394).

[A]nother section of the rating form was used to record a story's stereotypical behavior roles. Examples of such roles [were] male mechanics, policemen, businessmen, female waitresses, homemakers, and old maids. Examples of non-stereotyped or progressive roles [were] househusbands, male nurses, male teachers, or businesswomen, female doctors, and female politicians. A female character could only be labeled as a housewife or a homemaker only if she was shown to stay home throughout the day and performed household chores with no indication of outside employment. After a character was identified in a particular role, he or she was [classified] as either passive or active. Active characters showed independence, leadership, and initiative, whereas passive characters were dependent, followed orders, and relied on the assistance of others (1988, p. 394).

McDonald added that "[w]hether or not a stereotypical role [was] biased [depended] upon the era in which the story [took] place," and that "a stereotypical role was considered biased only if it was presented in a book about the present" (1988, p. 395). McDonald classified historical characters in historical storybooks "in context" because "opportunities and expectations for the sexes have changed considerably since the women's movement began" (1988, p. 395).

McDonald revealed that "picture books did not improve in their treatment of the sexes between 1975 and 1987" (1988, p. 397). McDonald stated that "[w]omen [continued] to be portrayed as teachers, old maids, housewives, and princesses in children's stories, and men [were] still placed in such roles as king, villain, wise-men, and shepherd or farmer" (1988, p. 397). McDonald's study stressed a need for non-gender biased literature for children.

Nikolajeva and Scott's study was a content analysis of "the aspects of word/image interaction in picture books" (2000, p. 225). They focused upon thirteen

narrative picture books, and made a slight, but crucial, distinction between illustrated storybooks and picture books for this study. Illustrated storybooks were identified as works “where the words [carried] the primary narrative, while the pictures [were] separate or decorative” (Nikolajeva and Scott, 2000, p. 226).

Nikolajeva and Scott identified two types of word/image interaction in the picture books they studied: *symmetrical interaction*, and *enhancing interaction*. They discovered that “[i]n *symmetrical interaction*, words and pictures [told] the same story [and] essentially repeated information in different forms of communication” (2000, p. 225). They also discovered that “[i]n *enhancing interaction*, pictures [amplified] more fully the meaning of the words, or the words [expanded] the picture so that different information in the two modes of communication [produced] a more complex dynamic” (2000, 225). Nikolajeva and Scott acknowledged the usefulness of these terms when they “[analyzed] the ways picture books [presented] such features as setting, characterization, point of view, and the specific way word/image interaction [worked or failed to work] when these aspects of narrative [were expressed]” (2000, p. 226). Nikolajeva and Scott identified some picture books as “predominately verbal, [with] pictures usually subordinate to the words” (2000, p. 227). They identified other picture books as “enhancing, or complimentary, with words and pictures that [supported] one another [with] additional information that the other [lacked]” (2000, p. 229). They also identified picture books that “[had] words and images that [came] close to filling each other’s gaps, [and gave the reader] a passive role, because little [was] left to the reader’s imagination” (2000, p. 232).

Nikolajeva and Scott recognized the significance of picture books in their study, and acknowledged that picture books can influence both adult and child audiences. They called for studies on the pedagogical and cognitive aspects of picture books, as well as for additional studies on the word/picture aspects of picture books (2000, p. 238).

These studies revealed how researchers used content analysis to identify literary themes. This study used content analysis, and determined how the animal helper theme was expressed in multicultural, alternative, and traditional versions of “Cinderella” illustrated storybooks housed the de Grummond Children’s Literature Collection and published from 1984-2004.

Overview of the de Grummond Children’s Literature Collection

The de Grummond Children’s Literature Collection

The de Grummond Children’s Literature Collection—located in Hattiesburg at The University of Southern Mississippi—was established in 1966 by Dr. Lena de Grummond. It was established to focus upon classic and contemporary children’s literature from the United States and the United Kingdom. The collection “consists of original manuscripts and illustrations created by more than 1200 authors and illustrators of children’s and young adult literature” (Jones, 1999, n.p.). It included “more than 55,000 books dating from 1530” (Jones, 1999, n.p.). The de Grummond Collection was available online at <http://www.lib.usm.edu/~degrum>.

“The Cinderella Project”

“The Cinderella Project” was:

... a text and image archive containing a dozen versions of the fairy tale, [such as] some of the common varieties of the tale form the English-speaking world in the eighteenth, nineteenth, and early twentieth centuries [from] the de Grummond Children’s Literature Research Collection at the University of Southern Mississippi (<http://www.usm.edu/english/fairytales/cinderella/cinderella.html>, 1999, n.p.).

Visitors to the Web site viewed the documents horizontally, vertically, and with—or without—text descriptions. The Cinderella Project resulted from a joint effort between the USM English department and the de Grummond Collection. Associate

Professor of English Michael Salda and a team of 23 English graduate students, assisted by Dee Jones, were responsible for “[t]he transcriptions, HTML coding, and digital images” (<http://www.usm.edu/english/fairytales/cinderella/cinderella.html>), 1999, n.p.).

Methodology

Type of Research Design

This study consulted *Cinderella: Three Hundred and Forty-five Variants* as a sourcebook for specific expressions of the animal helper theme—identified as “common incidents” (Cox, 1893, p. xxv). The “Cinderella” illustrated storybooks housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were screened for the presence of animal helper theme variants identified by the sourcebook.

The “Cinderella” illustrated storybooks were sorted and classified into three groups—*Traditional*, *Multicultural*, and *Alternative*. It also determined which of the *Traditional*, *Multicultural*, or *Alternative* storybooks made use of the animal helper theme variants listed by the sourcebook.

Selection/Description of Subject

Cinderella: Three Hundred and Forty-five Variants identified 38 themes, or “common incidents,” universal to the “Cinderella” story (Cox, 1893, p. xxvi). The illustrated storybooks used in this study often contained at least 22 of these “common incidents,” or themes: an “ill-treated” and “menial” heroine was enslaved by her stepmother and confined to her “hearth abode.” The girl longed to take part in a celebration, but her stepmother would not allow her to attend it until she had finished a series of “tasks” The girl often completed the “tasks” with the “aid” of a “task-performing animal” (Cox, 1893, p. xxvi).

In spite of the finished “tasks,” the stepmother still refused to let the girl attend the celebration. The girl received “aid” and “magic dresses” from a “helpful animal,” a fairy godmother, or from the “grave” of her “transformed mother.” The girl attended the

celebration in “disguise,” and was not recognized by her stepmother. The celebration usually served as the “meeting place” for the girl and her “lovesick prince” (Cox, 1893, p. xxvi).

The girl lost a shoe in her “flight” from the celebration, and the prince arranged a “marriage test” for the owner of the “lost shoe.” An “animal witness” sometimes revealed the girl’s true location to the prince. The failed attempts of the girl’s stepsisters to pass the “shoe marriage test” occasionally resulted in “mutilated feet.” The girl received instant “recognition by means of [the] shoe” (Cox, 1893, p. xxvi).

The illustrated storybooks used in this study usually concluded with a “happy marriage” between the girl and the prince. A few of the illustrated storybooks used in this study included a “villain nemesis” in which the girl’s tormentors were punished with exile, blindness, or death (Cox, 1893, p. xxvi).

Content Analysis

The ANNA database (<http://anna.lib.usm.edu>) provided the catalogue numbers, authors, publication dates, physical descriptions, story abstracts, subject terms, and genre indexes for titles housed in The University of Southern Mississippi’s library systems. An ANNA search revealed that the de Grummond Children’s Literature Collection housed over 278 items related to the topic of “Cinderella.” These items included coloring and activity books, rebus puzzles, anthologies, educational materials, children’s and young adult novels, sticker books, board books, paper dolls, toy and movable books, and illustrated storybooks.

Only “Cinderella” illustrated storybooks that were housed in the de Grummond Collection and published from 1984-2004 were considered for this study. Coloring and activity books, rebus puzzles, anthologies, educational materials, children’s and young adult novels, sticker books, board books, paper dolls, toy and movable books, and illustrated storybooks housed in other collections were excluded from this study. Illustrated storybooks housed in the

de Grummond Collection and published before 1984 were also excluded from this study.

The “Cinderella” illustrated storybooks used in this study were sorted and classified into three groups: *Traditional*, *Multicultural*, and *Alternative*. *Traditional* referred to the familiar Perrault versions of “Cinderella.” *Multicultural* referred to ethnic “Cinderella-type” myths, legends, and folktales; or to retellings of the familiar Perrault version that used ethnic characters. *Alternative* referred to “Cinderella” parodies, non-traditional retellings, and retellings that used anthropomorphic characters.

After the storybooks had been sorted and classified, they were read and screened for the appearance of specific themes, or “common incidents,” listed in *Cinderella: Three Hundred and Forty-five Variants*: “Aid (various); Animal witness; Dead (or transformed) mother help; Eating taboo; False bride; Happy marriage; Hearth abode; Help at grave; Helpful animal; Heroine disguise; Heroine flight; Ill-treated heroine; Lost shoe; Lovesick prince; Magic dresses; Marriage tests; Meeting-place; Menial heroine; Mutilated feet; Outcast heroine; Pitch trap; Recognition by means of shoe or ring; Recognition food; Revivified bones; Shoe marriage test; Substituted bride; Tasks; Task-performing animal; Threefold flight; Token objects; and Villain nemesis” (Cox, 1893, p. xxv - xxvi).

The storybooks were screened a second time for the appearance of animal helpers. An animal helper was defined as an animal character which played an active role in the story as the girl’s helper through the performance of tasks, and the provision of advice, food, clothing, and companionship. The animal helper performed any or all of these services for the girl. The animal helper could actively shape the girl’s fate, like the white bird in Ruth Sanderson’s version of *Cinderella*, or it could spontaneously perform a single action intended to benefit the girl, like the hawk in *The Egyptian Cinderella*. Anthropomorphic characters in anthropomorphic retellings, such as the penguin fairy godmother in *Cinderella Penguin, Or the Little Glass Flipper*, were not considered animal

helpers. The animals transformed into matched horses, coachmen, and footmen by fairy godmothers in traditional Perrault versions were not considered animal helpers.

The storybooks were screened a third time for the appearance of six animal helper variants listed in *Cinderella: Three Hundred and Forty-five Variants*: “Animal witness; Eating taboo; Helpful animal; Revivified bones; Slaying of animal helper; and Task-performing animal” (Cox, 1893: xxvi). The “animal witness” exposed the stepmother’s deception, and revealed the girl’s true location to the prince. The “eating taboo” was broken if the girl’s stepmother or stepsisters ate the animal helper. The “helpful animal” provided the girl with food, clothing, advice, and friendship. “Revivified bones” referred to the transformation or resurrection of the slain animal helper. The “slaying of [the] helpful animal” occurred after the stepmother discovered the animal helper as the source of the girl’s comfort. The “task-performing animal” completed the impossible tasks the girl’s stepmother gave her (Cox, 1893, p. xxvi).

The data were collected, organized, and recorded into Microsoft Word tables: *Traditional*, *Multicultural*, and *Alternative*. The *Multicultural* table was subdivided into the following tables: *African-American*, *Anglo-American*, *Asian*, *Middle Eastern*, *European*, *Latino*, and *Native American*.

Findings

Overview

This study screened 71 “Cinderella” illustrated storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004. These storybooks were sorted and classified into three groups: *Traditional*, *Multicultural*, and *Alternative*. The storybooks classified as *Multicultural* were further sorted and classified into seven groups: *African-American*, *Anglo-American*, *Asian*, *European*, *Latino*, *Middle Eastern*, and *Native American*.

Of the 71 titles, 21 “Cinderella” illustrated storybook titles housed in the de Grummond Collection and

published from 1984-2004 were classified as *Traditional*. Four titles contained some variant of the animal helper theme (See Table 1).

Thirty-four of the 71 “Cinderella” illustrated storybook titles housed in the de Grummond Collection and published from 1984-2004 were classified as *Multicultural*. Nineteen of these 34 titles contained some variant of the animal helper theme. One was *African-American*, two were *Anglo-American*, eleven were *Asian*, two were *Latino*, two were *Middle Eastern*, and one was *Native American* (See Tables 2a-2g).

Sixteen of the 71 “Cinderella” illustrated storybook titles housed in the de Grummond Collection and published from 1984-2004 were classified as *Alternative*. One title contained some variant of the animal helper theme (See Table 3).

Traditional “Cinderella” Illustrated Storybooks

Twenty-one “Cinderella” illustrated storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Traditional*. Four titles contained two variants of the animal helper theme: “helpful animal” and “task-performing animal.” The “helpful animal” variant was found in four titles. The “task-performing animal” variant was found in one title (See Table 1).

Multicultural “Cinderella” Illustrated Storybooks

Thirty-four “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Multicultural*. The 34 titles were classified and sorted into seven tables: African-American, Anglo-American, Asian, European, Latino, Middle Eastern, and Native American.

Nineteen titles contained at least one out of six animal helper theme variants: “animal witness; eating taboo; helpful animal; revived bones; slaying of helpful animal; and task-performing animal.” The “animal witness” variant was found in four titles; the “eating taboo” variant was found in three titles; the

“helpful animal” variant was found in 18 titles; the “revivified bones” variant was found in four titles; the “slaying of helpful animal” variant was found in four titles; and the “task-performing animal” variant was found in seven titles (See Tables 2a-2g).

African-American “Cinderella” Illustrated Storybooks

Two “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *African-American*. One title contained one variant of the animal helper theme: “helpful animal” (See Table 2a).

Anglo-American “Cinderella” Illustrated Storybooks

Three “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Anglo-American*. Two titles contained one variant of the animal helper theme: “helpful animal” (See Table 2b).

Asian “Cinderella” Illustrated Storybooks

Eleven “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Asian*. Eleven titles contained at least one out of six animal helper theme variants: “animal witness; eating taboo; helpful animal; revived bones; slaying of the animal helper; and task-performing animal.” The “animal witness” variant was found in one title; the “eating taboo” variant was found in three titles; the “helpful animal” variant was found in eleven titles; the “revivified bones” variant was found in four titles; the “slaying of helpful animal” variant was found in four titles; and the “task-performing animal” variant was found in six titles (See Table 2c).

European “Cinderella” Illustrated Storybooks

Five “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *European*. None of the animal helper theme variants appeared in any of these titles (See Table 2d).

Latino “Cinderella” Illustrated Storybooks

Six “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Latino*. Two titles contained three variants of the animal helper theme: “animal witness; helpful animal; and task-performing animal.” The “animal witness” variant was found in two titles; the “helpful animal” variant was found in one title; and the “task-performing animal” variant was found in one title (See Table 2e).

Middle Eastern “Cinderella” Illustrated Storybooks

Three “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Middle-Eastern*. Two titles contained two variants of the animal helper theme: “animal witness” and “helpful animal.” The “animal witness” variant was found in one title. The “helpful animal” variant was found in two titles (See Table 2f).

Native-American “Cinderella” Illustrated Storybooks

Four “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Native-American*. One title contained one variant of the animal helper theme: “helpful animal” (See Table 2g).

Alternative “Cinderella” Illustrated Storybooks

Sixteen “Cinderella” storybook titles housed in the de Grummond Children’s Literature Collection and published from 1984-2004 were classified as *Alternative*. One title contained one variant of the animal helper theme: “helpful animal” (See Table 3).

Additional Findings

The de Grummond Children’s Literature Collection housed 34 *Multicultural* “Cinderella” illustrated storybook titles published from 1984-2004 with some variant of the animal helper theme—which outnumbered the de Grummond Collection’s 21 *Traditional* and 16 *Alternative* “Cinderella” illustrated storybook titles with some variant of the animal helper theme. Nineteen *Multicultural* titles

contained some variant of the animal helper theme—which outnumbered the four *Traditional* titles and one *Alternative* title that contained some variant of the animal helper theme. Eleven of the 19 *Multicultural* titles were classified as *Asian*—which outnumbered the one title classified as *African-American*; the two titles classified as *Anglo-American*; the two titles classified as *Latino*; the two titles classified as *Middle Eastern*; and the one title classified as *Native American*.

Conclusions

Thirty-four of the 71 titles used in this study were classified as *Multicultural*. Nineteen of the 34 titles classified as *Multicultural* contained some variant of the animal helper theme. Eleven of the 34 *Multicultural* titles were classified by the study as *Asian*. All eleven *Multicultural* titles classified as *Asian* contained some variant of the animal helper theme. Five of the 34 *Multicultural* titles were classified by the study as *European*. None of the five *Multicultural* titles classified as *European* contained any variant of the animal helper theme. Twenty-one of the 71 titles used in this study were classified as *Traditional*. Four of the 21 titles classified as *Traditional* contained some variant of the animal helper theme. Sixteen of the 71 titles used in this study were classified as *Alternative*. One of the 16 titles classified as *Alternative* contained some variant of the animal helper theme.

The majority of the titles that contained some variant of the animal helper theme were classified as *Multicultural*. The majority of *Multicultural* titles that contained some variant of the animal helper theme were also classified as *Asian*. The titles classified as *Alternative* contained the fewest variants of the animal helper theme. The most common animal helper theme variant was the “helpful animal” variant—which appeared in 23 titles. The least common animal helper theme variant was the “eating taboo” variant—which appeared in three titles.

Discussion

Illustrated storybook themes were often influenced

by cultural mores and proper identification of illustrated storybook themes helped librarians, educators, and researchers understand illustrated storybooks. Identification of illustrated storybook themes helped librarians, educators, and researchers recognize the potential of illustrated storybooks as educational media in classrooms and libraries.

This study could be of use to librarians, educators, and researchers involved in the maintenance of school library media centers because it provided

practical information about specific theme variants commonly found in “Cinderella” illustrated storybooks. It also provided a framework for librarians, educators, and researchers to utilize in similar research patterns. The methods used in this study could be easily applied to a search for common themes in the other illustrated storybook titles housed in the de Grummond Children’s Literature Collection, as well as to the illustrated storybook titles housed in other collections on the USM campus and abroad.

Table 1. Traditional “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Barbie as Cinderella</i>						
<i>Cinderella</i> (Craft)			X			
<i>Cinderella</i> (De La Touche)						
<i>Cinderella</i> (Goldsack)						
<i>Cinderella</i> (Karin)						
<i>Cinderella</i> (McKissack)						
<i>Cinderella</i> (Patience)						
<i>Cinderella</i> (Perrault/Baudrand)						
<i>Cinderella</i> (Perrault/Bell)						
<i>Cinderella</i> (Perrault/Brown)						
<i>Cinderella</i> (Perrault/Ehrlich)						

<i>Cinderella</i> (Perrault/Elwell)						
<i>Cinderella</i> (Perrault/Evans)						
<i>Cinderella</i> (Perrault/Goode)						
<i>Cinderella</i> (Perrault/Innocenti)						
<i>Cinderella</i> (Perrault/San Jose)						
<i>Cinderella</i> (Perrault/Sansbury)						
<i>Cinderella</i> (Sanderson)			X			X
<i>Cinderella</i> (Siemers)						
<i>Cinderella's Dress</i> (Willard)			X			
<i>Walt Disney's Cinderella</i>			X			

Table 2a. Multicultural African-American "Cinderella" Illustrated Storybooks

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Cendrillon: A Caribbean Cinderella</i>						
<i>Cinderella</i> (Crump)			X			

Table 2b. Multicultural Anglo-American “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Ashpet: An Appalachian Tale</i>						
<i>Cendrillon: A Cajun Cinderella</i>			X			
<i>Smoky Mountain Rose: An Appalachian Cinderella</i>			X			

Table 2c. Multicultural Asian “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Abadeha: The Philippine Cinderella</i>			X	X	X	X
<i>Angkat: The Cambodian Cinderella</i>		X	X	X	X	X
<i>Anklet for a Princess</i>			X			
<i>The Enchanted Anklet</i>			X			
<i>The Gift of the Crocodile</i>	X		X			

<i>The Golden Slipper</i>			X			X
<i>Jouanah: A Hmong Cinderella</i>			X			X
<i>Kongi and Potgi</i>			X			X
<i>The Korean Cinderella</i>			X			X
<i>Tam's Slipper</i>		X	X	X	X	
<i>Wishbones: A Folktale from China</i>		X	X	X	X	

Table 2d. Multicultural European "Cinderella" Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Animal Helper	Task-performing Animal
<i>Fair, Brown, and Trembling</i>						
<i>Raisel's Riddle</i>						
<i>The Starlight Cloak</i>						
<i>The Twelve Months</i>						
<i>The Way Meat Loves Salt</i>						

Table 2e. Multicultural Latino “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Adelita: A Mexican Cinderella Story</i>						
<i>Cinderella/Cencienta</i>						
<i>Cinderella Latina</i>						
<i>Domilita</i>						
<i>Estrellita de Oro</i>	X		X			
<i>Little Gold Star</i>	X					X

Table 2f. Multicultural Middle Eastern “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>The Egyptian Cinderella</i>			X			
<i>The Golden Sandal</i>	X		X			
<i>The Persian Cinderella</i>						

Table 2g. Multicultural Native American “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Naya: The Inuit Cinderella</i>						
<i>The Rough Face Girl</i>						
<i>Sootface</i>						

<i>The Turkey Girl</i>			X			
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Table 3. Alternative “Cinderella” Illustrated Storybooks, 1984-2004

	Animal Witness	Eating Taboo	Helpful Animal	Revivified Bones	Slaying of Helpful Animal	Task-performing Animal
<i>Bigfoot Cinderrrrrella</i>						
<i>Bubba the Cowboy Prince</i>			X			
<i>Cinder Edna</i>						
<i>Cinderella: An Art Deco Story</i>						
<i>Cinderella Bigfoot</i>						
<i>Cinderella: The Dog and Her Little Glass Slipper</i>						
<i>Cinderella and the Hot Air Balloon</i>						
<i>Cinderella Penguin, Or the Little Glass Flipper</i>						
<i>Cinderella Skeleton</i>						
<i>Cinderella (Wegman)</i>						
<i>Cinderhazel: The Cinderella of Halloween</i>						
<i>Cinderlily</i>						

<i>Cindy Ellen</i>						
<i>Dinorella</i>						
<i>Joe Cinders</i>						
<i>Sumorella: A Hawaiian Cinderella Story</i>						

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Citation Analysis of Journal and Format Preferences from Master's Projects at the University of Southern Mississippi's School of Library and Information Science from 2004-2005

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Master's Research Project, May 2007

Readers: Dr. M.J. Norton

Dr. Teresa S. Welsh

Introduction

A citation analysis can provide useful data for collection development in libraries. It can be used to determine collection usage and to make decisions such as which items to discontinue and which to add to existing collections. A rise in popularity of digital format paired with dwindling library budgets has made selection and exclusion of collection materials an all too regular routine in many libraries. Evans (2000) states that citation analysis should be an ongoing process and considered part of collection development (p. 41). This study compiled citations of master's projects completed from the years 2004-2005 by graduate students of The University of Southern Mississippi's School of Library and Information Science to determine the most frequently cited journals as well as to identify patterns of format and currency in citations.

Purpose of the Study

A citation analysis indicates some of a collection's most used sources, as a work cited is a recording of the final stage of research. Stankus and Rice determined that citation is most unreliable when analyzed from different subject fields, and becomes more reliable when surveyed among journals of "similar subject scope, purpose, and language" (1982, p. 96). The purpose of this study was to determine the most used journals and formats of information by both the distance learning and traditional graduate students of the School of Library and Information Science at The University of Southern Mississippi. It surveyed information that covered the same "subject scope" of library and information science.

Further study will be needed to combine the citation statistics with other variables such as citations studies from similar universities offering the master's in library and information science (MLIS) program to evaluate similarities and differences.

Statement of the Problem

Because libraries are moving towards digitization of information and the price of scientific journals is on the constant rise, it is important that librarians know which materials are most used. Research shows that citation analysis, when combined with other data such as circulation statistics and statistics from similar universities, can provide helpful insight when making collection development decisions (Beile, Boote & Killingsworth, 2004; Davis, 2002; and Haycock, 2004).

A current citation analysis study had not been conducted at The University of Southern Mississippi to determine MLIS graduate student journal preference; therefore, this study provided statistics that will help with future studies. The data provided an understanding of the journals most used by graduate students of the school of library and information science and indicated usage by the traditional and distance learners. It also looked for patterns of citation formats for the graduate students that would indicate a difference of resource preferences between the traditional and distance learner.

Hypotheses

According to Bradford's Law of Scattering, there are only a few core journal titles in each field that produce the majority of cited articles. Therefore, after compiling the citations from the master's projects it was apparent which journals the students at The University of Southern Mississippi use most. Because of the large percentage of distance learners in the MLIS program at The University of Southern Mississippi, the following hypotheses were tested to determine what elements of the collection were most popular with the distance learning students.

Hypothesis 1: More than 75 percent of sources cited in the master's projects in this study are materials published in the last five years.

Hypothesis 2: Distance learners cite journal articles more than traditional students.

Delimitations

This study only covered the master's projects from the School of Library and Information Science at The University of Southern Mississippi. It did not cover any other work done during the graduate studies of this or any other school of the university and did not in any way attempt to be a defining judgment on the collection's quality, the quality of the students' work, or the methods through which the students gathered research data. Impact factors were not addressed.

Definitions

Bradford's Law of Scattering states that journals in a field can be divided (1) into a nucleus or core of journals that is devoted to the subject and will produce about one-third of the articles, and (2) into two successive zones that will each contain the same number of articles as the nucleus (Potter, 1988).

Citation is a reference to a text or part of a text identifying the document in which it may be found (Prytherch, 1995).

Distance Learning is an organizational education program that utilizes one or more media tools to deliver instruction to students, who for various reasons, are either unable to utilize the on-campus style of education or have a preference for this high-tech instructional format (Steiner, 1997).

Stare Decisis [Latin "to stand by things decided"] The doctrine of precedent, under which it is necessary for a court to follow earlier judicial decisions when the same points arise again in litigation (*Black's Law Dictionary*, 1999).

Assumptions

It is assumed that each of these citations had equal weight on its respective paper. In other words, all citations are of equal research value. It is also assumed that as the work of graduate students, the research cited within the master's project reflects a thorough investigation of the current issues in librarianship. The student citations, when grouped as

traditional and distance, are assumed to display their respective group's researching preferences.

Importance of the Study

Because the last citation analysis of master's projects in the School of Library and Information Science at USM was completed in 2004, further study was needed to understand the current material usage of the graduate students at The University of Southern Mississippi's School of Library and Information Science. With the increase of distance learning opportunities it is essential that the needs of the distance learner be researched and understood. Identifying the most used formats and journals provides a helpful tool in the future if decisions must be made to discontinue certain journals. This study also provides a starting point for future study of the information-seeking behavior of students, graduate researching skills, or studies involving the distance learner.

Literature Review

The literature review concerning the topic of citation analysis addresses the following two areas relevant to this study: citation analysis and distance learning.

Citation Analysis

Citation study, although not always accurate, provides a means of identifying relationships between documents according to the *Encyclopedia of Library and Information Science* (1971). Citation indexing found its first use linking legal documents together in the legal reference book *Shepard's Citations*. Because of the legal rule *stare decisis*; "all courts must follow their own precedents as well as those established by higher courts... The precedents are the decisions handed down in previous cases," meaning that citing previous rulings on similar cases is an essential element in legal work (*Encyclopedia of Library and Information Science*, 1971, Vol. 5, p. 16).

Citation analysis is based on the belief that "an article cited many times is more likely to have scientific value than an uncited one" (Thelwall, 2004, p. 93). The first citation analysis was performed to evaluate the collection of the Smithsonian Institute in 1848.

The results of the survey revealed what Jewett considered an “inadequate” collection (Nisonger, 2004).

In 1934, Samuel C. Bradford developed Bradford’s Law of “exponentially diminishing returns of extending a library research.” Bradford, a British scientist and librarian, found that it was difficult to locate articles of importance in a single field because most relevant articles were “scattered” throughout current materials. A strong advocate of documentation and bibliographic control, Bradford evaluated patterns in the places scientific literature were being published and developed the Law of Scatter, also known as Bradford’s Law. The law states that a small percentage of journals on an academic subject contain the most relevant research on that subject, or basically that there is a relatively small core set of journal titles essential to an area of research (*World Encyclopedia of Library and Information Science*, 1993, p. 142).

Today, citation analysis has helped many librarians make decisions on which materials are “deemed critical to the research needs of [their] institution” (Wallace and Van Fleet as quoted in Beile et al., 2004, p. 347). A study in 2002 determined that core journals could be determined through analyzing “citation frequency as a measure of journal importance” (Davis, p. 157). Davis’s citation analysis surveyed the frequency of Cornell-authored publications to identify the journals in which Cornell researchers publish most articles. The study found that upon analyzing five years of citations, patterns emerged that followed Bradford’s Law and correctly identified the “lower limits” of their collection (Davis, 2002). In 2004, Beile, Boote, and Killingsworth conducted a study to test the validity of citation analysis and found consistency with Bradford’s Law, identifying seventeen “core journal titles” (p. 351). Also in 2004 a study of corruption literature in South Africa from 1990-2001 found that Bradford’s Law was correctly reflected (Onyanha and Ocholla).

The use of graduate-level dissertations comes from their level of research being considered an “invaluable road sign” to the literature of a discipline

(Herubel as quoted in Haycock, 2004, p. 103). In 2001 and 2002, a search was conducted including a citation analysis to determine the effects of increasing the e-resource budget at the University of Georgia. Erin Smith compared graduate theses and dissertations from 1991 and 2001 and determined that Web site citations increased from zero percent to three and one-half percent, surpassing the citation totals of both newspapers and magazines. Also from 1991 to 2001, citations from ERIC documents in education theses and dissertations decreased while citations to publications from the same year as the theses/dissertation increased. The study also determined that students relied on in-house holdings the same amount for their citations in 1991 as they did in 2001; meaning that the budget increases kept the library useful to its patrons. In this case, citation analysis settled the concerns that the shift to a periodical-dominated library collection was a sound decision (Smith, 2003).

In 2004, Laurel Haycock performed a citation analysis of 43 education dissertations completed from 2000 to 2002 for collection development purposes. Haycock recorded journal titles, citation dates, and the amount of journal and non-journal citations and found results that supported Bradford’s Law of Scattering. The study also determined that funding needed a more balanced distribution. The analysis found a ratio of journal and monograph citations were 44 percent to 56 percent respectively, while funding for educational acquisitions was 85 percent for serials and 15 percent for monographs.

Although citation analysis has been a helpful method in determining core journal titles, studies have shown that this is not always the case. A study published in the *Journal of American Librarianship* in September of 2004 showed that using citation analysis to determine essential materials based on dissertations is founded on the assumption that all graduate level work is a reflection of the best and most current works of the respective scientific field’s research. The study found that graduate work is falsely assumed to be “the capstone to the formal academic training process” (Beile et al., 2004, p. 347). The same study also showed that a citation analysis of a

select field's master's project could sometimes provide a mirror of the institution's available collection rather than a true survey of the most useful titles (Beile et al., 2004). *The Encyclopedia of Library and Information Science* defines the relationship between citation frequency and use of materials "moderately correlated" (1998, Vol. 61, p. 62).

Problems with citation analysis arise when data collected are not used in conjunction with other information. A citation analysis in 1999 of music dissertations from institutions across the nation and from a single institution found that the lists of core journals varied from the national to institutional level. The study determined that "studying a single institution's dissertation citations may not reflect the needs of the user at either the institutional or national level" (Kuyper-Rushing, 1999, p. 161). Combinations of non-related factors such as several users choosing the same journal within the set time of the citation study would result in an exaggerated value placed on the said journal. Students also tend to use locally held resources, making comparisons of dissertations of several institutions beneficial (Kuyper-Rushing, 1999). The results of the Kuyper-Rushing study also supported Bradford's Law of Scattering.

Citation analysis can also offer misleading results when not put into proper perspective. A 2004 study by Beile, Boote, and Killingsworth brought to light problems of assuming that graduate level "bibliographies are high quality, comprehensive in scope, and reflect emerging research areas" (347). The study examined 30 education dissertations from three separate institutions, two with similar features and one dissimilar for comparison. The study upheld Bradford's Law of Scattering and also found that the citations of all three institutions "held the majority of sources cited by [its] doctoral students" (Beile et al., 2004, p. 352). Over half of each institution's journal citations were unique to the respective institutions' holdings.

Each institution's core journals vary from the overall list, yet the study showed that the three institutions

were ranked according to quality, "students across all institutions cited a remarkable number of sources of questionable quality" (Beile, Boote, and Killingsworth, 2004, p. 352). Thus, the quality of the educational program, graduate work, or any measure of collection quality should not be established from a single institutional study. Despite its mixed reviews, however, citation analysis provides concrete information that reveals usage patterns.

Distance Learning

Distance learning is a form of non-traditional study that is seeing a rapid increase in popularity and is being met with varied attitudes. Opinion articles such as a 2002 UK study by Gurmak Singh debate that by eliminating a set time and place of study, distance learning becomes a "threat... on the traditional campus" (p. 223). Singh hints at the globalization of distance learning that could force universities to use competitive business tactics to survive, resulting in a lowered quality of education. Another problem addressed by Singh, O'Donoghue, and Betts is the deterioration of social skills resulting from the lack of contact gained in the university setting.

Distance learners, due to time restraints and limited access to a physical campus, must rely on the university's online collections and other distance learning services. Raddon (2006) shows that although physical absence from print collections may have a negative connotation to many, it is this absence that opens the availability to continuing education and unlimited opportunities to the distance learner. According to several studies, working full-time is a common characteristic of the distance learner (Grill, 1999; Singh, 2002; Raddon, 2006).

Because of this, access remains an essential element in the success of the distance learner. The distant learner cannot fully utilize the freedom from the university setting without access to the same information resources as the traditional students. Studies like one conducted by Janette Shaffer assess the services provided to distance learning students. Shaffer's 2004 study revealed a lack of relevant

electronic resources to distance learners. According to the Association of College and Research Libraries' *Guidelines for Distance Learning Library Services*:

Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings (2004, n.p.).

Distance learning benefits individuals with constraints such as time and location by providing the opportunity of advancements in education in the absence of the brick-and-mortar university. To ensure these new "click-and-mortar" students receive the same services and fully benefit these advancement opportunities, the Association of College and Research Libraries division of the American Library Association's *Guidelines for Distance Learning Library Services* (2004) has undergone many revisions and expansions in the last ten years. It currently places the responsibility of evaluating the library resources and services provided to distance learners with the libraries.

Karen Hunter states that the role of the collection developer now includes the role of access manager to ensure that librarians can provide "anything, anytime, anywhere" (2005, p. 58). These tactics benefit the library's services to all students, as Anne Savage points out that in today's information society many patrons are accustomed to the Internet and expect instant information access (1999).

National University in California has a distance-learning program with learning centers, off-site programs, and an online program. Their move to making services better suited to the distance learner can be seen in the Strategic Plan of the university, developed after a 12-month self study. One of eight mission statements promises to purchase electronic resources and to "provide quick access to what it

does not own" while two of the six core values of the National University are "access" and "accelerated pace" (Secord, Lockerby, Roach, & Simpson, 2004, p. 409).

Although the Kansas State University does not have a distance services librarian, its Library Services Project Team created a Web-based survey in 2001 to evaluate its services to distance faculty and students. The survey found that "less than one-third of the [students] indicated they were aware of any of the [available library] services. Usage data were even more disappointing with 25 percent or fewer reporting that they had used any of the services" (Stockham & Turtle, 2004, p. 444). Libraries serving distance learners must make services to distance learners a priority. In this case, this means a push toward publicizing existing services.

Faculty members, in addition to librarians, must be prepared to address the needs of the distance learner. Anne Savage points out in a 1999 paper that faculty must be able to communicate effectively through technology as "they interact with their distance students more frequently than with their on-campus ones" (p. 210). Savage also stresses that successful distance programs must promote faculty development "in the domain of electronically supported distance teaching and learning" (p. 211).

Methodology

This study sought to determine patterns in citations from master's projects of graduate students of the School of Library and Information Sciences at The University of Southern Mississippi. It analyzed citations from master's projects turned in from 2004-2005.

Data Collection

The study began with an attempt to collect all master's projects turned in to the School of Library and Information Science at The University of Southern Mississippi from 2004 and 2005. Forty-two master's projects were recovered and the bibliographies from each project were examined. Seven of the 42 students were Hattiesburg residents. An Excel spreadsheet was created and for each

project, the first and last names of the author were recorded along with the year of confirmed graduation and location of the author. This information was copied onto two additional spreadsheets so that a total of three spreadsheets were created: one to include citation formats as journal, Web site, book or other; one including the publication year of each citation, and one including the cited journal titles. Six additional spreadsheets were created so that the spreadsheets listing the previous information were separated into two groups of three spreadsheets by master's project author location: three with distance learner information and three with Hattiesburg resident information. The six additional spreadsheets were created so that three of the spreadsheets listed distance learner citation formats, distance learner citation years, and distance learner journal titles and three spreadsheets listed Hattiesburg resident citation formats, Hattiesburg resident citation years, and Hattiesburg resident journal titles.

Data Analysis

For each citation format spreadsheet, the Excel function "COUNTIF" was used to tabulate the total types of citations used in the master's projects. For each citation year spreadsheet, the data were separated into the two years of master's project publication. For the master's projects completed in 2004, the citations published within the last five years were tabulated, using the "COUNTIF" function for all citations published after 1998. The citations published over five years were tabulated, using the "COUNTIF" function for all citations published before 1998. This process was repeated for the distance learner citation year spreadsheet and the Hattiesburg resident citation year spreadsheet.

For the journal title spreadsheet, the author information was removed from the Hattiesburg resident spreadsheet, leaving only the journal titles. Each column was then cut and pasted onto one column. The Excel "sort ascending" function was used to arrange the journal titles alphabetically. The Excel "PivotTable and PivotChart Report" function was then used to count the total number of unique journal entries as well as the total number of each

journal used by Hattiesburg residents. This process was repeated for the distance learner journal title spreadsheet. The Hattiesburg resident and distance learner journal title spreadsheets were then combined for a total journal title spreadsheet. Data from the spreadsheets were then compared between distance learning students and those living in Hattiesburg to find patterns of citation format, currency, and core journal titles.

Results

Type of Citations

In this study, 996 citations from 42 library and information science master's projects completed in 2004-2005 were identified. Of these, 60 percent (602) of the citations were from journals, 13 percent (126) were from books, 21 percent (209) were from Web sites, and six percent (59) were from other sources (see Table 1).

Table 1
Total Citation Formats

Type of Citation	Count	Percentage
Journal	602	60
Book	126	13
Web site	209	21
Other	59	6
Total	996	100

For the Hattiesburg resident citations, 216 total citations were identified. Of these, 59 percent (128) of the citations were from journals, 11 percent (23) were from books, 15 percent (33) were from Web sites, and 15 percent (32) were from other sources (see Table 2).

Table 2
Hattiesburg Resident Citation Formats

Type of Citation	Count	Percentage
Journal	128	59
Book	23	11
Web site	33	15
Other	32	15
Total	216	100

For the distance learner citations, 780 total citations were identified. Of these, 61 percent (474) were

from journals, 13 percent (103) were from books, 23 percent (176) were from Web sites, and 3 percent (27) were from other sources (see table 3).

Table 3
Distance Learner Citation Formats

Type of Citation	Count	Percentage
Journal	474	61
Book	103	13
Web site	176	23
Other	27	3
Total	780	100

Currency of Citations

In this study, 950 citations were identified with publication information. Of these, 58 percent (555) of the citations were published less than five years from the publication of the master's project and 42 percent (395) of the citations were published more than 5 years from the publication of the master's project (see Table 4). The oldest citation identified was published in 1632.

Table 4
Currency of Total Citations

Currency range	Citation count	Percent
Less than 5 years since publication of project	555	58
More than 5 years since publication of project	395	42
Total	950	100

For the Hattiesburg resident citations, 201 total citations were identified with publication information. Of these, 40 percent (80) of the citation were published less than five years from the publication of the master's project and 60 percent (121) were published more than five years from the publication of the master's project (see Table 5). The oldest citation identified in the Hattiesburg resident citations was published in 1890.

Table 5
Currency of Hattiesburg Resident Citations

Currency range	Citation count	Percent
Less than 5 years since publication of project	80	40
More than 5 years since publication of project	121	60
Total	201	100

For the distance learner citations, 713 total citations were identified with publication information. Of these, 62 percent (439) were published less than five years from the publication of the master's project and 38 percent (274) were published more than five years from the publication of the master's project (see Table 6). The oldest citation identified in the distance learner citations was published in 1632.

Table 6
Currency of Distance Learner Citations

Currency range	Citation count	Percent
Less than 5 years since publication of project	439	62
More than 5 years since publication of project	274	38
Total	713	100

Core Journals

Results from all of the three citation currency spreadsheets displayed Bradford's Law of Scattering as each groups citations could be divided into three zones of equal amounts of citations. Of the 592 journal titles identified in this study, 11 unique journal titles made up one-third of the total citations (198), 53 unique journal titles made up another one-third of the total citations (197), and 181 unique journal titles made up the remaining third of the total citations (197). The 11 most cited journals (zone 1 of Bradford's Law) are listed in Table 7.

Table 7
Total Journal Titles in Zone 1

Journal Title	Citations
<i>College and Research Libraries</i>	35
<i>American Libraries</i>	35
<i>Library Trends</i>	25
<i>Journal of Academic Librarianship</i>	22
<i>Library Resources and Technical Services</i>	16
<i>Serials Review</i>	15
<i>Library Journal</i>	12
<i>Journal of the American Society for Information Science</i>	10
<i>Folklore</i>	10
<i>Teacher Librarian</i>	9
<i>Computers in Libraries</i>	9

From the 125 Hattiesburg resident journal titles identified, three unique journal titles made up one-third of the total citations (40), 17 unique journal titles made up another one-third of the total citations (42), and 42 unique journal titles made up the remaining third of the total citations (43). The three most cited journals (zone 1 of Bradford's Law) by Hattiesburg residents are listed in table 8.

Table 8
Hattiesburg Resident Journal Titles in Zone 1

Journal Title	Citations
<i>College and Research Libraries</i>	20
<i>Journal of Academic Librarianship</i>	10
<i>Folklore</i>	10

From the 467 distance learner journal titles identified, 12 unique journal titles made up one-third of the total citations (155), 48 unique journal titles made up another one-third of the total citations

(155), and 148 unique journal titles made up the remaining third of the total citations (157). The 12 most cited journals (zone 1 of Bradford's Law) by distance learners are listed in Table 9.

Table 9
Distance Learner Journal Titles in Zone 1

Journal Title	Citations
<i>American Libraries</i>	34
<i>Library Trends</i>	21
<i>College and Research Libraries</i>	15
<i>Serials Review</i>	13
<i>Journal of Academic Librarianship</i>	12
<i>Library Journal</i>	11
<i>Library Resources and Technical Services</i>	10
<i>Journal of the American Society for Information Science</i>	9
<i>Teacher Librarian</i>	8
<i>Journal of Information Science</i>	8
<i>Computers in Libraries</i>	7
<i>Community College Journal of Research and Practice</i>	7

Hypotheses

Hypothesis 1: More than 75 percent of sources cited in the master's projects in this study are materials published in the last five years.

The results of the study did not support this hypothesis. Fifty-eight percent of the sources were cited five years or less from the date of publication of their master's projects. Results varied slightly from Hattiesburg residents and distance learners as Hattiesburg residents were 22 percent less likely to cite more current materials than distance learners (see Figure 1). This may be due to the tendency of the distance learner to be more reliant on online resources, which tend to be more current in nature.

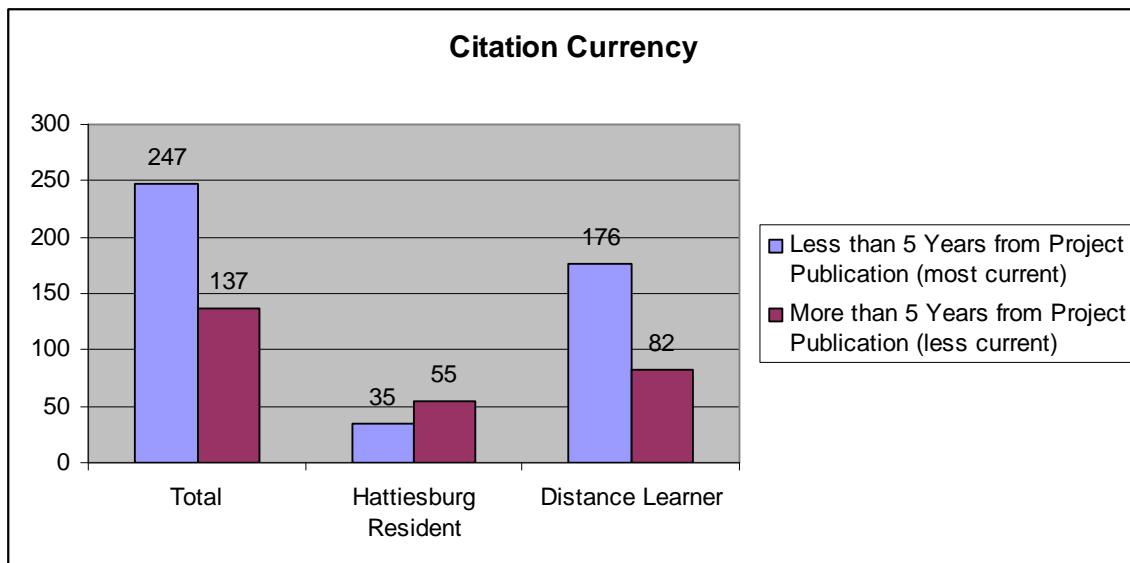


Figure 1

Hypothesis 2: Distance learners cite journal articles more than traditional students.

This hypothesis was not supported because distance learners cited both journals and books each only two percent more than Hattiesburg residents. Both groups cited journals considerably over all other formats; however, indicating that all students in the School of Library and Information Science share this preference. The numbers of the Hattiesburg residents' projects were considerably smaller than that of the distance learner (seven to 35, respectively), indicating again the possibility of misleading results found by Kuyper-Rushing.

Discussion and Conclusion

Findings from this study supported previous studies involving citation analysis. Students at The University of Southern Mississippi, whether distance or traditional, prefer journals as their primary source format. Core journals varied slightly between distance and traditional learners, as only five out of the top 10 journals used by Hattiesburg residents were listed in the total core journals for all groups. One master's project accounted for all citations of the journal *Folklore*, and because it was highly cited,

it placed ninth among the total journal titles (see Appendix 1). If collection development decisions were based on this sole study, *Folklore* would be considered a core journal for The University of Southern Mississippi's School of Library and Information Science, regardless of the fact that only one student used it.

Improvements could be made to future studies by the inclusion of a larger number of Hattiesburg residents. A broader scope in years of study would increase the results for comparison. Also simply combining the distance and traditional students may prove beneficial, as all courses are available online for the School of Library and Information Science master's degree program at The University of Southern Mississippi.

This study provided insight into the use of The University of Southern Mississippi collection by its graduate students of the School of Library and Information Science. When compared to results from citation studies of institutions with similar programs, these results will greatly benefit librarians in providing better access to the most beneficial information to their students, both traditional and distance learning.

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Appendix 1
Total Journal Titles

Journal Title	Citations
<i>College and Research Libraries</i>	35
<i>American Libraries</i>	35
<i>Library Trends</i>	25
<i>Journal of Academic Librarianship</i>	22
<i>Library Resources and Technical Services</i>	16
<i>Serials Review</i>	15
<i>Library Journal</i>	12
<i>Journal of the American Society for Information Science</i>	10
<i>Folklore</i>	10
<i>Teacher Librarian</i>	9
<i>Computers in Libraries</i>	9
<i>Library Quarterly</i>	8
<i>Journal of Information Science</i>	8
<i>Community College Journal of Research and Practice</i>	7
<i>The Macon beacon</i>	6
<i>Science and Technology Libraries</i>	6
<i>Reference and User Services Quarterly</i>	6
<i>Library and Information Science Research</i>	6
<i>School Library Journal</i>	5
<i>Public Libraries</i>	5
<i>Journal of the Medical Library Association</i>	5
<i>Journal of Librarianship and Information Science</i>	5
<i>Journal of Documentation</i>	5
<i>Children's Literature in Education</i>	5
<i>APLIS</i>	4
<i>South African Journal of Library and Information Science</i>	4
<i>Science</i>	4
<i>Rural Libraries</i>	4
<i>Online</i>	4
<i>Journal of the American Society for Information Science and Technology</i>	4
<i>American Journal of Speech-Language Pathology</i>	4
<i>Journal of Library Administration</i>	4
<i>Information Research</i>	4
<i>ERIC</i>	4
<i>Collection Management</i>	4
<i>The Serials Librarian</i>	3
<i>The Electronic Library</i>	3
<i>School Library Media Quarterly</i>	3
<i>Collection Building</i>	3
<i>Reading Teacher</i>	3
<i>Online Information Review</i>	3
<i>North Carolina Libraries</i>	3
<i>NAASP Bulletin</i>	3
<i>Mississippi Libraries</i>	3
<i>Library Talk</i>	3

<i>Library Hi Tech</i>	3
<i>Libraries and Culture</i>	3
<i>Journal of the Association of History and Computing</i>	3
<i>Canadian Journal of Information and Library Science</i>	3
<i>Information Technology and Libraries</i>	3
<i>Information services and Use</i>	3
<i>The Reference Librarian</i>	2
<i>T H E Journal</i>	2
<i>Art Documentation</i>	2
<i>Australasian Public Libraries and Information Services</i>	2
<i>Noxubee County Mississippi Quarterly Bulletin</i>	2
<i>College and Research Libraries News</i>	2
<i>New Directions for Community Colleges</i>	2
<i>Libri</i>	2
<i>Communication Research</i>	2
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	2
<i>Amerian Libraries</i>	2
<i>Education for Information</i>	2
<i>Library Research</i>	2
<i>Library Collections, Acquisitions, & Technical Services</i>	2
<i>Law Library Journal</i>	2
<i>Language, Speech, and Hearing Services in Schools</i>	2
<i>Knowledge Quest</i>	2
<i>Kentucky Libraries</i>	2
<i>Journal of Visual Imparement and Blindness</i>	2
<i>Journal of the Society of Archivists</i>	2
<i>Australian Academic and Research Libraries</i>	2
<i>Bulletin of the Medical Library Association</i>	2
<i>California Law Review</i>	2
<i>Journal of Digital Information</i>	2
<i>Health Information and Libraries Journal</i>	2
<i>Journal of Consumer Affairs</i>	2
<i>Journal of American Folklore</i>	2
<i>Journal of Advanced Nursing</i>	2
<i>Journal of Adolescent and Adult Literacy</i>	2
<i>Change</i>	2
<i>Yale Law Journal</i>	1
<i>Information Processing and Management</i>	1
<i>Contemporary European History</i>	1
<i>American Psychologist</i>	1
<i>InfoWorld</i>	1
<i>INSPEL</i>	1
<i>International Information & Library Review</i>	1
<i>International Journal of Instructional Media</i>	1
<i>International Journal of Selection and Assesment</i>	1
<i>International Journal of Special Libraries</i>	1
<i>International Journal of the Classical Tradition</i>	1

<i>International Security</i>	1
<i>Internet Reference Services Quarterly</i>	1
<i>Intervention in School and Clinic</i>	1
<i>IPIMAP</i>	1
<i>Journal Adolescent and Adult Literacy</i>	1
<i>Against the Grain</i>	1
<i>Individual Psychology: The Journal of Alderian Theory and Practice</i>	1
<i>Journal of Adolescent and Adult Literature</i>	1
<i>Indiana Law Journal</i>	1
<i>Journal of American and Comparative Cultures</i>	1
<i>Illinois Library Association Reporter</i>	1
<i>Journal of Communication</i>	1
<i>Howard Journal of Communications</i>	1
<i>Journal of Consumer Research</i>	1
<i>Journal of Counseling and Development</i>	1
<i>Journal of Criminal Justice Information</i>	1
<i>Herald of Library Science</i>	1
<i>Journal of Distance Education</i>	1
<i>Behavioral and Social Science Librarian</i>	1
<i>Journal of Education for Librarianship</i>	1
<i>Journal of Education for Library and Information Science</i>	1
<i>Journal of Educational Research</i>	1
<i>Journal of Health Communication</i>	1
<i>Journal of Health Communication Research</i>	1
<i>American Sociological Review</i>	1
<i>Journal of Interactive Learning Research</i>	1
<i>Journal of Librarian Administration</i>	1
<i>Australian Journal of Political Science</i>	1
<i>Computers in Human Behavior</i>	1
<i>Journal of Liesure Research</i>	1
<i>Journal of Management Information Systems</i>	1
<i>Journal of Personality & Social Psychology</i>	1
<i>Journal of Personality Assessment</i>	1
<i>Journal of Political Economy</i>	1
<i>Journal of Research on Computing in Education</i>	1
<i>Journal of Social Work Education</i>	1
<i>Journal of Sociology</i>	1
<i>Journal of Southern History</i>	1
<i>Graduate Journal of Social Science</i>	1
<i>Government Information Quarterly</i>	1
<i>Computers and Libraries</i>	1
<i>Geopolitics</i>	1
<i>Fordham Urban Law Journal</i>	1
<i>Adult Education Quarterly</i>	1
<i>Journalism and Mass Communication Quarterly</i>	1
<i>Katharine Sharp Review</i>	1
<i>Feliciter</i>	1

<i>Federal Probation</i>	1
<i>European History Quarterly</i>	1
<i>Law and Society Review</i>	1
<i>Essays of an Information Scientist</i>	1
<i>Learning Disability Quarterly</i>	1
<i>Libraries and Computing Centers, Issues and Mutual Concern</i>	1
<i>Community College Week</i>	1
<i>Library Acquisitions: Practice and Theory</i>	1
<i>Ashe-ERIC Higher Education Report</i>	1
<i>Children and Libraries</i>	1
<i>Library Collections: Acquisitions, and Technical Servies</i>	1
<i>Annual Review of Information Science and Technology</i>	1
<i>American Journal of Public Health</i>	1
<i>Library Mosaics</i>	1
<i>American School and University</i>	1
<i>EduccomReview</i>	1
<i>Educational Psychology</i>	1
<i>Library Resources and Technical Servies</i>	1
<i>Education Digest</i>	1
<i>Library Technology Reports</i>	1
<i>Adult Learning</i>	1
<i>Libres: Library and Information Science</i>	1
<i>Education</i>	1
<i>Lore and Language</i>	1
<i>Louisiana Libraries</i>	1
<i>Management Science</i>	1
<i>Maternal and Child Health Journal</i>	1
<i>Medical Informatics and Internet in Medicine</i>	1
<i>Medical Teacher</i>	1
<i>Commerical Appeal</i>	1
<i>Mississippi Library News</i>	1
<i>College of Information Science and Technology</i>	1
<i>Natural History</i>	1
<i>Econtent</i>	1
<i>Nordic Yearbook of Folklore</i>	1
<i>Early Childhood Education Journal</i>	1
<i>Distance Education Report</i>	1
<i>NSWA Journal</i>	1
<i>Bulletin of Information Technology</i>	1
<i>Acta Sociologica</i>	1
<i>Oxford Economic Papers</i>	1
<i>Physiotherapy Research International</i>	1
<i>Police Studies: The International Journal of Police</i>	1
<i>Policy Studies Journal</i>	1
<i>Problems of Post Communism</i>	1
<i>Distance Education</i>	1
<i>Public Library Quarterly</i>	1

<i>Public Relations Quarterly</i>	1
<i>Qualitative Analysis</i>	1
<i>Quarterly Bulletin of the International Association of Agricultural Information Specialists</i>	1
<i>Quarterly Journal of Economics</i>	1
<i>Quarterly Review of Distance Education</i>	1
<i>Reading</i>	1
<i>READING Literacy and Language</i>	1
<i>Reading Research and Instruction</i>	1
<i>College & Research Libraries News</i>	1
<i>Diabeties Care</i>	1
<i>Reference and User Servies Quarterly</i>	1
<i>Reference Services Review</i>	1
<i>Religious Education</i>	1
<i>British Medical Journal</i>	1
<i>School Libraries</i>	1
<i>Austrailian Library Journal</i>	1
<i>School Library Media Activities Monthly</i>	1
<i>BMC Medical Research Methodology</i>	1
<i>SCI Journal Citation Reports</i>	1
<i>Bookmobiles and Outreach Services</i>	1
<i>Architectural Record</i>	1
<i>Searcher</i>	1
<i>American Behavioral Scientist</i>	1
<i>Sex Roles: A Journal of Research</i>	1
<i>Social Forces</i>	1
<i>Social Science Quarterly</i>	1
<i>Social Work</i>	1
<i>Social Work Research</i>	1
<i>Society for Social Studies of Science Newsletter</i>	1
<i>South African Journal of African Languages</i>	1
<i>Book Report</i>	1
<i>South African Journal of Psychology</i>	1
<i>Southeastern Librarian</i>	1
<i>Special Libraries</i>	1
<i>Stanford Law Review</i>	1
<i>Studies in Higher Education</i>	1
<i>Systems and Services</i>	1
<i>Depression and Anxiety</i>	1
<i>American Medical News</i>	1
<i>Teaching Exceptional Children</i>	1
<i>Technicalities</i>	1
<i>Texas Law Review</i>	1
<i>The 21st Century Art Librarian</i>	1
<i>The ALAN Review</i>	1
<i>The American Journal of Distance Education</i>	1
<i>The Behavior Analyst Today</i>	1
<i>The Curriculum Journal</i>	1

<i>Clinical and Experimental Opthamology</i>	1
<i>The Georgia Librarian</i>	1
<i>The International Electronic Journal of Health Education</i>	1
<i>The Journal</i>	1
<i>Book List</i>	1
<i>The Prison Journal</i>	1
<i>Creativity Research Journal</i>	1
<i>The Review of Economics and Statistics</i>	1
<i>Clearing House</i>	1
<i>Time South Pacific</i>	1
<i>Web Ecology</i>	1
<i>Western Folklore</i>	1
<i>Wilson Library Bulletin</i>	1
Grand Total	592

Appendix 2
Hattiesburg Resident Journal Titles

Journal Title	Citations
<i>College and Research Libraries</i>	20
<i>Journal of Academic Librarianship</i>	10
<i>Folklore</i>	10
<i>The Macon beacon</i>	6
<i>Library Resources and Technical Services</i>	6
<i>Library Trends</i>	4
<i>Journal of the American Society for Information Science and Technology</i>	3
<i>The Serials Librarian</i>	2
<i>Serials Review</i>	2
<i>Public Libraries</i>	2
<i>Computers in Libraries</i>	2
<i>Noxubee County Mississippi Quarterly Bulletin</i>	2
<i>North Carolina Libraries</i>	2
<i>Mississippi Libraries</i>	2
<i>Library Quarterly</i>	2
<i>Journal of the Society of Archivists</i>	2
<i>Journal of American Folklore</i>	2
<i>Western Folklore</i>	1
<i>International Journal of the Classical Tradition</i>	1
<i>American Libraries</i>	1
<i>Information Services and Use</i>	1
<i>Journal of Education for Librarianship</i>	1
<i>Journal of Librarian Administration</i>	1
<i>Journal of the American Society for Information Science</i>	1
<i>College & Research Libraries News</i>	1
<i>Journal of the Association of History and Computing</i>	1
<i>Herald of Library Science</i>	1

<i>Law and Society Review</i>	1
<i>Law Library Journal</i>	1
<i>Libraries and Culture</i>	1
<i>Library Acquisitions: Practice and Theory</i>	1
<i>Library Collections: Acquisitions, and Technical Servies</i>	1
<i>Library Hi Tech</i>	1
<i>Library Journal</i>	1
<i>American Medical News</i>	1
<i>Library Research</i>	1
<i>Architectural Record</i>	1
<i>Library Resources and Technical Servies</i>	1
<i>Behavioral and Social Science Librarian</i>	1
<i>Lore and Language</i>	1
<i>Feliciter</i>	1
<i>Natural History</i>	1
<i>Nordic Yearbook of Folklore</i>	1
<i>European History Quarterly</i>	1
<i>Educational Psychology</i>	1
<i>Problems of Post Communism</i>	1
<i>Contemporary European History</i>	1
<i>Qualitative Analysis</i>	1
<i>Reference and User Services Quarterly</i>	1
<i>Science</i>	1
<i>Science and Technology Libraries</i>	1
<i>Commerical Appeal</i>	1
<i>Social Forces</i>	1
<i>South African Journal of African Languages</i>	1
<i>Stanford Law Review</i>	1
<i>Studies in Higher Education</i>	1
<i>Teacher Librarian</i>	1
<i>Texas Law Review</i>	1
<i>The 21st Century Art Librarian</i>	1
<i>The Electronic Library</i>	1
<i>American School and University</i>	1
<i>The Reference Librarian</i>	1
<i>Acta Sociologica</i>	1
Grand Total	125

Appendix 3
Distance Learner Journal Titles

Journal Title	Citations
<i>American Libraries</i>	34
<i>Library Trends</i>	21
<i>College and Research Libraries</i>	15
<i>Serials Review</i>	13
<i>Journal of Academic Librarianship</i>	12
<i>Library Journal</i>	11
<i>Library Resources and Technical Services</i>	10
<i>Journal of the American Society for Information Science</i>	9
<i>Teacher Librarian</i>	8
<i>Journal of Information Science</i>	8
<i>Computers in Libraries</i>	7
<i>Community College Journal of Research and Practice</i>	7
<i>Library Quarterly</i>	6
<i>Library and Information Science Research</i>	6
<i>Science and Technology Libraries</i>	5
<i>School Library Journal</i>	5
<i>Reference and User Services Quarterly</i>	5
<i>Journal of the Medical Library Association</i>	5
<i>Journal of Librarianship and Information Science</i>	5
<i>Journal of Documentation</i>	5
<i>Children's Literature in Education</i>	5
<i>South African Journal of Library and Information Science</i>	4
<i>Rural Libraries</i>	4
<i>Online</i>	4
<i>American Journal of Speech-Language Pathology</i>	4
<i>Journal of Library Administration</i>	4
<i>Information Research</i>	4
<i>ERIC</i>	4
<i>APLIS</i>	4
<i>Collection Management</i>	4
<i>Science</i>	3
<i>School Library Media Quarterly</i>	3
<i>Reading Teacher</i>	3
<i>Collection Building</i>	3
<i>Public Libraries</i>	3
<i>Online Information Review</i>	3
<i>NAASP Bulletin</i>	3
<i>Library Talk</i>	3
<i>Information Technology and Libraries</i>	3
<i>Canadian Journal of Information and Library Science</i>	3
<i>The Electronic Library</i>	2
<i>T H E Journal</i>	2
<i>Amerian Libraries</i>	2

<i>Australasian Public Libraries and Information Services</i>	2
<i>Australian Academic and Research Libraries</i>	2
<i>College and Research Libraries News</i>	2
<i>New Directions for Community Colleges</i>	2
<i>Libri</i>	2
<i>Communication Research</i>	2
<i>Bulletin of the Medical Library Association</i>	2
<i>Art Documentation</i>	2
<i>Library Hi Tech</i>	2
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	2
<i>Library Collections, Acquisitions, & Technical Services</i>	2
<i>Education for Information</i>	2
<i>Libraries and Culture</i>	2
<i>Change</i>	2
<i>Language, Speech, and Hearing Services in Schools</i>	2
<i>Knowledge Quest</i>	2
<i>Kentucky Libraries</i>	2
<i>Journal of Visual Impairment and Blindness</i>	2
<i>Journal of the Association of History and Computing</i>	2
<i>California Law Review</i>	2
<i>Health Information and Libraries Journal</i>	2
<i>Journal of Digital Information</i>	2
<i>Journal of Consumer Affairs</i>	2
<i>Journal of Advanced Nursing</i>	2
<i>Journal of Adolescent and Adult Literacy</i>	2
<i>Information services and Use</i>	2
<i>Yale Law Journal</i>	1
<i>Community College Week</i>	1
<i>Children and Libraries</i>	1
<i>InfoWorld</i>	1
<i>INSPEL</i>	1
<i>International Information & Library Review</i>	1
<i>International Journal of Instructional Media</i>	1
<i>International Journal of Selection and Assessment</i>	1
<i>International Journal of Special Libraries</i>	1
<i>International Security</i>	1
<i>Internet Reference Services Quarterly</i>	1
<i>Intervention in School and Clinic</i>	1
<i>IPIMAP</i>	1
<i>Journal Adolescent and Adult Literacy</i>	1
<i>American Behavioral Scientist</i>	1
<i>Information Processing and Management</i>	1
<i>Journal of Adolescent and Adult Literature</i>	1
<i>Individual Psychology: The Journal of Alderian Theory and Practice</i>	1
<i>Journal of American and Comparative Cultures</i>	1
<i>Journal of Communication</i>	1

<i>Indiana Law Journal</i>	1
<i>Journal of Consumer Research</i>	1
<i>Journal of Counseling and Development</i>	1
<i>Journal of Criminal Justice Information</i>	1
<i>Illinois Library Association Reporter</i>	1
<i>Journal of Distance Education</i>	1
<i>Book List</i>	1
<i>Journal of Education for Library and Information Science</i>	1
<i>Journal of Educational Research</i>	1
<i>Journal of Health Communication</i>	1
<i>Journal of Health Communication Research</i>	1
<i>American Sociological Review</i>	1
<i>Journal of Interactive Learning Research</i>	1
<i>BMC Medical Research Methodology</i>	1
<i>Howard Journal of Communications</i>	1
<i>Journal of Liesure Research</i>	1
<i>Journal of Management Information Systems</i>	1
<i>Journal of Personality & Social Psychology</i>	1
<i>Journal of Personality Assessment</i>	1
<i>Journal of Political Economy</i>	1
<i>Journal of Research on Computing in Education</i>	1
<i>Journal of Social Work Education</i>	1
<i>Journal of Sociology</i>	1
<i>Journal of Southern History</i>	1
<i>Adult Education Quarterly</i>	1
<i>Journal of the American Society for Information Science and Technology</i>	1
<i>Graduate Journal of Social Science</i>	1
<i>Australian Journal of Political Science</i>	1
<i>Government Information Quarterly</i>	1
<i>Journalism and Mass Communication Quarterly</i>	1
<i>Katharine Sharp Review</i>	1
<i>Geopolitics</i>	1
<i>Fordham Urban Law Journal</i>	1
<i>Federal Probation</i>	1
<i>Law Library Journal</i>	1
<i>Learning Disability Quarterly</i>	1
<i>Libraries and Computing Centers, Issues and Mutual Concern</i>	1
<i>Essays of an Information Scientist</i>	1
<i>Ashe-ERIC Higher Education Report</i>	1
<i>EduccomReview</i>	1
<i>Education Digest</i>	1
<i>American Journal of Public Health</i>	1
<i>Library Mosaics</i>	1
<i>Education</i>	1
<i>Library Research</i>	1
<i>Econtent</i>	1
<i>Early Childhood Education Journal</i>	1

<i>Library Technology Reports</i>	1
<i>Adult Learning</i>	1
<i>Libres: Library and Information Science</i>	1
<i>Distance Education Report</i>	1
<i>Louisiana Libraries</i>	1
<i>Management Science</i>	1
<i>Maternal and Child Health Journal</i>	1
<i>Medical Informatics and Internet in Medicine</i>	1
<i>Medical Teacher</i>	1
<i>Mississippi Libraries</i>	1
<i>Mississippi Library News</i>	1
<i>College of Information Science and Technology</i>	1
<i>Distance Education</i>	1
<i>North Carolina Libraries</i>	1
<i>NSWA Journal</i>	1
<i>Bulletin of Information Technology</i>	1
<i>Diabetics Care</i>	1
<i>Oxford Economic Papers</i>	1
<i>Physiotherapy Research International</i>	1
<i>Police Studies: The International Journal of Police</i>	1
<i>Policy Studies Journal</i>	1
<i>Against the Grain</i>	1
<i>Public Library Quarterly</i>	1
<i>Public Relations Quarterly</i>	1
<i>Quarterly Bulletin of the International Association of Agricultural</i>	
<i>Information Specialists</i>	1
<i>Quarterly Journal of Economics</i>	1
<i>Quarterly Review of Distance Education</i>	1
<i>Reading</i>	1
<i>READING Literacy and Language</i>	1
<i>Reading Research and Instruction</i>	1
<i>Book Report</i>	1
<i>Depression and Anxiety</i>	1
<i>Reference and User Services Quarterly</i>	1
<i>Reference Services Review</i>	1
<i>Religious Education</i>	1
<i>British Medical Journal</i>	1
<i>School Libraries</i>	1
<i>Creativity Research Journal</i>	1
<i>School Library Media Activities Monthly</i>	1
<i>Clinical and Experimental Ophthalmology</i>	1
<i>SCI Journal Citation Reports</i>	1
<i>Clearing House</i>	1
<i>Australian Library Journal</i>	1
<i>Searcher</i>	1
<i>Annual Review of Information Science and Technology</i>	1
<i>Sex Roles: A Journal of Research</i>	1

<i>Social Science Quarterly</i>	1
<i>Social Work</i>	1
<i>Social Work Research</i>	1
<i>Society for Social Studies of Science Newsletter</i>	1
<i>Bookmobiles and Outreach Services</i>	1
<i>South African Journal of Psychology</i>	1
<i>Southeastern Librarian</i>	1
<i>Special Libraries</i>	1
<i>Systems and Services</i>	1
<i>Computers in Human Behavior</i>	1
<i>American Psychologist</i>	1
<i>Teaching Exceptional Children</i>	1
<i>Technicalities</i>	1
<i>The ALAN Review</i>	1
<i>The American Journal of Distance Education</i>	1
<i>The Behavior Analyst Today</i>	1
<i>The Curriculum Journal</i>	1
<i>Computers and Libraries</i>	1
<i>The Georgia Librarian</i>	1
<i>The International Electronic Journal of Health Education</i>	1
<i>The Journal</i>	1
<i>The Prison Journal</i>	1
<i>The Reference Librarian</i>	1
<i>The Review of Economics and Statistics</i>	1
<i>The Serials Librarian</i>	1
<i>Time South Pacific</i>	1
<i>Web Ecology</i>	1
<i>Wilson Library Bulletin</i>	1
Grand Total	467

Hancock County Public Library System: History and Hurricane

By Andrea Moreau

Master's Research Project, December 2006
University of Southern Mississippi
Readers: Dr. M.J. Norton
Dr. Elizabeth Haynes

Introduction

The award-winning Hancock County Library System, consisting of four branches within the southwest corner of Mississippi, was dealt a devastating blow on August 29, 2005, as Hurricane Katrina made landfall and ravaged the Gulf Coast. The Waveland and Pearlinton branches of this library system were destroyed. The headquarters branch in Bay St. Louis and the Kiln branch sustained critical damage as well.

The impact of Hurricane Katrina, the most notorious natural disaster in our nation's history (as many have proclaimed), has historical significance in the field of library science as affected libraries, such as the Hancock County Library System, proceed through recovery.

Tragedy strikes libraries all too often. Research is easily performed in order to find a library that burned or flooded. But rare is the circumstance that provides for the opportunity to observe and learn from a library severely damaged along with its patronage, its city, its county, and its region.

Background

"Without libraries what have we? We have no past and no future." – Ray Bradbury

Bay St. Louis is a community that was established over two hundred years ago (Ellis, 1997). The current location of the Bay St. Louis library was established in 1969 on Dunbar and Ulman streets. Renovations and expansions of this branch were completed in April 1995 (Ellis, 1997, p. 87.) Since then, the library and its system has provided the community of Bay St. Louis and surrounding areas services and

programming, setting a record at the end of the 2002 fiscal year with over 250,000 patron transactions, "making it one of the busiest libraries in the State of Mississippi" (Hancock County Library System, 2002, p. 6).

Among the many awards and recognitions the library system has received, one of the most prestigious was received in September 2001; The Hancock County Library System received the National Award for Library Service from the Institute of Museum and Library Services. In 2003, the Bay St. Louis library was named a National Literary Landmark for Stephen E. Ambrose, the popular historian, professor, and author of over two dozen major works, who used this library for research (Hancock County Library System Web site, 2005).

Prior to the storm, the Bay St. Louis headquarters branch provided FOCUS (Free Online Computer User Services) computers, community meeting rooms, *Computer Smarts @ Your Library* classes, toddler story times, summer reading programs and one-on-one research assistance in-person, by phone and by email, and so much more. The Bay St. Louis branch re-opened on October 12, 2005 and the Kiln branch re-opened on September 10, 2005, only 12 days following the unprecedented disaster.

In order to appreciate the consequences of the damage inflicted on the Hancock County Public Library System, it would be useful to delve into the past and learn what has made this library such a fundamental part of its community and what led it to become nationally recognized.

Purpose of the Study

The purpose of this study was to examine data relating to the history and development of the Hancock County Public Library System through analysis of its branches. This study has shown the exploration of the history and growth of the libraries

up to Hurricane Katrina and has compared pre-Katrina statistics to post-Katrina statistics. This study has served as a comprehensive history and record of the development of the Hancock County Library System, and provided documentation of its damages and recovery. This study has served to assist others in disaster planning and management, has preserved the library system's history, has illustrated the importance of library services following a disaster, and, possibly, has revealed lessons for the future.

Guiding Research Questions

1. When were the library system and each of its branches founded, and what were some benchmarks of the system's early history?
2. What factors contributed to the library system's growth before Hurricane Katrina?
3. What services did the library system provide pre and post Hurricane Katrina?
4. What were the sizes of the collections of the branches both pre and post Katrina?
5. What were the circulation statistics of the branches both pre and post Katrina?
6. What were the staffing numbers pre and post Katrina?
7. What programming did the libraries offer pre and post Katrina?

Delimitations

This study did not regard income or expenditures. This study did not discuss specific monetary donations received by the library system following the hurricane.

Abbreviations:

BSL—Bay St. Louis
FEMA—Federal Emergency Management Agency
HCLS—Hancock County Library System
IMLS – Institute of Museum and Library Services
KN—Kiln Branch
MEMA—Mississippi Emergency Management Agency
MLC—Mississippi Library Commission
PL—Pearlington Branch

SBA—Small Business Association

WV—Waveland Branch

Assumptions

It was assumed that all data collected for the purpose of this study, including the collection data and the circulation data, were accurate and complete. It was assumed that all other data, history, news, and information collected for the purpose of this study were accurate.

Importance of the Study

Libraries may be called the infrastructure of a culture or cultures. They reflect and communicate the community's needs and curiosities in their collections and programming, provide a conduit to information in many forms, and provide free services to the public. When a fundamental component of a community is destroyed or damaged or even scuffed, it reminds those concerned with the preservation of their history, that their library is essential in that endeavor.

This study has provided a written history and compared pre- and post- Hurricane Katrina collection and circulation data of the branches of the Hancock County Library System. This study has documented this disaster's effect on the libraries, which could be useful not only as an historical study but for purposes of future disaster planning and management.

Literature Review

In consideration of how to go about researching items to include in this literature review, it was determined that attention must be paid to American, state, and local library history, of course, but in addition, attention must be paid to literature related to library catastrophe recovery. The following literature review contains scholarly work dealing with the history of libraries as well as libraries dealing with disasters, as history should be written while considering its current context as well as future implications.

American History of the Library

Edward A Goedeken (2004) pays attention to what's being written about libraries, both in quality and in quantity. In the article, "The Literature of American Library History, 2001-2002," Goedeken comments on the recent "generous outpouring of writings devoted to public libraries" (p. 180). His article provides commentary and a bibliography that includes books, master's theses and doctoral dissertations of histories of all types of libraries.

It is fundamentally necessary to record library history. This is evident in the work of Michael Harris, prominent library historian, as he points out the value of historiography of libraries and asserts in his *Reader in American Library History* (1971):

Historians point out that every age considers its own specific crises as the most significant, the most demanding, and potentially the most dangerous in the country's experience. An understanding of library history illustrates quite clearly that American librarians have faced seemingly major crises over the years; while we do not mean to suggest that we can afford the luxury of complacency at such a critical juncture in our history, it is both enlightening and encouraging to see the ways in which our predecessors perceived and overcame their most serious challenges (p. 1).

This quote has a poignant significance for this study. Robert Lee, in his essay, "The People's University—The Educational Objective of the Public Library," included in Harris's *Reader*, discusses what he calls the "turning point in American library history":

The establishment of the Peterborough Library in 1833 was significant in that it set a precedent in the use of public funds. Other free libraries were established during the next two decades in some of the small towns in Massachusetts, New Hampshire and New York State. The organization of

free libraries was relatively slow, however, until 1854 when the city of Boston—one of the large and culturally important cities of the country—established a public library. This marked the turning point in the history of the public library movement in the United States. The organization of a public library by a major metropolitan community, and the formulation by its founders of a rationale for free public library service, provided the impetus needed to set the public library concept into motion (Harris, 1971, p. 117).

Harris writes, "The opening of the reading room of the Boston Public Library at the Adams School House in 1854 heralded the advent of the American public library." In Harris' collection of essays mentioned above (*Reader in American Library History*, 1971), Albert Smith (as cited in Harris, 1971) describes how a part of the state bank tax provided for the purchase of library books by a vote in the spring of 1833. Though not sanctioned by the state legislature, this tax was divided among schools within one New Hampshire town and thereby established the first public and publicly supported "American town library" (p.117).

Fred Lerner, in his *Libraries Through the Ages* (1999), describes the establishment of other libraries around the country to be somewhat slower than in New England. The New York Free Circulating Library (privately founded and funded for its first seven years) was not established until 1879 while Boston's Public Library opened in 1854. Lerner further writes that the general consensus at the time the New York Free Circulating Library opened was that libraries were a "charitable enterprise" rather than "an essential municipal service" (p. 101).

In addition and prior to the *Reader*, Michael Harris assembled a large amount of history and research resources, though somewhat dated for the purposes of this study, in his *A Guide to Research in American Library History*, 2nd edition (1974). Each work listed, including published books, theses, and dissertations, includes a citation and an abstract of the work.

Another library history research starting point is Davis's and Tucker's *American Library History: A Comprehensive Guide to the Literature* (1989). This work has descriptive essays by the authors on a variety of libraries from their earliest developments including public libraries. However, the citations the authors provide do not include abstracts. Both Harris's and Davis's and Tucker's works listed several citations specifically regarding Mississippi libraries.

Harris includes the final chapter of Jesse Shera's *Foundations of the Public Library* (1949), in his *Reader*. Here, Shera presents the reasons for the necessity and growth of public libraries:

Historical scholarship and the urge to preservation, the power of national and local pride, the growing belief in the importance of universal education, the increasing concern with vocational problems, and the contribution of religion--these, aided by economic ability and encouraged by the example of Europe, were the causal factors in the formation of libraries that would be free to all the people. Underlying these [factors] was (sic) the influence of the people themselves--countless individuals in innumerable towns who had faith in the public library and believed implicitly in its social value (Harris, 1971, p. 157).

Sidney Ditzion was formulating his argument for the social and historical significance of libraries at around the same time as Shera. Considered a "standard" in library history, Ditzion's *Arsenals of a Democratic Culture* (1947) has been referenced many times throughout historical library literature. Harris includes a section of Ditzion's work in his *Reader* also. Merle Curti, who prefaced Ditzion's *Arsenals*, is referred to by Harris as "[praising] the author for writing one of the first library histories to be conceived and executed in terms of modern scholarship in history and sociology. His in-depth investigation of the sources and ground-breaking approach to the problem make his study extremely important" (as cited in Harris, 1971, p. 125).

History of the Southern and Mississippi Library

In research on the state level, an informative assemblage of Mississippi library history was compiled under the leadership of Willie D. Halsell, chairman of the Mississippi Library Association's Historical Committee from 1970 to 1974. Her impetus brought together the only such Mississippi library history reference to date. *A History of Mississippi Libraries* received cooperation from all over the state in submitting local library's histories (Peebles & Howell, 1975).

A History begins with description of the earliest known private library collections of colonial inhabitants, pioneers, and merchants mostly in the Natchez and Southwest areas of Mississippi. Though information such as this exists, the 1850 and 1860 censuses, according to *A History*, do not reflect how many private library collections there actually may have been. Social libraries came into existence prior to the American Civil War. These libraries required an annual fee for membership in order to borrow a book. The first chartered library by the first legislature of Mississippi once it received statehood was in 1818 and was called the Mississippi Literary and Library Company of Gibson-Port. Willie D. Halsell writes of the library company, "This was the earliest organization in Mississippi to be called a 'library' and actually set up under the supervision of a librarian" (Peebles & Howell, 1975, p. 31).

The 1850 census reveals only three social libraries or what are also called circulating or subscription libraries. But Halsell argues that there were more in 1850 as well as in 1860 as she obtained some record otherwise. It is noteworthy that the censuses name these libraries as "public" though as Halsell writes, "they were not tax-supported and free to all" (Peebles & Howell, 1975, p. 37.) The census of 1870 reports that there were nine "public" libraries with 3,710 volumes total (Peebles & Howell, 1975, p. 37).

Subscription and "Sunday school libraries" continue to be reported in the censuses through the turn of the century. With contributions from Andrew

Carnegie in the early 1900s, the tenacious Women's Clubs' push for "library service in every state" throughout the 20s, 30s, and 40s, the establishment of the State Library Commission in 1926 and additional Federal assistance through the Works Progress Library Project in 1934, libraries sprouted up across the state of Mississippi. The first state aid for true "public" libraries was appropriated by the Mississippi legislature in 1948 (Peebles & Howell, 1975, p. 172).

A History describes the "Bay St. Louis City-County Public Library" now known as the Hancock Public Library System's headquarters branch. The history related to this library begins with the library as one of the six libraries in the state organized through the Works Progress Administration in 1934 and continues through 1974 and will be discussed in depth later in this study (Peebles & Howell, 1975, pp.103-104).

A History goes on to describe the earliest inceptions of dozens of public libraries and library systems in Mississippi from the turn of the century to publication of the book. The book contains information on several different types of libraries including public school libraries and college and university libraries around the state (Peebles & Howell, 1975).

As research continued in pursuit of individual library histories, many theses, dissertations, and articles on the subject of public library histories were revealed. A variety of library histories were reviewed such as Jonathan Jeffrey's studies of Kentucky public libraries, "Looking Back: The Genesis of the Bowling Green Public Library" (2004), and "Looking Back: A History of the Montgomery County Public Library" (2003).

Jeffrey is a prolific writer of Kentucky Library history. Both of the above studies were published as feature articles in *Kentucky Libraries*. His histories document the private citizens' and communities' efforts to establish libraries in the early 1800s. Jeffrey discusses circulation statistics, collection development and holdings throughout both libraries' developments through the present, as well as

benefactors and various locations of these libraries throughout the decades. Bowling Green's public library had an especially colorful and convoluted history. After many attempts at organization and efforts and funding on the part of a variety of interested parties, the library was once located in the Bowling Green Armory, very near the town square. On December 31, 1946, the library experienced a great tragedy in losing almost \$14,000 in books in a fire (Jeffreys, 2004, p. 37). As in other library histories, where the library encountered tragedy, the community rallied, and the library reopened to the public just two months after the fire (p.38).

Shannon White's (2000) thesis, "The Development of the Statewide Tax-Supported Library System in Alabama: 1901 – 1974," provides insight to the development of libraries in Alabama. She writes, "Alabama did not witness the creation of a separate agency devoted solely to the formation, administration, and funding of public libraries until 1959. A tax supported public library system serving every county was not completed until 1974" (p.14).

The Ocmulgee Regional Library System in Eastman, Georgia began a cooperative project with the College of Library and Information Science of the University of South Carolina to create a large collection of theses, dissertations and other published and unpublished histories of libraries throughout Georgia. This project, called The Georgia Library History Project, provides a Web site that offers a bibliography containing over 100 histories of public libraries in Georgia as well as histories of academic and other library types in Georgia (The Georgia Library History Project, n.d.).

Patrick Valentine takes into account the cultural, political, and socioeconomic factors that contributed to or delayed the development of public library service in Wilson, North Carolina from the 1900s to the 1940s (1993, p. 284-287). He describes the area as "agrarian" and remarks on the reputation of North Carolina itself as "a vale of humility between two mountains of conceit" in which he is describing the state in the middle of its two neighboring states of

Virginia and South Carolina which looked down on the state as void of culture and signs of development which they were experiencing around the turn of the century (p. 287). Further, Valentine found in his research that in the mid-1800s, the Wilson area had the state's highest illiteracy rate, had high crime and high infant-mortality rates and was one of the state's most prominent cotton and tobacco producing areas (p. 287). Despite these concerns, there was, "at least some *desire* for greater cultural amenities" (p. 287). Attempts were made, especially by the local newspaper, to garner public support for a library in the late 1800s but it was not until 1921 that the Wilson Library, a subscription library, formed (p. 293). The library trudged through the depression and managed to stay afloat through civic pride, donations, several moves, and finally, during 1938-1940, the state legislature passed several acts that established permanent local funding (p. 296). The city of Wilson, a sparsely populated farming community, though "backward" in many ways, was at the forefront of spearheading the library movement in North Carolina.

Local Public Library History

On the local level, one of the more recent local library histories is Sally Donovan's master's project, "The History of the Long Beach Public Library: A Model of Persistence, Dedication and Growth" (2004). Her project is an historical study as well as a quantitative analysis of the growth factors of one of the only two independent libraries in the state, the Long Beach Public Library. Her analysis included circulation, collection numbers, library hours, and other services and compared them with the Blackmur Memorial Library, the other independent library in the state of Mississippi. Donovan also compared statistics with libraries of communities with similar population sizes.

Libraries and Disaster

One would be hard pressed to locate a scholarly article on the effect of disasters on public libraries or any libraries of a statistical nature. There is a great deal of literature, however, on disaster management

and planning as well as articles that would help with restoration of library items following a catastrophe. One such article, which is one of the more thorough in representation of the lot of disaster management articles, is by Morgan and Smith (1997). The authors state, "disaster management and planning should be one of the most important aspects of library management, but in practice it has been found to be a neglected field in librarianship" (p. 62). Their study focuses on academic and public libraries in the Greater Cape Metropolitan area of South Africa, which were affected by disasters, fire or flood, and found that, the libraries were lacking in disaster management and planning. This paper also explores library disasters over the ages from the 3rd century AD when fire ravaged the library at Alexandria through the 1966 flooding of the Arno River in Florence that destroyed over one million volumes at the Biblioteca Nazionale Centrale. Other disasters mentioned were concerning the results of earthquakes, hurricanes, and war on libraries and their collections. The study goes on to discuss the phases of disaster planning, which are the prevention, preparedness, reaction, and recovery phases.

Darcel A. Bryant, associate librarian at the Louis Stokes Health Sciences Library, Howard University, Washington, D.C., presented an electronic poster at the Medical Library Association Annual Meeting and Exhibition in Phoenix, Arizona this in May 2006. Named "Libraries and Disaster Preparedness and Recovery: Making Your Library a Safer Place to Be During a Natural Disaster and Making It Easier for Your Library to Recover from a Natural Disaster", Bryant presents reports from several libraries across the United States that experienced damage from flood, earthquake, hurricane, or tornado from 1994 to 2001. Her poster exhibition sought to provide others with lessons learned in those circumstances to encourage disaster planning in other libraries. Her presentation contained an ample bibliography of books and other media including CD-ROMS, videos, and more concerning planning and preparedness and disaster recovery and restoration.

Methodology

Thanks to their interest in this study, the Hancock County Library System director, Prima Plauché, the public affairs/development officer, Mary Perkins, and the library services coordinator, Jamie Elston, have generously supplied documents for perusal and analysis for both the historical narrative and descriptive statistics from both before and after hurricane Katrina for all four branches of the library system.

This study used printed primary and secondary data in order to perform a quantitative research study of the growth of the Hancock County Library System prior to and following Hurricane Katrina. Statistics gathered comprised the five years before the storm and the year following the storm. Other historical data and data related to the storm as is pertinent to this study were compiled from secondary resources such as local newspapers, published local histories, county press releases and documents, books, pamphlets, and Web sites.

Descriptive statistics were compiled from published and unpublished documents provided by the HCLS as well as from the annual *Statistics of Public Libraries in Mississippi* reports produced by the Mississippi Library Commission both in print and online. Information reviewed from this resource included fiscal year circulation, materials and items owned, services including reference and interlibrary loans, population served, part-time and fulltime staff, and volunteer hours. These statistics were compiled into spreadsheets and further into tables and graphs using Microsoft® Excel 2000© to show growth trends both pre- and post- Katrina.

The statistics from the years preceding Hurricane Katrina are provided to show activity and services provided by the library and evidence of its usage by the community it serves. The statistics provided following the disaster are shown in order to show progress in recovery and growth and may serve as a baseline for future study in disaster recovery of library systems and their branches.

Results: The History of the Hancock County Library System

“Libraries are not made; they grow.”

— “*Book Buying.*” *Obiter Dicta.*

Augustine Birrell (1850-1933)

The Beginning

The first attempt at the organization of a public library in Hancock County was The King’s Daughters Public Library, dedicated to the public in 1893. The library was housed at a new public school site in Bay St. Louis. It was supported purely by donations and fundraising by the residents of Bay St. Louis. The library was later relocated to the Planchet Store building which burned down in the Fire of 1907 (Ellis, 1997, p. 86). The fire consumed a hotel, convent, church, the Planchet Store building, and many private homes (Ellis, 1997, p. 58).

No other records of attempts to organize a library exist from 1907 until 1933. Depending on which resource was consulted, it is known that in 1933 (HCLS, History, 2002, p. 1) or 1934 (Peebles & Howell, 1975, p. 103), the Hancock County Library System’s earliest beginnings were with the organization of about 200 books and the noble efforts of Louise Crawford, affectionately known as “Miss Louise” or “Miss Weesie” (Peebles & Howell, 1975, p. 103; HCLS, History, 2002, p. 1). Louise Crawford “had no library training, but . . . a lot of energy, enthusiasm, and determination” (Scharff, 1999, p. 505). The library was housed for free for more than ten years in two rooms on the second floor of the Hancock County Bank building donated by the bank. The library was known as the Bay St. Louis City-County Library (Peebles & Howell, 1975, 103). *The History of the Hancock County Library System* (2002) states that, “By 1934 . . . It [the library] consisted of about 261 donated books with 100 registered borrowers” (1).

Another tenant of the Hancock County Bank building, Dr. James A. Evans, donated a table and chair to the library. Dr. Evans’s dental office was across the hall from the library. The city of Bay St. Louis donated a

stove, fuel, a rug, and some money toward the purchase of an encyclopedia and hired a janitor for the library. Hancock County supplied lumber for shelving and general supplies (Scharff, 1999, p. 505) and workmen to build the shelving (HCLS, History, 2002, p.1).

Miss Crawford developed several programs to increase public awareness of the library as well as increase holdings. Among these were “periodic book reviews” which required a small fee for attendance, “book showers,” solicitation of donations, gifts to the library, from private patrons, businesses, book houses and publishers (Scharff, 1999, p. 505). Among the responses to Miss Crawford’s many letters asking for donations were Henry Ford’s donation of a complete set of McGuffey Readers and Mrs. Louise S. Brechtel’s donation of sixty-six children’s books. Mrs. Brechtel was a children’s book reviewer for the *New York Herald-Tribune* (Scharff, 1999, p. 505).

The Works Progress Administration (WPA) was established under executive order by President Franklin Delano Roosevelt in 1935. The Bay St. Louis City-County Library then became one of the six libraries in Mississippi to be regulated by the WPA. Under this administration, the library’s holdings grew to 5,000 volumes by 1937. The WPA required that the library have distribution centers in the surrounding areas of Hancock and Pearl River counties. There were 16 distribution centers in all. Miss Crawford was required to visit these “outposts” each month in her own car in order to bring new books and pick up others (Scharff, 1999, p. 506). These mini-branches were in Bay St. Louis, at the Valena C. Jones School, Aaron Academy, Ansley, Catahoula, Clermont Harbor, Dedeaux, Edwardsville, Gainesville, Hoda Town, Kiln, Lakeshore, Leetown, Logtown, Necaise Crossing, Sellers, and Waveland, once a month (Scharff, 1999, p. 523).

The library remained under WPA regulation until the end of the WPA program. During this time Miss Crawford continued to manage the libraries with the assistance of Miss May Edwards (Scharff, 1999, p. 506).

By 1948, Miss Crawford oversaw the moving of the library and its 9,000 volumes, from the Hancock County Bank building to the ground floor of the Knights of Columbus building on Main Street in Bay St. Louis (Peebles & Howell, 1975, p. 103; HCLS, 2002, p. 1).

In 1952, a collection of 7,000 volumes of books known as the “valuable Knowles collection,” was given to the library (Peebles & Howell, 1975, p. 104). This donation and the continued growth of the library’s holdings prompted a meeting of the Library Board. The president of the Library Board at this time was Mrs. Peu deMontluzin. Following the resolutions adopted for this purpose and the organization of a committee, a meeting of the citizens of Hancock County and Bay St. Louis was held where a goal of \$10,000 was established to be funded by donations for the purchase of a new building. The building chosen was known as the Plunket home at 123 Court Street. At this time the current Library Board (its origin unknown) “applied to the state for a charter of incorporation so that the property could be owned in its name” (Scharff, 1999, p. 560, as quoted from the *Sea Coast Echo*, 1958, B8). It was then that the library became known as the City-County Memorial Library (Peebles & Howell, 1975, p. 104).

In mid-1953, a formal opening was held in the new building where some of the “distinguished guests” representing the Mississippi State Library Commission were Mrs. Ernest Eley and Mrs. Leila Harper of Jackson, and John Paul Jacobs, Director of Libraries for New Orleans (Scharff, 1999, p. 560).

In 1959, Louise Crawford resigned from the City-County Memorial Library and was succeeded by Mrs. Catherine Wilson. In 1965, the new librarian became Mrs. Edith Humphreys (Peebles & Howell, 1975, p. 104).

In 1965, efforts began at securing another library site to house the growing collection. Following a substantial financial gift of \$10,000 to the library to be used for a building fund, the Library Board of Trustees offered to the city and county, its building

and its 25,000 volume collection valued at over \$50,000 in order to gain consistent financial support. The Hancock County Board of Supervisors accepted the offer and a one mill tax was dedicated (HCLS, History, 2002, p. 1; Peebles & Howell, 1975, p. 104). In 1966 (HCLS, History, 2002, p. 1), the library then became named the City-County Public Library and Mrs. Watson Prindiville was the appointed coordinator (Peebles, 104). The Mississippi Library Commission, established by an Act of the Mississippi Legislature in 1926, could then assist the library since now it was a public entity. This stands as the first major benchmark of the development of the Hancock County Library System as this early predecessor library would no longer have to depend on donations for operation.

Still, there was the need for a more appropriate, larger and permanent building to house the library's collection. This need was met in 1967 when property was purchased on Highway 90 and Ulman Avenue in Bay St. Louis for \$17,000. A fundraising campaign earned enough donations to pay for the debt on the property and the Library Board applied to the MLC for funding from the Library Services and Construction Act, a federally financed legislative act. Seven years later, funding for construction of a new library was finally approved (HCLS, History, p. 2).

In the meantime, however, despite a defeated bond issue in 1968, the library continued to operate and grow with the loan and later purchase of a bookmobile in 1969. The bookmobile opened as a branch in Waveland, which "suffered severe damage and loss" in 1969 following Hurricane Camille. The hurricane hit while the library was in the process of moving to a building on Dunbar and Ulman Avenues. Despite its losses, the library reopened in only three weeks (HCLS, History, 2002, p. 2).

It is unknown as to when the Friends of the Library fundraising and support organization was founded in the Bay St. Louis area but it is reported that Hurricane Camille "completely disrupted the activities of the Friends of the Library" and the organization became inactive in March 1971 (Scharff, 622). The Friends of

the Library Organization was reformed in 1973 along with combining efforts later that same year with the Friends of Mississippi Libraries, Inc. Scharff states that in 1978, the organization had 114 members and expanded to include Waveland and Kiln, thereby becoming Friends of the Hancock County Library System (1999, p. 622).

In October 1990, through a Library Services Construction Act grant, the Hancock County Library System was able to go "on line" with a new integrated computer system (Dynix) which automated inventory and circulation (HCLS, History, 2).

The Hancock County Library System received the following awards and acknowledgements, which seems to provide evidence of the library system's reputation and service to the community:

- 1996—Hancock County Chamber of Commerce Community Pride Award for continued commitment to community service, community economic development and community beautification.
- 1996—Mississippi Municipal Association Making Mississippi Move Award for innovative programs that improve quality of life.
- 1997—Mississippi Library Association Public Relations Award for *Renaissance: The Revival of a Community*, a community mosaic mural for the Headquarters Library.
- 1999—Mississippi Library Association Public Relations Award for the Hancock County Library System's Annual Holiday Tree Gala.
- 2000—Hancock County Chamber of Commerce Community Pride Award for continued commitment to community service and economic development.
- 2001—Institute of Museum and Library Services National Award for Library Service a national award recognizing outstanding libraries nationwide that make significant and exceptional contributions to their communities.
- 2002—Mississippi Library Association Public Relations Award for Richmond Barthe': An Exhibit

of His Locally Owned Works at the Hancock County library System.

- 2002—Mississippi Municipal League Municipal Excellence Award to the City of Waveland for the Waveland Library Literacy Program.
- 2003—Friends of Mississippi Libraries Chapter One Award to the Library Foundation of Hancock County for outstanding volunteer contributions and exemplary service.
- 2003—National Literary Landmark Register Designation by Friends of Libraries USA and Friends of Mississippi Libraries for the Bay St. Louis-Hancock County Library where Stephen E. Ambrose researched *Nothing like It In The World: The Men Who Built the Transcontinental Railroad, 1863-1869*, and other titles.
- 2004—Mississippi Library Association Public Relations Award for the Kiln Public Library Community Tree Lighting.
- 2006—Sirsi/Dynix Building Better Communities Award for providing a vital community service by restoring Internet and telephone service for community use in Hurricane Katrina's aftermath (Hancock County Library System Web site).

The Branches

Below are landmark dates and descriptions of highlights of each of the branches within the Hancock County Library System

Bay St. Louis

It is reported in Peebles's and Howell's *A History of Mississippi Libraries* that by the end of 1974, the Bay St. Louis branch held 31,800 items. An annex had also been opened at the library for the much needed space (1975, p. 104). On September 3, 1974, seven years after the initial application was made to the Mississippi Library Commission for funds from the Library Services and Construction Act, a legal agreement was entered into by the MLC, the Library Board of Trustees, and officials from Bay St. Louis, Waveland and Hancock County, for the construction of a new headquarters library in Bay St. Louis (HCLS, 2002, pp. 2-3).

On Sunday, July 13, 1975, a groundbreaking ceremony was held and less than a year later, on June 27, 1976, the new Hancock County Library Bay St. Louis branch was dedicated. At the time it consisted of 10,500 square feet and held 60,000 media and books (HCLS, 2002, p. 2). In 1993 the Bay St. Louis headquarters branch broke ground for additions and renovations to its building. In the meantime, the library had to be moved to temporary quarters in the McDonald Building nearby for this project. The library reopened in 1995 in its present location, nearly doubling its size, with total square footage of 17,000 (HCLS, 2002, pp. 2-3; Ehrbright, 1994, p. C01).

Waveland

The city of Waveland occupies six miles of beachfront along the Bay of St. Louis and then five miles over to Highway 90 in Hancock County. A bookmobile had been purchased and placed next to the Waveland Town Hall and opened as a branch in 1969. This branch expanded when it was moved to the inside of the Waveland Town Hall and opened officially in 1971 (HCLS, 2002, p. 2).

Later, in 1976, the library was located next to the Waveland Civic Center. The library was renovated and dedicated in 1983 and renovated once again in 1995 and renamed the Waveland Library Literacy Center (HCLS, 2005). In 2001, a \$600,000 renovation and expansion project (Sun Herald Editorial Board, C12) was begun on the Waveland Library Literacy Center funded, in part, by a \$500,000 capital improvement grant from the city of Waveland. The library was expanded from 3,000 to 5,000 square feet and officially reopened on August 14, 2003 (HCLS, 2002, p. 4; HCLS, 2005).

Kiln

A library branch was established in the Kiln area of Hancock County approximately 15-20 miles away from the Bay St. Louis branch of the library system to serve the population of over 2,000 Kiln residents. The branch also serves the nearby Diamondhead community which currently has over 9,000 residents.

The Kiln branch opened in April 1977 in a temporary facility until it was moved to the former Farm Bureau building in 1980 and occupied approximately 1,100 square feet. The Kiln branch had about 4,000 volumes at this time (HCLS, 2002, p. 3).

A new building began construction in 1999 and was completed in February 2000 with the assistance of a Library Services and Construction Act grant through the MLC. The Hancock County Board of Supervisors allocated matching funds, along with an additional \$1.2 million to construct the building. A ribbon-cutting ceremony was held and more than 500 people attended the branch opening. The new facility is located on Mississippi Highway 603 and occupies 10,000 square feet. The library includes adult and young adult reading rooms, a special children's area, a large community meeting room with a separate entrance and sixty parking places (Ehrbright, 2000, p. A4). The Kiln branch of the Hancock County Library System was featured in *Library Journal's* December 2000 architectural issue and was the subject of a feature article in *Mississippi Libraries* (HCLS, 2002, pp. 3-4).

Pearlington

Pearlington, located along the Pearl River, was once the home of a large lumber industry. This small community sits right across the river from St. Tammany Parish, Louisiana and once had a Mississippi-Louisiana ferryboat terminal. Through the years, the town of Pearlington became more and more isolated as a new highway bypassed the area and economic and job opportunities shifted to other parts of the county. Prior to Hurricane Katrina, the population was over 2,300. The town had no supermarket, no shopping center, and only a few small businesses and an elementary school known as Charles B. Murphy (HCLS, 2002, p. 1). In a Project Overview Press Release (2000), the Hancock County Library System Director states,

Charles B. Murphy Elementary School serves almost 200 children, but an equal number of children and young adults are bused [sic] daily on a fifty-mile round trip to the middle, junior

and high school . . . Upon their return to the community, they have no library resources or after-school activities. Transportation out of the community is not a possibility to many of these children. Pre-school children have no opportunities to attend reading enrichment story times. Adults are isolated from the Library System's adult education and literacy program and there are no community facilities to house extensions of the Community Education Program or the School District's GED program. To remedy this educational and informational inequity, the Hancock County Library System and Hancock County School District have entered into a partnership to provide a joint-use facility in Pearlington (HCLS, Project Overview, 2000, p. 1).

This partnership marked the first of its kind in Mississippi. The library was utilized as a public library as well as the media center for the Charles B. Murphy public school. The media center overall was 6,600 square feet, the public library area was 2,100 square feet and the office, work room, and storage was 825 square feet (HCLS, Pearlington Public Library Fact Sheet, 1999, p. 2).

The school district spent \$1.1 million for renovations to the school and the construction of the attached library media center. The HCLS operated the library, purchased and cataloged items, and provided equipment and software for automation. The library provided access to tens of thousands of books and media to the teachers and students of Charles B. Murphy and the residents of Pearlington. In addition, the library system provided programming including the Summer Reading program and other library services such as fax, copier, inter and intralibrary loan and other reference services (Ehrbright, 1999, p. A3; Plauche, 2000, pp. 1-3).

The following tables show the populations of the various communities within Hancock County. Population has remained steady in the past five years; however, library resources and circulation

have steadily increased and show a slight leveling in the past two years. Volunteer assistance and the

HCLS staff have also increased in the past year.

Table 1. Population

Population

Year	Hancock County	Bay St. Louis	Kiln	Pearlington	Waveland
2001	41518	8209	2040	1684	6674
2002	41518	8209	2040	1684	6674
2003	44031	8131	2040	1684	6732
2004	45933	8209	2040	1684	6674
2005	46711	8209	2040	1684	6674

(www.census.gov and HCLS unpublished raw data)

Table 2. Hours of Operation -- Weekly

Year	Hancock County	Bay St. Louis	Kiln	Pearlington	Waveland
2001	180	53	48	43	36
2002	180	53	48	43	36
2003	192	53	48	43	48
2004	195	56	48	43	48
2005	195	56	48	43	48

Table 3. Personnel

Fiscal Year	Volunteers	BSL	KN	WV	PL	HCLS Total
2001	1	23	5	3	2	34
2002	1	12	5	3	2	23
2003	1	25	5	3	2	36
2004	1	25	5	3	2	36
2005	55	25	5	3	2	90

Table 4. Hancock Library System Personnel by Branch

Fiscal Year	ALA Librarians	Other Librarians	Other Staff	Total Staff	Volunteer Hours
2001	4	11	19	30	523
2002	4	15	17	32	657

2003	5	15	22	37	886
2004	5	0	31	36	1651
2005	3	0	33	36	2252

Table 5a. Services Provided by the HCLS System-Wide.

Fiscal Year	ILL Loans Provided	ILL received	Library Programs	Attendance at Library Programs (adult)	Children's Programs	Attendance at Children's Programs
2001	0	1365	156	9923	75	13610
2002	0	1516	172	8158	82	10372
2003	1551	1188	195	7598	101	11609
2004	0	1209	219	22605	117	12099
2005	1088	873	183	22514	97	12157

Table 5b. Services Provided by the HCLS System-Wide.

Fiscal Year	# Public Terminals	Users Per Year	Reference Questions	Library Visits	Per Capita	Registered Patrons	Percentage Population Registered
2001	18	56212	23379	79739	2	10949	1
2002	16	52000	27686	89813	2	36413	1
2003	13	52000	28535	93241	2	38598	1
2004	21	50389	34860	109140	2	40227	1
2005	21	65884	32560	103179	2	41754	1

Table 6. Circulation.

Fiscal Year	HCLS Total	Bay St. Louis	Kiln	Pearlington	Waveland
2001	235088	175514	45165	8581	5828
2002	259487	185070	60643	10444	3330
2003	286156	192296	74750	16351	2759
2004	289144	170265	72638	16886	29355
2005	278852	161693	67264	17044	32851

Figure 1. Circulation

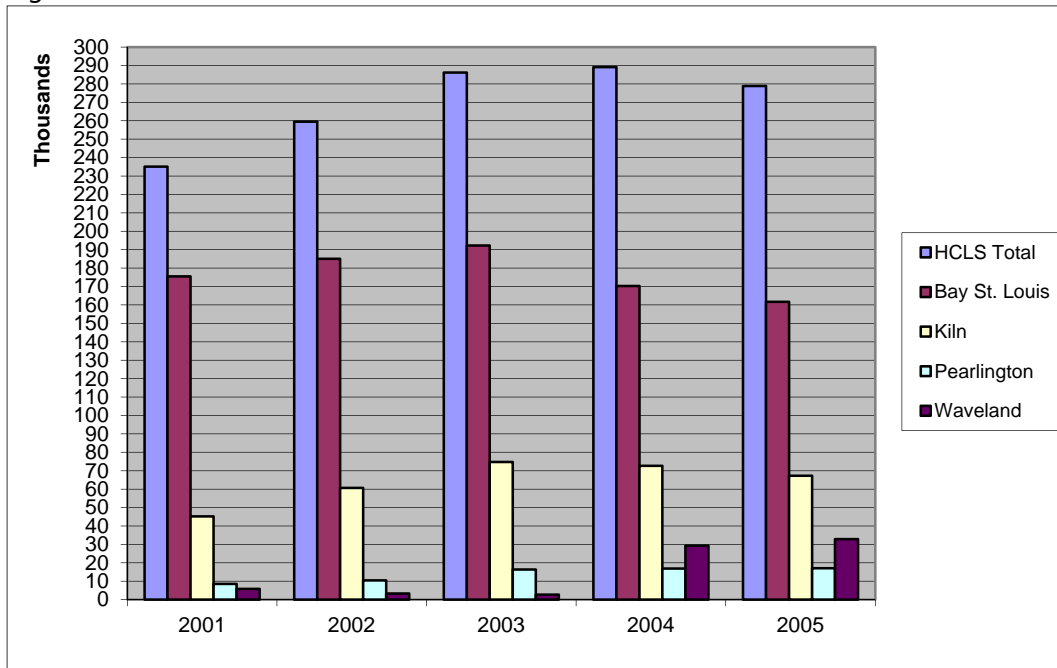


Table 7. Collection Statistics for HCLS System-Wide.

HCLS	Total Print	E-Books	Audio	Videos	Databases	Total Electronic	Print Subscriptions	Electronic Subscriptions	Total Subscriptions	Other	Grand Total
2001	89210	0	3201	4001	30	9623	145	0	145	945	100663
2002	96454	0	3842	4236	31	9828	156	0	156	1126	115829
2003	101189	0	4785	4911	132	9828	160	0	160	1438	112615
2004	106084	0	5186	5605	31	10822	175	0	175	188	117269
2005	106084	0	5186	5605	32	10823	159	0	159	1149	110457

Table 8. Holdings Pre-Katrina, All Branches as of June 2005

	BSL	KN	WV	PL	Total
Adult Regular	51249	13264	5774	2407	72694
Adult Large Print	1440	989	148	12	2589
Adult MS/LA	1940	469	95	100	2604
Professional	416	11	4	6	437
Juvenile	5304	1873	940	3325	11442
Children's	4324	1911	1289	1924	9448
All Print Materials	64673	18517	8250	7774	99214

Audios	1463	1053	610	148	3274
CD books	668	459	379	264	1770
Videos	3023	1405	873	442	5743
DVDs	436	255	313	88	1092
Non-print	5590	3172	2175	942	11879
Total All Print	64673	18517	8250	7774	99214
Total Non-Print	5590	3172	2175	942	11879
Total All Materials	70263	21689	10425	8716	111093

The above statistics, unless otherwise noted, were provided courtesy of the Hancock County Library System unpublished raw data and notes. Some statistics were retrieved from the *Mississippi Public Library Statistics* (2001-2005) both print and online versions (<http://www.mlc.lib.ms.us/AboutMLC/MSPubLibStatistics.htm>).

The Hurricane

Bay St. Louis, Kiln, Pearlinton, and Waveland are four towns situated at the southwestern most corner of the state of Mississippi, in Hancock County, bordering the Louisiana state line. Pearlinton sits on the state line on the Pearl River. Bay St. Louis and Waveland sit on the Bay of St. Louis, an outlet to the Gulf of Mexico. The National Weather Service set Katrina's landfall, when the eye comes ashore, at 6:10 a.m., August 29, 2005, in Plaquemines Parish, La., and a second time at 10 a.m. on the Mississippi and Louisiana line (Fitzhugh, Tarter & Wilson, 2006, p. 3). Hurricane Katrina, upon making landfall, was described by the National Weather Service as Category 3 hurricane with maximum sustained winds of 125 mph (Chrostowski, 2005, p. 23).

The Mississippi Library Commission reports from a "Library Collection Information Survey: Damage and Assessment of Needs" in February 2006, that Hurricane Katrina brought with it winds of around 150 mph and a storm surge of "at least 30 feet above sea level" (p. 3). It describes the infrastructure of Hancock County, with its population of about 46,000, sustaining "catastrophic damage" with "75% of the structures in the City of Bay St. Louis . . . severely

damaged or destroyed; 90% of the structures in the City of Waveland . . . severely damaged or destroyed" (MLC, 2006, p. 3).

The reports further describes the assessment of damage,

Of the four HCLS branches, two were completely destroyed—the two-year old Waveland Public Library and the six year old Pearlinton Public Library. The ten year old Bay St. Louis—Hancock County Library (the headquarters branch) and the five year old Kiln Public Library also sustained damage. The destruction of the two branches included complete destruction of at least 30,000 materials. This amounts to a loss of 1/3rd of the library system's collection. Damage at the headquarters branch included water damage to walls and flooring. Water damage at the headquarters was primarily from roof leaks and seepage; the core collection of 70,000 materials, their shelving and other equipment remain usable. Access is limited because many materials were moved in order to remove wet carpet and dry wall (MLC, 2006, p. 3).

Among the 30,000 books lost, some could be accounted for in people's homes or among the damaged or destroyed libraries during Katrina. For concerned citizens seeking to return books weeks and months following the storm, no fines were being charged by the library system but the library was

happy to get back more than 700 items checked out prior to the hurricane (Firmin, 2005, p. 15).

With the insurgence of casinos over the last 15 years, south Mississippi was marching steadfast into the 21st century prior to this hurricane. The area was growing as indicated by population and physical signs of economic prosperity. The Hancock County Chamber of Commerce Web site reports that Hancock County has experienced a 35% population increase over the last decade (2005, n.p.). Due to the loss of industry, including casinos, the loss of property and the fact that the HCLS receives income from millage on assessed property valuation from the City of Bay St. Louis, the City of Waveland and Hancock County, “the income from these ad valorem taxes will plummet over the next several years” (MLC, 2006, p. 3). The report also notes in the “Needs Assessment” that ten of the 36 HCLS staff members did not return following the storm (MLC, 2006, p. 3).

In an American Library Association Status Report on the Association’s Web site, the assessment of loss and damage for the entire system was six million dollars. In the year following Katrina, only necessary, temporary repairs for basic function have been made to the two open branches. Though the system has received donations:

Damage assessment for the Hancock County Library far exceeds the donations and anticipated insurance settlements and FEMA funding . . . FEMA funds are made on a reimbursement basis and require 10% local cash match. Thus government entities must have significant cash flow to proceed with repair and rebuilding projects. With tax bases devastated, local government funding . . . does not exist and funds for operations is significantly reduced. Thus funding remains the most significant barrier to restoring library services and programs to the children and adults of Hancock County, Mississippi (ALA, 2005, n.p.).

A New Beginning

Despite the devastation, the Hancock County Library System reopened quickly. A November 4, 2005 article from the Sun Herald reported that the system had two branches open: the Bay St. Louis-Headquarters branch and the Kiln branch. Among the services offered to the community were “satellite phones, laptop computers, copying machines and fax machines . . . [fax machines were free of charge to local residents for storm-related issues]” (Biffle, 2005, p. D2). In addition, the libraries had clean restrooms and air-conditioning which was a luxury in post-Katrina Southern Mississippi at that time. These two branches were open from 8:30 a.m. to 5:30 p.m. Mondays through Fridays and until 1 p.m. on Saturdays (Biffle, 2005, p. D2).

In a January 2006 edition of GulfCoastNews.com, a post-Katrina update revealed that both open branches were offering free Internet, fax and copy services, free tax forms, disaster recovery information, and traditional library and information services. Both the Bay St. Louis and the Kiln branches offered VITA (Volunteer Income Tax Assistance) and AARP (American Association of Retired Persons) members to provide free tax assistance and electronic filing (GulfCoastNews.com, n.p.).

Unique to this post-disaster situation was the opportunity for the library to play an integral role in assisting patrons, countywide, in the recovery effort. Beyond simple library services, the following encompass the services provided to the people of Hancock County housed within the two remaining branches of the HCLS, primarily in the Bay St. Louis headquarters location: food pantry, Habitat for Humanity, FEMA and MEMA assistance, SBA, Corps of Engineers, Project Recovery Foundation for Hope (provided counseling for mental health issues), Volunteer Referral Center, Corps of Engineers at the Kiln branch (registered citizens and provided and installed tarps known as “blue roofs” to cover damaged roofs), Disaster Survivors’ Legal Assistance provided help with insurance matters, applications for Mississippi Home Help grants, and H.A.N.D.S.

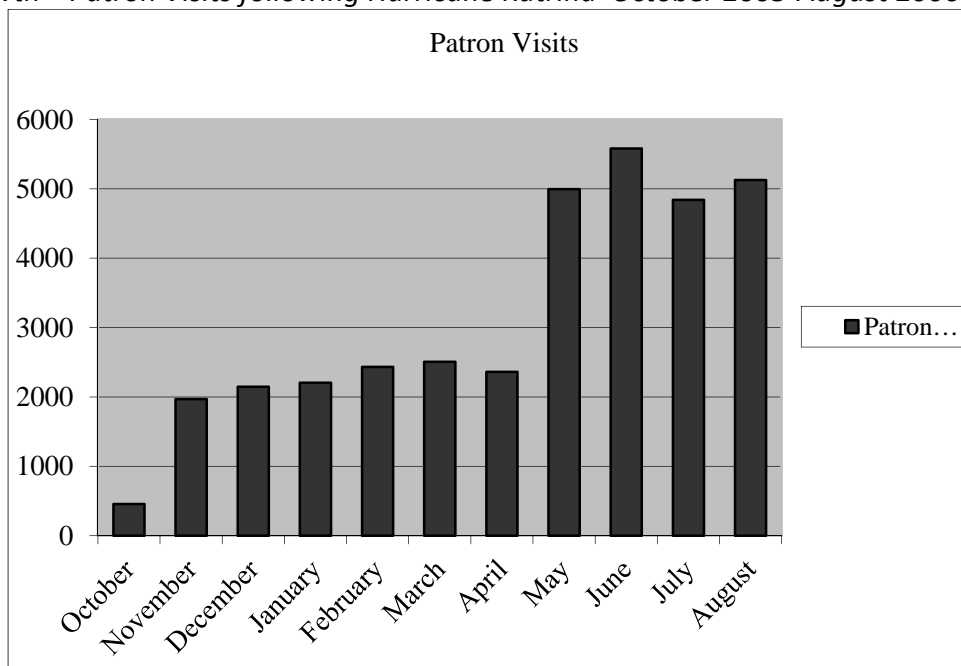
(Helping Americans Needing Disaster Support) provided basic kitchen supplies and clothing among others (HCLS, 2005, n.p.). In an article in the *Clarion-Ledger*, Library Director, Prima Plauché is quoted as saying, “I never thought that we would be an access point for some of the things we’re doing right now. It’s great to see the role we’re still playing in the community” (Bolger, 2005, p. 1D).

The table below shows patron visits and services used by patrons at the Bay St. Louis-Headquarters branch in the months following the hurricane. The table seems to show that patrons increasingly took advantage of valuable services provided by the Hancock County Library System in the months following Katrina.

Table 9. Post-Hurricane Katrina Statistics--Public Service Statistics Mid-Year (For October 1, 2005-March 31, 2006)

Month 2005-2006	Patron Visits	Reference Questions	Copies Made	Faxes	Internet
October	455	234	172	128	296
November	1968	562	592	604	1492
December	2146	639	784	802	778
January	2204	733	982	924	856
February	2432	849	1034	998	1855
March	2506	2545	1200	1106	3076
April	2362	2769	1042	1098	2769
May	4995	3070	1122	955	2833
June	5581	2696	1044	982	3343
July	4840	3352	976	937	3244
August	5127	3150	982	915	3293

Figure 2. Growth—Patron Visits following Hurricane Katrina October 2005-August 2006.



The Headquarters branch meeting room was used for many reasons, some even before the library officially opened, immediately following the hurricane. The meeting room was used by the Florida Emergency Management Agency as a Visitors Reception Center, by the Humane Society of Hancock County, the Governor's Commission, and to register disaster victims for Emergency Relief Food Cards where more than 6,500 people registered (HCLS, 2005, n.p.; *Mississippi Libraries*, 2005, p. 93). Both the Kiln branch and the Bay St. Louis branch functioned as a Volunteers Reception Center, matching volunteers with citizens who needed demolition or rebuilding help (MLC, 2005, p. 1).

While a commercial company helped to dry out damaged books at the Bay St. Louis branch of the HCLS and the branch itself was called into service, as described above, almost immediately following the storm, efforts on the part of many individuals, library systems and other agencies began in order to help out the damaged library system of Hancock County. The Hancock County Library System has been adopted by eight cities and organizations plus 22 libraries throughout the nation (*The Sun Herald*, 2005, p. C1).

Friends of Mississippi Libraries, Inc. in conjunction with the MLC and the Mississippi Library Association began the "Rebuild Mississippi Libraries Fund" to "supplement insurance funding to libraries that apply for aid" (Bolger, 2005, p. 1D). John Grisham, Mississippi author who began the "Rebuild the Coast Fund" stated that he would use some of the funds to help rebuild Mississippi libraries (Bolger, 2005, p. 1D).

Librarians from First Regional Library in Hernando, Mississippi almost 400 miles north, drove down to volunteer for the recovering library. They installed drywall, replaced damaged ceiling tiles and painted. Other volunteers came from Lafayette County and the Oxford Public Library in Mississippi, to name only a couple (Risher, 2006, p. DSB1).

Among the many gifts the HCLS has received following the storm, one of the most notable was the donation of a bookmobile for Pearlington. The Allegany County Library System of Maryland, the

Anne Arundel County library system, and the Maryland Library Association partnered together when they learned of the library system's need and drove down to Pearlington to deliver the donated bookmobile, thousands of new books and money to purchase new materials. The financial assistance and books came from the network of Maryland library systems, businesses, private individuals, and professional associations (Anne Arundel County Public Library, 2005, n.p.; Horseman, 2005, p. B3). The bookmobile was donated the week before Christmas 2005 (CNHI New Service, n.d., n.p.). The HCLS held a "Kids Day" at the Pearlington Mobile Library on August 27, 2006 where it was reported in the *Sun Herald* that the bookmobile library is now stocked with "close to 4,000 books," including children's books, DVDs, books on CDs, and books for adults (Halleman, 2006, n.p.) SirsiDynix donated hardware and software to enable the bookmobile to checkout books electronically (SIRSI Corporation, 2005, n.p.).

Another optimistic occurrence post-Katrina was the award given to the Hancock County Library System by the SirsiDynix Corporation. The award, \$10,000 and an etched-glass award, called the SirsiDynix 2006 Building Better Communities Award, was presented at the American Library Association annual conference in New Orleans in July 2006. The award, given to five libraries across the country and Canada, "recognizes libraries for creative and enterprising uses of technology to improve their communities" (Knight-Ridder, 2006, p. B5). This seemed to be evident in the assistance the library provided its community immediately following the hurricane.

Conclusion

The Hancock County Library System has a long history of service and dedication to its community along with a community dedicated to it.

In peaceful, unaffected times, libraries have proven themselves to be steadfast, fundamental fixtures in the lives of the average citizen. In times of crisis and confusion, the Hancock County Library System, though wounded, stood as a beacon to those seeking help through information and assistance. It may have

taken a regional disaster to introduce many to the numerous advantages and conveniences a library holds. It may have taken this disaster to prove to a nation that libraries are essential providers of free access to information, education, and in this case, many helping hands.

This document serves several purposes. It provides a history of the Hancock County Library System and highlights its expansion and progress along with the development and growth of its branches. This document provides a window in which to view the potential devastation Mother Nature can wreak on any library and its surrounding communities. Consequently, this paper should serve to prompt libraries to have disaster and recovery plans in place and to safeguard libraries' precious commodities.

The Hancock County Library System rose to the occasion and did what it could as soon as it could in order to serve its community above and beyond its mission, which is, "Our mission as a library system is to provide the people of Hancock County and its communities with the right information, in the right form, at the right time. Our library staff puts a high priority on excellent customer services that are accessible, available and affordable to everyone in Hancock County" (HCLS, 2005, n.p.).

The Hancock County Library System, despite its setbacks, seems to be on track with its recovery and will continue to be a beacon of information and education to the communities it serves.

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