2014

Entire Issue: Volume 3, Issue 1

Stacy Creel

Follow this and additional works at: <https://aquila.usm.edu/slisconnecting>

Part of the [Archival Science Commons](#), [Collection Development and Management Commons](#), [Information Literacy Commons](#), [Scholarly Communication Commons](#), and the [Scholarly Publishing Commons](#)

Recommended Citation

Creel, Stacy (2014) "Entire Issue: Volume 3, Issue 1," *SLIS Connecting*: Vol. 3 : Iss. 1 , Article 10.

DOI: 10.18785/slis.0301.10

Available at: <https://aquila.usm.edu/slisconnecting/vol3/iss1/10>

This Complete Issue is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in SLIS Connecting by an authorized editor of The Aquila Digital Community. For more information, please contact Joshua.Cromwell@usm.edu.

THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning

Volume 3, Issue 1 Spring 2014

SLIS Update

By Elizabeth Haynes, Director

Welcome to this issue of *SLIS Connecting*. We are pleased to be able to continue publishing this newsletter to showcase our news and scholarly papers of interest.

It seems like this academic year is almost over – as I write this we are enjoying spring break with (more or less) warmer temperatures. Spring is lovely in South Mississippi and never more welcome than this year after what seems like months of cold weather and two and a half days lost to an ice storm in February.

Our faculty members have been busy and I'd like to highlight a few of their accomplishments.

- Dr. Catharine Bomhold has recently had two peer-reviewed articles accepted about her research on smart phone mobile applications in the university library environment as well as doing a presentation in Memphis.
- Dr. Stacy Creel received the Outstanding Faculty Teaching Award for the College of Education and Psychology.
- Dr. Creel, Dr. Brenton Stewart, and Dr. Teresa Welsh addressed a standing room only audience recently about integrating technology into teaching at the USM Educators Connect Conference.
- Dr. Griffis, our newest faculty member, was invited to help the Owens Sound, Ontario Carnegie Library celebrate their 100th anniversary by speaking at the celebration about the history of the library as a Carnegie Library.
- Dr. Creel, Dr. Griffis, Dr. Stewart, and Dr. Welsh all presented posters at the recent ALISE conference in Philadelphia.
- Dr. Xinyu (Cindy) Yu is teaching a course in Health Information this spring that was developed through support from a grant from the National Library of Medicine.
- See the publications section elsewhere in this issue for additional information about faculty publications.

After two years as a visiting instructor, Mr. Edmand Pace joined the faculty as an instructor in January,

2014. Mr. Pace works with undergraduate students with both teaching and advising.

The 2014 Fay B. Kaigler Children's Book Festival was a huge success. Christopher Paul Curtis was our Medallion winner, and he was joined by other noted authors and illustrators in the line-up.

We're excited about a new graduate scholarship that was recently funded for five years. Unlike most of our other scholarships, this scholarship is open to any graduate student meeting the qualifications, regardless of place of residence. If you are an alum, employer, or friend of USM SLIS, then we encourage you to consider donating to this scholarship, which is administered through the USM foundation. Pledges can be paid out over five years on a monthly basis through bank draft or credit card charge. For example, a pledge of \$1000 costs only \$17 per month if paid out over five years. Please think about making this tax-deductible gift to the School. We'll be happy to send you a donation form or put you in touch with the USM Foundation.

Enjoy this issue of *SLIS Connecting*.

Dr. Elizabeth Haynes received her MLS and Ph.D. degrees from the University of Texas at Austin. She has been a school library media specialist 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. She joined the faculty of the School of Library and Information Science at the University of Southern Mississippi in Hattiesburg in 1998.

Faculty Spotlight

Dr. Elizabeth Haynes received both a B.A. and B.S. degree from Texas Woman's University and her MLS and Ph.D. degrees from the University of Texas at Austin. She served as a school library media specialist 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 (SLIS) at The University of Southern Mississippi. Dr. Haynes became the Director of SLIS in July 2013. She has served on numerous committees throughout the university and has written a variety of publications.

Dr. Haynes has served as a member of, and the chair of, the University Academic Council, as a member of Faculty Senate, and as a member of the University Priorities Committee. She is the author and co-author of books and articles including: "Getting Started with Graphic Novels in School Libraries" and "The Class of 2022: How Will We Meet Their Needs and Expectations" both found in *Library Media Connection* and *Crime Writers: A Reference Guide* published by Libraries Unlimited. She has presented at numerous conferences including the Fay B. Kaigler Children's Book Festival, Mississippi Library Association, and the American Library Association. Her research area and interests include: Manga, fan-fiction, youth services, and school libraries. She is a regular attendee at science fiction conferences and Dragon Con.

In the past, Dr. Haynes has taught cataloging, school library courses, young adult courses, adult services, and many more. Currently, she teaches LIS 695 – Master's Project.

Alumni Spotlight

Stephen Cunetto, Administrator of Systems at Mississippi State University (MSU) Libraries, earned his B.S. in Communication at MSU and his Masters in Library and Information Science at The University of Southern Mississippi in 2006. As the Administrator of Systems, he provides strategic direction, oversight, and maintenance of the libraries' technological infrastructure and technology services. He manages and provides direction for several departments including Access Services, Instructional Media Center, Systems, Web Services, Digital Preservation and Access Unit, and the Charles Templeton Music Museum. Other responsibilities include serving as the director of the Mississippi Library Partnership, a consortium of 53 academic, public and school libraries, managing the Mississippi Academic Library Consortium, and serving as the Technical Advisor for the MAGNOLIA project.

He is a member of the Library Administrative Council, chairs the Libraries' Library Technology Committee and the Assessment Committee. He serves on several campus committees including the MSU Information Technology Oversight Committee and serves as chair of the MSU Lyceum Committee. He has received grants from the National Endowment for the Humanities and the Mississippi Arts Commission. Cunetto served as the President of several organizations including the Mississippi Library Association (2012), Mississippi Theatre Association (2001-2002), Starkville Area Arts Council (2001), and Starkville Community Theatre (1999-2001). He has served as the Executive Director of the Mississippi Theatre Association since 2003. In 1999, Cunetto was awarded the Mississippi Library Association's Peggy May Award.

Course Spotlight

LIS 692 Independent Study: Genealogy Research
(offered spring, summer, fall semesters for 1 or 3 credit hours) Faculty: [Dr. Teresa S. Welsh](#)

This independent study is appropriate for graduate students interested in genealogy research—a favorite topic in many public libraries, academic libraries, and archives. The 3 credit-hour course is approved as an elective for the [Graduate Certificate in Archives and Special Collections](#).

Would you like to research your family tree and earn academic credit? Would you like to become familiar with genealogical resource like Ancestry.com, FamilySearch, and Find A Grave? Then the independent study on genealogy research may be of interest.

The text for the course is *Mastering Genealogy Proof* (2013) by Thomas W. Jones, available in print and e-format by the [National Genealogical Society](#).

The goal of the course is to become knowledgeable in genealogical resources and to demonstrate proficiency in genealogical research using the standards and guidelines of the [National Genealogical Society](#).

The objectives of the course include acquiring knowledge and experience of:

- The basic purposes of genealogy
- Tools used in genealogical research
- Preparation of a genealogical report or family tree for a family or individual
- Collection and services of a specific genealogical collection.

Requirements for one credit hour:

Create a family tree using a [software](#) of choice or NGS ancestor charts and family group sheets:

http://www.ngsgenealogy.org/cs/getting_started

- At least one line should go back 5 generations or more
- Include digital copies of primary-source records (census record, birth certificate, marriage license, military record, grave headstone image, etc.) that document the information in the tree.

Requirement for three credit hours:

- Create a family tree as required above
- Locate a genealogical collection at a local library or archive and prepare a 12-15 page report on the collection's print and online resources and services.

For more information on this course or any other course offered in spring or fall 2014, click on the Academics link at <http://www.usm.edu/slis>

Source: <http://www.ngsgenealogy.org>

Student Associations News

LIS Student Association (LISSA)

Officers for 2013-14

President – Emilie Aplin

Vice President – Colleen Smith

Secretary – Elizabeth La Beaud

Webmaster – J.J. Crawley

Faculty Advisors – Dr. Xinyu Yu, Dr. Matthew Griffis

LISSA Officers J.J. Crawley, Emilie Aplin, Colleen Smith (Elizabeth La Beaud not pictured)

Catching up with LISSA: A Quick Look at the Library & Information Science Student Association by Emilie Aplin

LISSA (Library & Information Science Student Association) played an active role in several events during the fall 2013. In October, as part of the ALA Student-to-Staff Program, LISSA sponsored an essay contest open to all SLIS students with the winner receiving travel funds to attend the 2014 ALA annual meeting. Requirements included an active ALA student membership and a brief essay on the role professional associations will play in librarianship during the 21st century. Callie Wiygul was selected as the winner and will attend the ALA annual meeting in Las Vegas in June. Way to go, Callie!

Each semester, LISSA members participate in a service project. This fall, LISSA officers created an online wish list for donations to the *Give a Child a New Book* program, an annual book drive sponsored by Friends of University Libraries and the Favre 4 Hope Foundation in conjunction with the Salvation Army. In previous years, the program focused on donations from Hattiesburg and Gulf Coast.

Embracing the online environment of SLIS, LISSA's contribution of an Amazon wish list allowed donations to be sent from anywhere in the world, greatly increasing the number of potential donors. The online wish list is a partnership LISSA would like to continue each year to encourage participation on a larger scale.

The April LISSA meeting was broadcast live via Blackboard Collaborate. In the future, a Blackboard link to access upcoming meetings will be sent out on the SLIS listserv in advance so all interested SLIS students may participate in meetings remotely.

During the spring 2014 semester, LISSA members are working with Dr. Stacy Creel on her Zoo Books Box Project. Per Dr. Creel, the goal is "to incorporate books and reading into the zoo experience and to expose children to information about the zoo animals, conservation, and ecology." SLIS volunteers are contributing by locating age appropriate print and online resources about zoo animals for inclusion in the boxes. SLIS students may also participate by donating books. Questions regarding this project should be directed to Dr. Creel.

In April, LISSA members volunteered during the annual Fay B. Kaigler Children's Book Festival, April 9-11. Volunteers assisted speakers, distributed evaluations, collected attendance stats, and staffed a SLIS table. LISSA t-shirts were available to purchase, and students and alums in attendance stopped by to say hello. LISSA also maintains an active Facebook page, which features upcoming events and posts of interest to SLIS students.

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

Southern Miss Student Archivists (SMSA)

Officers for 2013-14

President: – Cole Smith

Vice President – Rob Richards

Media/Public Relations Coordinator – Callie Wiygul

Co-Chairs, Educational Outreach Committee –

Phillip Carter, Janine Whitecotton

Faculty Advisor – Dr. Teresa S. Welsh

Southern Miss Student Archivists News

SMSA President Cole Smith is Webmaster and Media/Public Relations Coordinator Callie Wiygul the Historian for the Society of Mississippi Archivists.

<http://www.msarchivists.org/about/>

As part of her archival practicum, Marie Schroeter curated an exhibit in the Cook Library of pop-up books from the de Grummond Children's Literature Collection. <http://www.lib.usm.edu/degrummond/>

Callie Wiygul presented "Cataloging and Collaboration: Cataloging the Bobby Davidson Smith Art Library at the Ohr-O'Keefe Museum of Art in Biloxi" at the Miss. Library Association Conference, Biloxi, Oct, 17, 2013.

Sarah Clay was awarded a summer internship at the Newseum in Washington, DC. A Newseum intern works with a 35,000 piece historic print news collection at their support center in Laurel, Maryland.

<http://newseum.org>

Archival Practicum at McCain Library and Archives

by Rob Richards

One of the greatest opportunities offered within the School of Library and Information Science is the Graduate Certificate in Archives and Special Collections, which requires an archival practicum.

The archival practicum course allows the student to enter the world of archives and special collections at a basic entry level position and work with professionals in the field to get a real life feel of what archives and collections have to offer.

Out of various opportunities in the Hattiesburg area, I decided to conduct my archival practicum at the McCain Library and Archives at the University of Southern Mississippi. Starting in early January and continuing throughout this semester, I have learned an enormous amount from the highly experienced and capable staff at McCain. From the foundations of knowledge discussed in the various archival classes, I soon found myself putting archival theory to practical use working with several collections such as the RG2 collection, which featured various photos from 1998, the Ogletree Collection, and now the Intercollegiate Athletics Group Collection. It has been and will continue to be a rich and rewarding experience that could be your experience as well.

An archival practicum, LIS 648, requires 150 hours of work in an archive or special collection.

<http://ocean.otr.usm.edu/~w146169/648syllabus.htm>

Fay B. Kaigler Children's Book Festival 2014

More than 400 librarians, teachers, faculty, and students attended the USM Children's Book Festival, Apr. 9-11, in Hattiesburg to see an outstanding slate of authors and illustrators including M.T. Anderson, Kathi Appelt, Mary Hamilton, Karen Nelson Hoyle, Leda Schubert, David Small and Sarah Stewart, and attend a variety of breakout sessions and workshops. <https://www.usm.edu/childrens-book-festival/>.

Christopher Paul Curtis (right) was awarded the 2014 Southern Miss Medallion by USM President Dr. Rodney Bennett.

After graduating from high school in Flint, Michigan, Christopher Paul Curtis attended college at nights while working on a Buick assembly line. After working for 18 years, he took a year off work to write his first book, *The Watsons Go to Birmingham - 1963* (1995), which won several awards. His second book, *Bud, Not Buddy* (1999), was the first book to win both the Newbery Medal and The Coretta Scott King Author Award. His latest book is *The Mighty Miss Malone* (2012).

The Book Festival is sponsored by the Southern Miss School of Library and Information Science and the de Grummond Children's Literature Collection. The Ezra Jack Keats Lecture and Book Awards are sponsored by the Ezra Jack Keats Foundation.

Coffee and cookie breaks on Wednesday and Thursday afternoons were sponsored by LISSA and SMSA student groups.

Upcoming Events

Elizabeth La Beaud, editor of *The Primary Source*, is seeking articles/essays on collections related to the Civil Rights Movement and Mississippi Freedom Summer. <http://www.msarchivists.org/publications>

Louisiana/Southern Mississippi (LaSoMi) Special Libraries Association meeting, Wednesday, May 7, 10am, Gulf Coast Research Library, Ocean Springs. <http://www.usm.edu/gcrl/>.

Society of Southwestern Archivists and Southern Archivists Joint Annual Meeting, New Orleans, May 28-31, 2014 <http://southwestarchivists.org/events>

2014 Society of American Archivists Annual Conference, Washington, D.C., Aug. 10-16. Call for poster abstracts due May 1 <http://www2.archivists.org/conference>

Freedom Summer 1964 50th Anniversary Conference, June 20-21, 2014, Thad Cochran Center, Hattiesburg.

British Studies 2014, June 26 – July 27

The British Studies Program is headquartered in King's College Dorm in London near Waterloo Station, a short walk from Westminster, Trafalgar Square, and the theater district. Students earn 6 hours of college credit with guest lectures by British experts on-site in historic libraries, archives, and museums. See the British Studies link at: <http://www.usm.edu/slis>.

An extra treat for students this summer is "Comics Unmasked" British Library exhibit of mainstream and underground comics such as those by Neil Gaiman, Alan Moore, Grant Morrison, and Posy Simmonds. <http://www.bl.uk/whatson/exhibitions/>

British Studies LIS Class of 2013, Greenwich, UK

Southern Miss Gulf Coast Library is hosting the traveling exhibition, *Changing America: The Emancipation Proclamation, 1863, and the March on Washington, 1963*, March 24th- May 1st, presented by the Smithsonian's National Museum of African American History and Culture and NEH. The exhibition will travel to over 50 venues across the nation and **Southern Miss Gulf Coast is the only site the exhibit will visit in Mississippi**. The exhibit is free and open to the public at the USM Gulf Park Campus, Long Beach.

President Lyndon B. Johnson Signs the Civil Rights Act, July 2, 1964

Image Credit: Lyndon Baines Johnson Library and Museum

usm.edu/gulfcoast/exhibits • 228.214.3423 • krc@usm.edu

From the GAs:

Newest SLIS GAs Sarah Himel, Jessica Whipple

Sarah Himel is a dual Anthropology/MLIS major with an interest in archives and museums. She served an internship at the Louisiana State Museum in New Orleans and Baton Rouge. Jessica Whipple is pursuing a MLIS degree as well as a Graduate Certificate in Youth Services & Literature. Jessica assists Dr. Yu with the medical informatics course and has an interest in medical librarianship as well as youth services.

Southern Miss College of Education & Psychology SLIS Scholars for 2013-14 are: Rob Richards, Cole Smith, and Jessica Whipple.

<https://www.usm.edu/education-psychology/scholars>

At the Southern Miss Graduate Research Symposium, Mar. 28, USM Thad Cochran Center:

- Graduate Senator & GA Preston Salisbury chaired several sessions
- MLIS student & GA Callie Wiygul won the SLIS research award for "A Bibliometric Analysis of YA Literature in Scholarly LIS Journals" (paper completed in LIS 651: Intro to Info Science).

Practicum at the Hattiesburg Public Library by Rob Richards

One of the greatest aspects in working on a MLIS degree is the opportunity to use the skills and knowledge that you have obtained during your

various classes to practical use. Within our degree program there are practicum opportunities that gives you real life experience with librarianship.

In the fall of 2013, the opportunity was presented to me to work as a practicum student at the Library of Hattiesburg, Petal, and Forrest County (<http://www.hpfc.lib.ms.us>).

The practicum not only gave me the chance to broaden my knowledge of the profession but to expand my professional expertise in the realm of public librarianship.

Under the direction of my supervisor Jessica Herr (MLIS 2011) my introduction to the realm of public librarianship was not only fulfilling but an eye-opening experience. There were a variety of different avenues taken during the course of my workday. At times many hours were spent pouring over hundreds of reels of microfilm to find a specific item for a patron. At other times it was helping a patron create their first email account. At times the job entailed calling patrons in reference about a book they placed on hold, while at other times helping Jessica with the weeding process.

During my time at the Hattiesburg Public Library I learned not only a great deal in regard to public librarianship but a great deal of knowledge about myself.

A library practicum, LIS 689, requires 150 hours of work in a library (<http://ocean.otr.usm.edu/~w146169/689syllabus.htm>).

Congratulations SLIS Students

At Mississippi Library Association Annual Conference in Biloxi in October, Phillip Carter II was awarded the Peggy May Scholarship; Marsha Belton, the Virgia Brocks-Shedd Scholarship; and Callie Wiygul, the Beta Phi Mu Scholarship.

LaTrisha Blunt has been awarded a 2014 Summer Transportation Internship at the Federal Highway Administration Research Library, Washington, D.C.

<http://www.fhwa.dot.gov/research/library/>

Molly Brough, Assistant Customer Service Librarian at Memphis Public Library Frayser Branch, is reference representative for adult services and programming.

Phillip Carter is Director, Bolivar County Library System, Cleveland, MS.

Elizabeth Ann Gomez is Teen Librarian, Livingston Parish Library System, LA.

Dee Horn Hare has been selected as the new Assistant Director of Technology and Branch Operations, Northeast Regional Library System, Corinth, MS.

Erin Moulds, who recently completed Dr. Stewart's advance cataloging course, is Catalog Librarian at USM Cook Library.

Tammie Terry is Branch Manager of Madison Public Library, Madison, MS.

Congratulations SLIS Alums

Congratulations to recipients of SLIS Awards for Scholarship, Professionalism, Service: Jeannie Ferris (MLIS 2013), the Warren Tracy Award; Alexandra Snyder (LIS BA 2013) the Anna M. Roberts Award.

Soyoung Ahn (MLIS 2013) is Trak Library & Records Data Analyst, Louisiana Dept. of Transportation & Development.

Alexandra Aldridge (MLIS 2013) is Technical Services Coordinator, Dothan Houston County Library System, Dothan, AL.

Patsy Brewer (MLIS 1990), Director of Waynesboro-Wayne County Library, was elected Vice-President of the Mississippi Library Association.

Sheila Cork (MLIS 2002), Librarian, New Orleans Museum of Art, is President of the Art Libraries Society of North America – Southeast.

Jeannie Ferriss (MLIS 2013), Library Director, Yellowstone Christian College, Billings, MT, is Associate Editor of *The Christian Librarian*.

Paige Garrison (MLIS 2013) is Youth Services Reference Librarian, Aurora Central Library, CO.

Antoinette Giamalva (MLIS 2012) is Access Services Librarian, Delta State Univ., Cleveland, MS.

Laura Anne Heller (MLIS 2004) is Branch Manager of Raymond Public Library, Raymond, MS

Jesse Kelley (MLIS 2009) is Instructional Resources Center Librarian, Delta State Univ., Cleveland, MS.

Jaclyn Lewis (MLIS 2013), Youth Services Director, Madison County Library System, is project coordinator for a 2014 Summer Reading Resources Grant by YALSA & Dollar General Literacy Foundation.

Jody Perkins (MLIS 2005) is Director, Madison County Library System, MS.

Armistead Reasoner (MLIS 2011) is Reference Librarian, Bluffton Public Library, Bluffton, SC.

Hillary Hamblin Richardson (MLIS 2013) is Assistant Professor/Humanities Research Librarian, Mississippi State University, Starkville.

James Stephen Parks (MLIS 2013), Research, Instructional Services & Circulation Librarian, Miss. College School of Law, Jackson, is Director of the Legislative History Project, an American Association of Law Libraries double-award winner: Innovations in Technology Award & Public Access

Top Government Information Award. The Legislative History Project video archive of Miss. legislative debate: <http://law.mc.edu/legislature/>

James Pinkard (MLIS 2013) is Director, Covington County Library System, MS.

Kent Sanchez (MLIS 2008) is Circulation Supervisor/Public Services Librarian, Colorado Mesa University.

Jessica Stauffer (MLIS 2012) is working in Circulation at Lodi Memorial Library, NJ.

Patti Turner (MLIS 2013) is Reference/Instruction Librarian, Lyons Memorial Library, College of the Ozarks, Point Lookout, MO.

Erin Waller (MLIS 2006), Director of the Saline County Library, was featured in "Libraries Thank Patrons with Week's Worth of Activities," *Arkansas Online*.
<http://www.arkansasonline.com/news/2014/apr/13/libraries-thank-patrons-weeks-worth-activities/?print>

Daniel E. Wilson (MLIS 2012) is Director, South University Library, Montgomery, AL.

Kelly Wilson (MLIS 2012) is Collection Development Librarian, Alabama State University Library, Montgomery.

Erin Wimmer (Dual MLIS/Poli Sci, 2012) is Teaching/Learning Librarian, Eccles Health Sciences Library, University of Utah, Salt Lake City.

2014 Commemorating Freedom Day

Under advisement of Dr. Kevin Greene, Ph.D. History Candidate Shane Hand (Dual History/MLIS 2011) organized and directed a commemoration of the 50th Anniversary of Hattiesburg's Freedom Day. On Jan. 22, 2014, the group "Remembering Now, for '64" assembled about 200 persons from USM and the local community to reenact the Civil Rights march.

According to Shane, there were two objectives in commemorating this event. First, to recognize and honor the contribution of local Civil Rights activists. Second, to use the opportunity to make their own protest; they called for a monument to be erected on the front lawn of the Forrest County Courthouse in memory of Freedom Day (which was a kick-off event for what became Freedom Summer). The Mayor's office will meet with the group to begin a discussion of how to move forward with the monument.

A short documentary film on the event and the commemoration of Freedom Day is in production. "Remembering Now, for '64" group includes Dr. Kevin Greene, Allan Branstiter, Shane Hand, Don Holmes III, Dawne Kennedy, John Mangipano, Hayden McDaniel, Darryl Robertson, and Callie Wiygul. Read more about Freedom Day in the Southern Miss student newspaper, *The Student Printz*, Jan. 23, 2014.

<http://issuu.com/thestudentprintz>

2013 Mississippi Library Leadership Class

The Mississippi Library Commission recently announced the graduating class of 2013 of Mississippi Library Leadership Institute, a year-long program funded in part by an IMLS Laura Bush 21st Century Librarian Program grant.

Project Director Jennifer Wann Walker (MLIS 2006) said, "Participation in the Institute is an intensive professional experience that requires a significant commitment of time and energy... it is also extremely rewarding and fun for participants who emerge from the program poised to position their libraries and communities for success in an increasingly complex, information-centric world."

2013 Mississippi Library Leadership Institute class:

- Blair Booker, Holmes Community College
- Jennifer Brannock, USM
- Brandon Cain, Mid-Mississippi Regional Library
- Phillip Carter, Bolivar County Library
- Sarah Crisler-Ruskey, Clarksdale Carnegie Public
- Sarah Dauterive, East Miss. Community College
- Melissa Dennis, University of Mississippi Library
- Lacy Ellinwood, Mississippi Library Commission
- Judy Greenwood, University of Mississippi
- Jessica Herr, Library of Hattiesburg, Petal
- Sylvia Leggette, Cardozo Middle School
- Molly McManus, Millsaps College
- Ally Mellon, Mississippi Library Commission
- Maggie Moran, NW Miss. Community College
- Jennifer Nabzdyk, Mississippi Library Commission
- Carol Phares, Pearl River County Library
- Victoria Penny, First Regional Library, Hernando
- Chameka Robinson, Univ. of Miss. Medical Center
- Randy Smith, Jackson-George Regional Library
- Jenniffer Stephenson, Greenwood-Leflore Library
- Erin Busbea Stringer, Columbus-Lowndes Library
- Mara Villa, Central Mississippi Regional Library
- Ally Watkins, Central Mississippi Regional Library
- Heather Weeden, Miss. Baptist Historical Comm.
- Jeanette Whisenton, Jackson Public Schools
- Ryda Worthy, South Miss. Regional Library

Congratulations to SLIS Faculty

Dr. Catharine Bomhold was awarded a \$2000 grant from Target Corporation for the Shared Reading and Children's Home Library Project, October 2013.

Dr. Catharine Bomhold and Dr. Stacy Creel were each awarded an Academic Service-Learning Faculty Fellowship from the Center for Community & Civic Engagement for spring 2014.

Dr. Stacy Creel was awarded the CoEP 2014 Outstanding Teaching Award and USM Improvement of Instruction Summer Grant. Dr. Creel, along with Dr. Claire Kimberly and Dr. Amanda Williams, was awarded a 2014 Committee on Services & Resources for Women (CSRW) Peggy Jean Connor Grant for the research project, "Women's Engagement with Online Erotica."

Dr. Matthew Griffis co-chairs the 42nd Annual Canadian Association of Information Science (CAIS) Conference, *Connecting across Borders: Globalization and Information Science Research*, Brock University, St. Catharines, Ontario, Canada, May 28-30, 2014.

Dr. Cindy Yu will present "Strengthening the 21st Century Public Health Informatics: Outreach to the Future Public Health Professionals," Wed., April 16, 12 noon-1pm Eastern. NIH Beyond the SEA webinar is free and open to the public:

<http://webmeeting.nih.gov/beyondthesea>

Recent SLIS Faculty, Student, Alum Publications

Books

Lili DeBarbieri (MLIS 2013), *Location Filming in Arizona: The Screen Legacy of the Grand Canyon State*
<http://lilidebarbieri.com/>

MLIS student Derek Sower, *Road to Glory Volume II: Decade of Dominance* (2013), available in paperback or Kindle format.

Synergy: A Journal for Graduate Student Research 4(2/3): 79-126, Fall 2013.

- Preston Salisbury, Editorial Board
- Emily S. Simmons, "Knowledge Management and the LIS Field: A Bibliometric Research Paper"
- Don K. Mutchler, "A Bradford Analysis of the Scholarly Literature of Chinese Ethics Utilizing the Summon™ Discovery Tool"

Recent SLIS Faculty, Student, Alum Presentations

ALISE Works-in-Progress Poster Session, Jan. 21, 2014, Philadelphia, PA:

- Dr. Brenton Stewart, "HBCU Libraries & Twitter: A Measure of Engagement with Social Media"
- Dr. Matthew Griffis, "The Virtual Library as Place: An Exploratory Study"
- Dr. Stacy Creel & Dr. Teresa S. Welsh, "A Survey of Student Perception on Course Activities for Online Community-Building."

In honor of Preschool Fitness Day on January 30th, Will Barber (MLIS 2013), Jackson Hinds Library System, read *Teddy the Hungry Little Bear* by Floyd Stokes to students at Medgar Evers Library in Jackson, led in fitness activities including parachute exercises then joined them in a snack of fruits/vegetables.

Image courtesy of Jackson Hinds Library System

Dr. Catharine Bomhold, "Mobile Access in Academic Libraries," Mid-South Distance Learning Conference, Memphis, TN, Oct. 23-26, 2013.

Journal Articles

Dr. Stacy Creel & Dr. Teresa S. Welsh, "Virtual and Physical Connections: An Assessment of an LIS Online Program," *Global eLearning Journal* 3(4): 1-18, 2014.

Dr. Matthew Griffis, "Bricks, Mortar and Control: A Multicase Examination of the Public Library as Organization Space," *Advances in Library Administration and Organization* 32(1): 1-106, 2014.

Dr. Teresa S. Welsh & Dr. Stacy Creel, "Geographic Distribution of an Open Access e-Journal," *Information Services & Use* 32(2): 103-111, 2014.

Dr. Teresa S. Welsh, "Aesop through the Ages: An Examination of Aesop's Fables in the de Grummond Collection," *Mississippi Libraries* 77(1): 5-8, 2014.

Beth Branscome (MLIS 2011) master's research project, "Management of Electronic Serials in Academic Libraries: The Results of an Online Survey," *Serials Review* 39(4): 216-226, 2013.

Antoinette Giamalva (MLIS 2012), "Popularity of Young Adult Vampire Literature" based on master's project, *Mississippi Libraries* 76(3): 11-17, 2013.

Dr. Timothy Senapatiratne (MLIS 2013), "Reference Ethics: Theological Librarianship in Conversation with ALA Reference Ethics Guidelines" (LIS 501 reference paper), *Journal of Religious & Theological Information*, 12(1/2): 2-12, 2013.

Dr. Catharine Bomhold, "Discovery Functions in the Mobile Library Environment," University Research Awards Day Poster, Nov. 8, 2013, Hattiesburg, MS.

Dr. Stacy Creel, "Virtual Library Instruction: Tools and Tips," Library 2.013 Annual Conference Connected Librarians Day! Online Webinar, Oct. 14, 2013.

Dr. Stacy Creel, Dr. Brenton Stewart, & Dr. Teresa S. Welsh, "Virtual and Physical Connections: Innovative Teaching in an Online Program," LEC 2014 Educators Connect Conference, Mar. 4, Hattiesburg, MS.

Carnegie Library scholar Dr. Matthew Griffis lectured on the history of Owen Sound & North Grey Union Public Library, Carnegie Library Centennial Celebration, Ontario, Feb. 8, 2014.

Dr. Brenton Stewart & Dr. Xinyu (Cindy) Yu, "Pathways to Becoming an Effective Leader: Virgia Brocks-Shedd Program Panel," Mississippi Library Association Annual Conference, Biloxi, Oct. 17, 2013.

Dr. Teresa S. Welsh, "How to Find and Evaluate Free Online Resources," Osher Lifelong Learning Institute (OLLI) Seminar, Mar. 28, 2014.
<http://www.slideshare.net/drtwelsh/>

Jennifer Regel Parker (MLIS 1996), Magee High School Librarian, "Finding Awesome Information Text," MDE Making Connections Conference, June 2013, and online YA book reviews:
<http://jealouslibrarian.wordpress.com/>

Gulf South History & Humanities Annual Conference, Oct. 10-12, 2013, Pensacola, FL:

- Shane Hand (Ph.D. History Candidate, Dual History/MLIS 2011), "Passing through Shades of Color: Mixed-Race Runaways in Mississippi"
- MLIS student Colleen Smith, "History through Literature: Race, Gender, and Local Color of Women Writers in Louisiana"
- MLIS student Stacie Watts, "Breaking Sphere along the Gulf Coast: 'Seccesh Ladies' Aid Societies and Espionage during the Civil War"

Callie Wiygul won the SLIS research award for "Publication Trends Related to Young Adult Literature in Scholarly LIS Journals" at the USM Graduate Student Research Symposium, Mar. 28, 2014.

In celebration of Women's History Month, the Southern Mississippi Gulf Coast Library hosted the roundtable discussion, "Women of the Gulf Coast: A Historical Perspective," which featured presentations of historical research by MLIS students Colleen Smith and Stacie Watts, March 25, 2014.

Dr. Timothy Senapatiratne (MLIS 2013), Reference Librarian, Bethel Seminary, St. Paul, MN, will present "A Citation Analysis of Ecclesiastes Scholarship: A Test Case Using Citation Analysis in Biblical Studies" at the Annual Conference on Information and Religion Conference, Kent State University, June 6, 2014.
<http://digitalcommons.kent.edu/acir/2014/Three/7/>

On Mar. 27, 2014, Ellen Ruffin (MLIS 1998), Curator of de Grummond Children's Literature Collection and President of Friends of University Libraries Board, received the Gold Leaf Award for dedication to Southern Miss. The de Grummond Children's Literature Collection co-sponsors the Fay B. Kaigler Children's Book Festival each April in Hattiesburg (<https://www.usm.edu/childrens-book-festival>) and is co-sponsoring *Beyond Words: The Artistry of Illustrated Children's Books* exhibit at Oddfellows Gallery in Hattiesburg, April 3-30, 2014.

http://www.lib.usm.edu/fol_home/

Family Place Libraries™: Recognizing Best Practices in Child Development

By Lindsey Miller

Introduction

The Family Place Libraries™ Initiative was created to meet a need for library programming that catered to the educational needs of parents and the developmental needs of very young children.

Established in 1996, the initiative has worked to create a network of libraries nationwide that actively works toward meeting the needs of modern families. Core components were created as a foundation for all programming and training of other libraries, which began in 1999. As of today, 435 librarians have attended training from 25 states (Family Place Libraries, *About Us: Our Mission*, 2009-2011).

Librarians are seeing increasing numbers of modern parents who crave a more holistic and developmentally enriching library experience for themselves and their children. Fortunately, scholarly research on child development now has firm footing and it can help support the pursuit of funding for such shifts. In fact, research has "...shown that the ways in which adults interact with children between birth and five years dramatically affects the brain, influencing a child's intellectual, social and emotional development" (Schull, 2013). The Family Place Libraries Initiative supports any programming that fits community and early developmental needs, but their mainstay program and a requirement of the designation is the implementation of the Parent-Child Workshop. Story time no longer has to be the only program provided by the library's children's services department. The workshop is far removed from the traditional programming that libraries have provided in the past; it focuses on creating a space full of developmentally appropriate toys and books for children ages birth to five where they and their parents can come together to bond, socialize, and learn. Each week a resource professional informally circulates the room conversing individually with parents about any questions or concerns they may have. Professionals may include people with expertise in child development, speech and language, nutrition, play and movement. These professionals should play and socialize along with the attendees. A brief circle time with a few songs and finger plays concludes the program.

The exact structure of the programming varies by library, due to funding, scheduling, and community need. But achieving the Family Place Libraries designation means that the library should be actively pursuing a programming model that fosters the initiative's core components. These core components include strong collections of toys and materials for parents, babies, toddlers, and caregivers located in a specially designed Family Place space within the Children's Department, the Parent-Child Workshop and other developmentally appropriate programming, coalition building with community agencies, outreach to new and non-traditional library users, and library staff trained in family support (Family Place Libraries, *What Makes a Family Place Library*, 2009-2011).

Literature Review

The mission of public libraries is in line with the idea of educational outreach programming and coalition building. Most also already have the built in space necessary for social gatherings of various kinds. With some simple alterations to programming and resources available to learners, any library can start serving families in this modern and enhanced way.

The literature which has been published so far is quite dominantly supportive of the practices followed by Family Place Libraries. Feinberg and Schull even offer up the concept that "... libraries are uniquely well suited to link families to information and education resources within the library, and also to other community resources and programs." (2000-2001, p 4). These authors discuss the capability of public libraries to change their models of service from simply providing resources to providing resources, programming, and family centered practices. They also give funding ideas and success stories after expanding on key features of the programming. Most compelling, however, is the attention given to one article which cites very positive results after implementing a program entitled "The Parent-Child Home Program". As a part of this program, paraprofessionals visited families in their homes on behalf of the library in order to scaffold the parent's abilities, education, and

practices. The visitors reported more talkative children who were more involved with reading and language, and the library reported more effort by the parents to bring their children in to the physical library (2000-2001, pp 8-9).

Public libraries are not the only sites that have brought the Family Place model into their framework. Johnsen, Brodeen, and Humeston (2001) report on a coalition between a public library and a private college located in St. Paul, Minneapolis. The authors give details about how they came together to provide the immigrant mothers of St. Paul with the mainstay program, the Parent-Child Workshop. Best laid plans went somewhat awry, as they can, and the coalition ended up with a slightly different audience than anticipated. However, flexibility is key, and they drove on with the result of having participants who felt that the program created a more integrated community within St. Paul and was extremely worthwhile (Johnsen, Brodeen, and Humeston, 2001).

The Family Place Initiative has worked diligently to have its message reach all libraries. Along with their website, they are often the subject of articles which highlight national models for best practices. In 2005, Nina Sonenburg authored an article which identified the initiative as a program that all libraries should consider adopting. The article provides an interview with the creator of the initiative, Sandy Feinberg, and upon reading it can be seen that Family Place Libraries was a labor of love, need, and to a degree, desperation. Feinberg recounts her experience of having her first child and feeling as though she was completely unprepared. Along with this came a feeling of isolation which developed from caring for her child alone while her husband worked. As soon as she returned to work, she began the process of creating programming that would fill this gap in education and socialization. Soon, her program was reaching unprecedented numbers and it took on a life of its own (2005, pp 6-7). The heading "Who Knew Libraries Could Be Fun?" is utilized at one point in the article and the idea is pushed home that with all programming, play should be a main component (2005, p 8). Although it sometimes takes time for children to warm up to their surroundings, they eventually will take advantage of all that each

program has to offer them, and proof can be found in any Family Place librarian's anecdotes.

The research on child development has recently caught up to this anecdotal evidence. And in September of 2012, the Institute of Museum and Library Sciences (IMLS) recognized the progress that the Family Place Libraries™ Initiative has been making with a National Leadership Grant of \$450,000 to expand the program to 28 libraries across 8 states. This IMLS grant will seek to explore the impact which has been found from implementation of the initiative's core components, and "[b]y supporting expansion, evaluation, and national communications of the Family Place Libraries service model..." help "...to spotlight libraries that are in the forefront of new research-based practices" (Schull, 2013). Through the confluence of various factors, the initiative has gained footing that is now founded in scholarly literature and the recognition by IMLS will provide the sustainability to make it even more influential on the national level (Schull, 2013).

Application to Libraries

With the general consensus being that this model is making strides in the professional world of family-centered library services, it is difficult to imagine any librarian who would not want to pursue applying the practices to their existing structures—one might even say that it is the natural evolution of libraries.

The first step is for two staff members (a children's librarian and library administrator) to attend the 3 day Family Place Training Institute which provides the philosophical underpinnings and instruction on the core components of the initiative—library and community assessment; child development (including early brain developments) and family support; designing welcoming, developmentally appropriate family learning space within the children's room; building partnerships and coalitions; outreach to new and underserved families; collection development and planning and implementation of the Parent Child Workshop. The final portion of the training is developing an individualized Family Place plan with practical action steps to ensure smooth and successful development of the initiative.

Once trained, incorporating the mainstay programming would be relatively simple. First, one would need to locate the funding to begin re-shaping their children's areas and expanding their resource collection. The initiative actually provides some very helpful guides on locating possible funding and is available for consult if collection questions arise.

After that, the scheduling of developmental specialists can take place. Hopefully the librarian has already decided on appropriate timing for the workshop based on when the families are mostly available. If not, this can be done through a simple survey in person, via the library website, or both. The librarian should be ready to make personal connections when the families start to attend, because if you provide it, they will come. And if they are consistently provided with quality service, they will begin to view the library as a community hub that is integral to community education efforts.

Forming strong relationships with community families makes the library transform into a new version of itself. A version that is assertive and supportive in its belief that parents are a child's first teachers. Promoting that notion as a building block creates an atmosphere that intensifies the idea of lifelong learning, and the library, by providing all learners with options and family based practices, improves the overall sense of community. While this may sound idealistic, it can be seen that children who have exposure to the library and these practices consistently from a very early age, develop at faster rates and begin a relationship with the physical library and life-long learning that lasts well beyond Kindergarten. And is that not what all professionals in child development are pursuing—the practices to foster the skills of a child in order for them to become a life-long learner, and thus a healthy contributor to society? With the advent and growth of the Family Place Libraries Initiative's organized practices and training, we will hopefully begin to see an evolution in libraries towards becoming centers of family education and development, and although it will take much time and effort, perhaps even a shift in cultural priorities.

Case Study

The Columbus-Lowndes Public Library has held the Family Place Libraries™ designation since 2008. It is one of only three libraries in Mississippi to hold this designation. Based out of Lowndes County, MS, the system provides services through one main building and three branches. The mainstay program has been conducted out of the main branch since 2009, and the children's area was remodeled to reflect the Initiative's core component concerning appropriate spaces in 2012. The library provides a specially located collection of books within the children's area which contains resources relating to child development and family health. This collection is centrally located in the section with a sign above it which reads "Family Place Resources."

Libraries that adhere to the Initiative's components vary in the timing and set up of the mainstay program. The founders of the initiative do ask that library's create their own name for the mainstay program instead of calling the program 'family place'. For this reason, the Columbus library has officially named its mainstay program "1-2-3, Play With Me", though the staff internally refer to them as Family Place sessions. The library has held its sessions at different times over the years due to trends in community programming, and when scheduling the sessions, it is smart to do your research on what other community organizations offer for children during the week. For instance due to recent schedule changes for one of Columbus's popular MOPS (Mothers of Preschoolers) groups, it made sense for the Columbus library to start its new slate of sessions on Monday mornings at ten o'clock,

instead of Tuesdays at ten, when the MOPS now meet. Most libraries will also make the sessions seasonal and require registration with a max number of participants, based on available space and resources. The program itself is attended mainly by mothers and their children; however, fathers and grandparents might also attend. The sessions are terrific opportunities for these parents to bond and discuss current parenting issues. During the spring, developmental specialists and community officials are scheduled to attend the sessions. These guests take time to informally converse and play with the children while also answering any questions a parent might have. Past guests include speech language pathologists, nutritionists, child development specialists, early literacy specialists, and fire safety coordinators.

Sessions are conducted in the library meeting room and typically last about one hour. Free play begins the session and is allowed for forty five minutes. During free play, parents and children may circulate through the various centers created by the librarian. The Columbus Public Library provides a music center, a kitchen center, a puzzle center, a baby center, a dress up center, tumbling mats, a teeter totter, and books. All realia and manipulatives should work to develop motor skills and expand literacy.

After free play, clean up ensues and the librarian leads a shortened circle time which always includes music and a shared reading experience. On occasion, the librarian will also incorporate a 'novel' activity into circle time, such as allowing the children to play with, sort, and manipulate colored balls placed within a hula hoop.

The Columbus-Lowndes Public Library has found great success with the mainstay program. As an added bonus, statistics for other children's programs have increased since its implementation along with circulation of children's materials and casual library trips by parents with children outside of programming times. The designation has also created a culture shift within the library. The library now recognizes itself as a fixture in early literacy and parent skill building. Instead of simply being a public library with a children's section, it is a destination for

parents and children that cannot be missed! The core components of the Initiative now play into the library's plans for all programming and building. One of the department's most successful projects so far has been the creation of an on-site autism resource center with joint speaker and family events. Two new programs are also currently in the works, one focusing on building relationships with the community's Hispanic families through storytelling, and one titled "1,000 Books Before Kindergarten", which encourages parents to expose/read 1,000 books to their children before they enroll in school. The youth services department has found that it is actually easier to create and sustain new programs when the components are utilized as a foundation.

Library users had this to say about the Columbus-Lowndes Public Library's programming and culture:

- *"As a stay at home mom, [1-2-3, Play With Me] sessions and our family centered library offer lots of opportunities for us to get out and be around other kids in an appropriate learning environment. My son loves attending 1-2-3, Play With Me and Wee Babies music program every chance we get. We live about 30 minutes away and don't make it as often as we wish we could!"*
- *"The Family Place sessions [1-2-3, Play With Me] are a great place for families to interact with other families with children of similar ages. My kids love playing with and meeting new friends. I think Family Place Libraries provide many great, free activities for families with young kids."*
- *"We really enjoy [1-2-3, Play With Me] at our library. My children, ages 4 and 2, enjoy playing*

and interacting with other children while learning as well.”

- “My twenty month old Charles and I love going to 1-2-3, Play with Me. He loves playing with children his age and watching older children. As a stay at home mom I enjoy visiting with other moms. Charles enjoys the “free play” and loves the singing! We went to the library today to pick up a book. Charles cried when we left without going upstairs [to the children’s section].”

Conclusion

The Family Place Libraries™ Initiative will continue to provide libraries with new and exciting practices to contemplate. Most recently their home base library (Middle Country Public Library) in Centereach, NY, has become the pilot site for a new program titled “Mutt-i-grees® in the Library”. This program provides structured activities focusing on shelter animals to teach emotional and social skills. While therapy dog programs in libraries are not relatively new, this program has a stronger emphasis on building skills outside of the basic literacy skill sets which one imagines when thinking of typical library programming. That’s what the Initiative does. It moves librarians to think beyond its basic tendencies and work towards holistic practices which can help a whole family grow together while specifically scaffolding children’s development. The Initiative is, at its essence, a paradigm shift that encompasses a larger picture of healthy children, strengthened families, and eventually a stronger, more literate community.

References

Family Place Libraries. (2009-2011). *About us: Our mission*. Retrieved from <http://www.familyplacelibraries.org/aboutUs.html>

Family Place Libraries. (2009-2011). *What makes a family place library?* Retrieved from <http://www.familyplacelibraries.org/whatMakes.html>

Feinberg, S., & Schull, D. (2000-2001). Family place libraries: Transforming public libraries to serve very young children and their families. *Zero to Three*, 4-10. Retrieved from <http://www.familyplacelibraries.org/documents/Fa>

[milyPlaceLibraries-TransformingPublicLibrariesToServeVeryYoungChildrenandTheirFamilies.pdf](http://www.familyplacelibraries.org/documents/FamilyPlaceLibraries-TransformingPublicLibrariesToServeVeryYoungChildrenandTheirFamilies.pdf)

Johnson, C. P., Brodeen, G., & Humeston, H. (2001). Collaboration generates synergy: Saint Paul Public Library, the College of St. Catherine, and the “Family Place” program. *Reference & User Services Quarterly*, 41(1), 19-23.

Schull, D. (2013, March 27). *Family place libraries: A timely initiative*. Retrieved from <http://ddschull.com/family-place-libraries-a-timely-national-initiative/>

Sonenburg, N. (2005). Family place libraries: From one long island library to the nation. *Americans for Libraries Council*, 6-9. Retrieved from http://www.familyplacelibraries.org/documents/Portrait_FamilyPlace.pdf

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

Getting Young Adults to Stop & Participate @ Your Library

By Antoinette Giamalva

Background

Young adults can be one of the hardest demographics to get to participate in library programs in substantial numbers. Young adults, or teenagers in the 7-12 grades, tend to have busy schedules and may not have time to come to long, drawn out programs. However, just because young adults do not seem to have time to attend extensive programs does not mean they do not have time for the library. They are still important to the library and should still have programming options.

Teens are good for libraries because many of them have grown accustomed to outstanding library services as children. In libraries with a children's department, kids are used to being served by specially trained services and special programming, in a unique, "child-friendly" section of the facility. We know that teens will soon enough become the parents, voters, school board, and library board members who will, among other things, make important decisions that help decide the fate of our libraries. (Honold, 2003, p. xv)

Libraries should value young adults and in doing so "the library sets a good example for the community by valuing teens when there is a special collection and programs developed just for them" (Honold, 2003, p. 10). Young adults are an essential demographic to keep interested in the library—they become future parent users and voters. Having programming and spaces just them is an easy way to ensure both the library's and the young adults' future. Libraries should base most of the libraries' programming around fun, but also keep in mind of giving them some education on topics such as trivia, matching games, and other programs. Having programs that entice young adults is half the battle in getting them to participate in something at the library. Programs that interest young

adults will help bring them in and show them that the library cares about their interest.

With young adults having busy lives, it is difficult to compete with after school jobs, weekend sports events, social obligations, and other extracurricular activities that require their time and attention. Nailing down certain days and times for young adult programs can be difficult and result in low in program attendance numbers. Being flexible and open to other program possibilities is always a good way of getting higher numbers to your programs. Passive programming, which can be done with materials on hand and inexpensive ideas, can be a great way to get young adults in the library and boost programming numbers.

Passive Programming & Benefits

Passive programming or independent programming can draw young adults into the library and get them active in the young adult section. Passive programs "are projects, games, and contests available in the young adult room for whenever teens come into the library" (Honold, 2005). Passive programming can reach teens with varying skill levels and with varied interest. It also requires less staff time than active programming (Jensen & Parker, n.d.). Passive programs have many diverse functions. They "can be used to promote social programs or a new service, be an ongoing presence in the young adult room, or pop up during holidays." (Honold, 2005, p. 21). Typically, passive programming involves two components—programming and reader's advisory (Jensen & Parker, n.d.). Independent programs can be done online through Facebook or other social media networks or physically in the library.

In addition to being affordable from an economic standpoint, passive programming is easy to promote through social media outlets or by "a sign by the main entrance to your library, an article in your newsletter, school announcements, or make bookmarks or flyers for the main desk." (Honold, 2003, p. 42). Promoting events no matter what type

they are is important. If no one knows about an event how will they know about it or be able to participate in it. Of course, like with traditional programming, it is important to include the running dates of the programs, age requirements, where entries will be posted, and what the prizes will be if any.

Examples

There are many different types of passive programs. It is easy to fit a passive program into an existing program, theme, or special advertisement for a new or popular book. Many libraries are already well versed in making reader's advisory displays and with very little modification could move the displays into passive programming (Jensen & Parker, n.d.). Independent programming can range from scavenger hunts, matching games, personality quizzes, guessing games, award or voting input, trivia games and book reviews. Passive programs can be made to fit pop culture interests or library themed event, such as, National Library Week, Summer Reading, or Teen Tech Week. There are several places to springboard libraries into passive programming like Chase's Calendar of Events, Reaching Teens Subversively through Passive Programming (Jensen & Parker, n.d.), "Quick and Easy Programming" (Fesko, 2011), and "The American Library Association has designated special weeks of the year to celebrate reading, books, and libraries" (Honold, 2003, p. 19). If none of those peak interest, a quick Google search of library + passive + programming returns a variety of hits from Pinterest boards to slideshares to Google Documents and more.

Matching games can be a success when related to a popular book or movie, "matching games are fairly easy since the answers are provided. These games can be made more difficult by making them fill-in-the-blank games so the teens have to provide the answers" (Honold, 2003, p. 42). The good thing about this passive program is that it can be made over indefinitely by changing the graphics and subjects for on the slips.

Another version of the matching game would be giving them a list of shipping names, a pair of characters from popular fandoms like, Damon and Elena's shipping name is Delena in the Vampire

Diaries fan world, and have them vote for their most favorite ship. Additional matching ideas include: matching characters from the Harry Potter series to their right house, matching sport teams to their correct mascots, and matching public figures, celebrities, or popular figures to their baby pictures or prom pictures. Displaying the correct answers at the end of the duration of the program run is a good way to have them come back to the library. Posting answers can be done in the library, as well as, on social media outlets that the library uses.

Personal Highlight:

For example, in 2011, at the Flowood Public Library I executed a matching game during Valentine's Day by having the teens match literary and/or movie and television characters to their correct partner. They used couples such as Mr. Darcy and Elizabeth Bennett from Pride and Prejudice, Will Turner and Elizabeth Swann from Pirates of the Caribbean, Damon and Elena from Vampire Diaries, and Green Arrow and Black Canary from DC Comics. The teens who were able to match everything up correctly went into a drawing for a prize. When the program ended, I posted the answers from the program on a portion of a huge window that graced their Teen Area.

Personality quizzes have been around for a long time, almost every popular teenage magazine and even some adult magazines have them. They are a fun passive program easily tied to reading that can range from sorting into different areas and what type of character or personality that you are. Teens at the Flowood Public Library took quizzes so they could be sorted into their correct houses in the Harry Potter world and their district from *The Hunger Games*. It could also easily be done with titles like *Divergent*. These types of personality games are currently very popular on Facebook. An independent program can be made to sort people into fun categories defining what they are in a certain situation. This type of personality quiz can be great for Halloween—like figuring out if personality traits categorize teens as witches, werewolves, vampires, or zombies. Initially, making a personality

quiz takes a bit of research into the topic, but once a standard format is established for these quizzes, they are easily changed and modified. Having teens fill out the answers and having the librarian assess the quizzes makes sure that there is no cheating and gets teens to interact with library staff. During the duration of the program, the participants return to the library to see what their results and their friends' results. Making passive programs fun and interactive is a sure way of getting it to be a successful event. Of course, do not forget the corresponding book display.

Award or voting passive programs are always fun for young adults, and it lets their voices be heard. The Teen Choice Awards is a great place to find some familiar categories like favorite male actor, favorite female actor, favorite movie, most anticipated summer movie, favorite popular book, favorite female character in a book, and favorite male character in a book. There are many other categories that can be placed on a ballot concerning a young adult award. Other awards can be just for books with titles listed for different genres. Voting can also be done for their favorite "team;" for example, teens could vote to be on Team Edward Cullen versus Team Jacob Black from the *Twilight* books. Voting independent programs can even be used as civic engagement and let young adults, especially those not allowed to vote yet, have a chance to voice their opinion for who they think should be the next president of the United States. The possibilities for this type of passive program are endless. Results should be posted for at least a week before taking them down or posted on social media sites where young adults can check back for the results.

Scavenger Hunts can either be an active or a passive program. Passive scavenger hunts, can be made with ease or with some difficulty depending on the theme. "Print copies of the list of questions and hints. Teens can pick up the scavenger hunt questions during study hall at a school library or when they visit the public library, and finish it during their visit. The finished hunts can be turned in at a drawing box and a winner drawn from all correct entries" (Honnold, 2003, p.118). Also, another way of doing a scavenger hunt is getting the community

involved. Libraries can partner with local business for a picture scavenger hunt where they have to find a designated item on a list at different locations, the first couple that find all of the items could win a prize. Another variation of this program can be taking a picture with a stuffed animal that is at each location to make it a bit more interesting. The stuffed animal could also be taken around to different businesses and photographed in an area of the business and the teens would have to guess where it is that week. Scavenger hunts can also be done virtually using QR codes and posts to social media for details check out Jensen & Parker's description (n.d.).

Trivia passive programs are easy to make. "Trivia on many subjects provide an endless source of material for games in the YA room. You can post one question a week or several questions for the length of the program. They can be multiple-choice or fill-in-the-blank answers" (Honnold, 2003, p. 45) Trivia can be made for holidays, sports, movies, and television shows. Correct answers can be posted in the young adult section or on social media outlets. Winners that answer correctly can win a small prize as well.

Book Reviews are yet another way passive programs can be held with young adults. It can be done as simply as having young adults turn in a short review about a book and sharing them on a Read Wall, or you could have them do a bit more, for example, have them do a casting for a popular book that might be turned into a movie soon. Let them do a dream cast before all the actors are chosen for the real film. After they enter in the names, go through the entry forms and pick the actors/actresses with the most nominations and print out pictures of them. Put the pictures with the character's name on a board and show who the young adults wanted for a movie version. Teens at the Flowood library selected a dream cast for *The Hunger Games* movie once they announced a movie was being made. The young adults selected Nina Dobrev for Katniss and Robert Downey Jr. to play Haymitch, as well as other opinions for the rest of the cast. Using QR codes and other online tools, librarians can link to book trailers or have teens create their own book trailers. Teens could also

post quotes from their favorite characters or books to a Facebook page. Book reviews can be a fun yet effective way to make it a library related program. If book reviews turn out to be popular, then an online book discussion might make sense. An online discussion groups can be formed where people can make comments and remark on other people's thoughts on the book.

All of these different independent programs help libraries to reach the young adult demographic. They are quick and easy to make and to provide prizes for. Another way to reach young adults is through cyber passive programming. Independent programming is not just limited to the library in a physical sense. Knowing the way your demographic mainly communicates is important as well. Having programs in the library is great, but connecting with young adults on a social networking venue is important. Being open to connecting with them through a social networking venue is important because you will be able to reach them even more in their life. Young adults are consumed with social networking and society is adapting into that venue with every angle. Hashtags are popping up on almost every television show and Facebook icons are on everyone's posters in advertising an event. Social networking is a trend that has shown no signs of fading away, just evolving. Libraries should look at Facebook, Twitter, Pinterest, and other social media sites as a way to further reach the young adult demographic and show that libraries are trying to adhere to what young adults like and show them that libraries can keep up with the technology trend.

Passive programs can happen on blogs and social networking sites. Passive programs can be on those websites in the form of a poll or an active discussion board. Using an online poll (for example, the best summer blockbuster) can make follow up passive programs easier—once the best blockbuster is determined a trivia quiz on that movie can be created. Using the online venue is free most of the time. There are no charges in joining most of these sites, especially for basic features. Some good social networking sites include, Facebook, Twitter, Tumblr, Pinterest, and Proboards. There is no need to print off slips or use up millions of pencils that seem to

always walk away.

Conclusion

Passive programming is a great way to reach the young adult demographic for libraries. Independent programs are quick and easy to create and indefinitely reusable. They are also a great tool to get young people into the library. Libraries do an excellent job of capturing and engaging younger children with lap-sits, story times, and after school programs. Reaching the busy teen population is a struggle for many libraries, whether due to lack of designated space or staffing, lack of budget, lack of know-how, or lack of desire. Libraries need to engage teens; otherwise, engaging them when are adults will be more difficult. "Good teen programs often attract the young adults of the community to the library to see what other services are available. Programs also give librarians an opportunity to interact with, educate, and entertain teens, while providing role models and experiences" (Honnold, 2003, p. xvii).

Passive programming makes it possible to keep young adults engaged and interested in their community's library and have positive impacts in their lives. "In the teen world, fun rather than fundamental life skills is an easier sell. So, bring 'em in with any of these program ideas, but know they might leave with more than a smile on their face" (Honnold, 2005, p. 1).

References

- Fesko, S. (2011). Quick and easy programming. *Voice of Youth Advocates*, 34(3), 252-253.
- Honnold, R. (2003). *101+ teen programs that work*. New York: Neal-Schuman Publishers Inc.
- Honnold, R. (2005). *More teen programs that work*. New York: Neal-Schuman Publishers Inc.
- Jensen, K. & Parker, J. (n.d.). Reaching teens subversively through passive programming. *Programming Librarian*. Retrieved from <http://www.programminglibrarian.org/library/planning/reaching-teens-passive-programming.html#.UwNOBfldUk0>

A Sleuth of Our Own: A Historical View of Nancy Drew, Girl Detective

By Jeannie A. Ferriss

“It was into this world that Miss Nancy Drew, a well-to-do plucky girl of the twenties, arrived on April 28, 1930, dressed to the nines in smart tweed suits, cloche hats, and fancy dresses... Even the Great Depression would prove to be no match for her” (Rehak as cited in Lefebvre, 2007, pp. 231-2).

She was and is the ideal young woman; smart, independent, fearless, thin, wealthy, athletic and invincible. Nancy Drew charged onto the juvenile literary scene when Edward Stratemeyer, of the Stratemeyer Syndicate, gave Mildred Wirt Benson the outlines for the *Nancy Drew* books just sixteen days before the stock market crash of October 1929 (Lefebvre, 2007). She would be a new kind of female character-independent, exciting, and in charge of her own destiny. Nancy Drew acted on her own and survived to tell about it. In her 1930 debut, Watson (1991) brags that the heroine “drives a convertible, pilots a speedboat, fixes a sprained ankle, repairs a motor, quotes Archimedes and finds a missing will in an old clock” (p.8), all in the first book. She changed forever the way girls looked at themselves and their abilities. No longer would female characters have to sit on the sidelines and wait for the man to rescue them, Nancy rescued herself. This study looks at the evolution of Nancy Drew and the people who created her from 1930 to the present. This is the story of the development and re-invention of a set of detective stories which have never been out of print between 1920 and 2013. Stories written by an old man, a feminist woman author, a CEO of a million dollar empire and more. Stories altered by the flow of historical changes and moral norms. Just who was this Nancy Drew?

Purpose of the Study

The purpose of this study is to examine the fictional Nancy Drew series including authorship, scholarly analyses, and collections.

Research Questions

R1. What are the histories of the different authors involved in creating the Nancy Drew character?

R2. What scholarly books and journal articles analyze the characters or plots of Nancy Drew?

R3. What academic libraries or archives contain special collections of Nancy Drew books and related materials?

Importance of the Study

This study may assist scholars, librarians and others in understanding the importance of the character Nancy Drew to juvenile literature, both as one of the first independent female role-models for young girls and then as the first serial character in juvenile literature to retain her popularity in print for almost 83 years. This study seeks to understand the evolution of both the character and the authors in maintaining the success of the series for young readers and the market place, while breaking conventional molds of the stereo-typical female character. The study also includes a section on different collections of Nancy Drew books and resources on the Internet.

Literature Review

The Authors

The literature supports the writing of Nancy Drew as stemming from the ideas of Edward Stratemeyer, continuing with the writing of Mildred Wirt Benson, having a brief interlude with Walter Karig, and finally settling on the series author-editor, Harriet Stratemeyer Adams. There is some disagreement about the authorship of the first novel, whether it was Stratemeyer or Benson. Watson (1991) states that Stratemeyer wrote the first three Nancy Drew novels alone (p. 7); while Rehak (2005) presents a strong case that Stratemeyer outlined the main character traits and Benson did the writing for the first three books (p. 114). After Stratemeyer's death in May 1930, Benson wrote twenty-three of the first thirty books-volumes 1-7, 11-25, and 30. When

Benson refused to write any more books due to the pay cut in ghost writer's salaries during the Depression, Walter Karig wrote volumes 8-11 (Nancy Drew Sleuth, p. 2, 2013).

While Benson defines the Drew character in the first 30 books, it is Stratemeyer's daughter Harriet Stratemeyer Adams, who has the longest and most influential effect on the series. *Contemporary Authors Online* (2002) explains that Adams became the senior partner in the Stratemeyer Syndicate in 1930 and continued until her death in 1982. During that time she was also a "designer, plotter, editor, reviser, writer" and more (p.1). After Adams died in 1984 the publishers Simon & Schuster purchased the rights to all of the Stratemeyer Syndicate characters and maintain control of them as of 2002 (p.3).

The most comprehensive source of information on the different authors and their lives is the book *Girl Sleuth: Nancy Drew and the Women Who Created Her* (Rehak, 2005). Rehak takes a detailed view of each of the major personalities and includes many interesting details about Stratemeyer's home life and marriage. According to Rehak, Stratemeyer married Magdalene Van Camp or Lenna as she was known, a bookkeeper with a wicked sense of humor and lively intellect (pp. 8-9). She also describes his brilliant business savvy in landing a salaried job with Street & Smith on the same day his daughter was born.

Watson (1991) takes a look at Edward Stratemeyer through the words of his characters as well as information on writing serials. Watson notes that "there are as many mysteries in Stratemeyer's life as in his stories" (p.3). With no official biography available at the time of Watson's writing, the author takes an informal look at the luckiest incident in Stratemeyer career. In 1898, just a few days after United States naval vessels streamed into Manila Bay in the Philippines, Stratemeyer completed his novel about two boys on a battleship. With just a few changes and the Spanish-American War on the front pages of almost every American newspaper, Stratemeyer released *Under Dewey at Manila*. The book sold out four printings and the publishers were demanding more (p.3).

Individual articles on Carolyn Keene, Edward Stratemeyer, and Harriet Stratemeyer Adams are available through *Contemporary Authors Online*. This source is consistent and precise in detailing the facts concerning individual writers. This source contains a complete listing of all *Nancy Drew* books as well as the complete writings attributed to Carolyn Keene (2007, p.1). The Fisher (2011) contains brief biographical information on the authors and includes pictures of the authors plus an informative timeline. The timeline presents information on events in the author's lives, photographs, illustrations, and important publishing events. It also presents brief information on the main book cover illustrators: Russell H. Tandy, Bill Gillies, and Rudy Nappi (p.2). It was also the only source other than Rehak (2005) to discuss the books by Walter Karig, author of three of the *Nancy Drew* books. Donelson (1978) provides a detailed look at the early publishing career of Edward Stratemeyer including his use of history in retaining the characters from his *Under Dewey at Manila* to create the "Old Glory" series from 1898 to 1901 (p.19).

Ewing (2007) provides a very thorough profile of the second author of the *Nancy Drew* books, Mildred A. Wirt Benson, providing both facts in her professional and private life. Fans of *Nancy Drew* may not realize that Benson also wrote *the Boy Scout Explorers*, *Dana Girls Mystery Stories*, *Madge Sterling series*, *Penny Nichols series*, *Ruth Fielding series*, *Doris Force series*, *Dot and Dash books*, *Flash Evans series*, *Honey Bunch series*, and *Kay Tracey series*; as well as a number of individual titles (pp. 1-3).

Harriet Stratemeyer Adams is the final and longest influence on the *Nancy Drew* series. The literature agrees that she was a remarkable woman with many skills and traits as both a writer and a businesswoman. Lefebvre (2007) discusses her absolute control over the syndicate and the characters. As she became more restrictive of the writing done for the *Nancy Drew* series in the mid-1950's, Adams decided that all writing and editing should be done in house without informing Benson that she no longer had a job (Rehak as cited in Lefebvre, p. 234). The other side of Adams is represented by Caprio (2006) when she states that

the watered-down Nancy Drew of the 1950's was the creation of an Adams who thought that she considered Nancy "too bold and bossy, too positive" (p.5). It is interesting that a woman, who was basically doing a man's job in the publishing world, would still be so ingrained with traditional ideas that she did not see the progressive side to Benson's girl detective. *Contemporary Authors Online* (2002) gives a complete listing of all of Adams's awards, committee positions, and accomplishments. Where normally these achievements would seem to mark a successful career, the fact that Adams was able to accomplish so much in the 1930's is remarkable. A woman's place was in the home, but the reality for Adams was, a woman's place was where Nancy Drew was; and that place was in control of the Stratemeyer Syndicate.

The Characteristics of Nancy Drew

It is her unique personality among fictional characters in children's literature that gives Nancy Drew a continuing place in the market today. Lundin (2003) says she "belongs in the same breath as civil rights and the golden commandment" (p.120). Lundin sees Nancy Drew as an "every girl" but with a unique personality resonating from her role as a female detective. She explores how young girls read, including the role mysteries play in their imagination, within the formation of their moral development, and how danger demands they resolve the roles and conflicts between good and evil (p. 123). One of the more interesting aspects of the character of Nancy Drew is presented by James P. Jones (1971) in dealing with racial prejudice and the series. Jones makes a strong case for the strong stereotyping done within the books and its effects on young readers in their attitudes towards minorities, especially in Nancy's treatment of them.

Johnson (1994) compares her with the fictional heroine Elsie Dinsmore. She believes that Nancy Drew acquired many of her characteristics from Elsie, even though at first they seem nothing alike. Johnson compares their role as sexually pure "snow maidens, physical similarities, their lack of mothers or siblings and more (pp.1-4). Reid-Walsh and Mitchell (2001) see Nancy Drew in the light of psychological comparisons between the reader and the character.

They describe Nancy as "a knower and a doer", a "whistle-blower" who is in search of the truth" (p.17).

Marshall (2003, p. 203) makes the observation that Nancy Drew is like a time traveler who is periodically revamped and trotted out in various forms during certain eras. She states: "The many incarnations of Nancy Drew suggest that she is less of a static heroine than a sort of cultural paper doll, who can be cloaked in a variety of lessons about gender and sexuality so that she might fit a particular historical moment and its ideas about girlhood and feminine adolescence."

Chamberlain (1994) sees Nancy as almost four different characters. The first Nancy is feisty, human, and down-to-earth in volumes 1-5. The second Nancy is far less described in the shortened versions of the 1950's volumes. The third Nancy comes with the revisions done by Adams in 1959 when the ethnic stereotypes were edited out along with almost all of the ethnic characters. Finally, the last Nancy is the contemporary Nancy of the 1980's who is concerned about weight loss and fitness (p.3).

It is fascinating that Bierbaum (1994) brings up the character of Nancy Drew and her fictional genre as a battleground for public libraries. She traces the division in library circles about allowing fiction of any type to be added to public library collections because it was not considered "real" literature. Bierbaum notes that series books were "notably absent from the lists (of best books) and awards" (p. 94). Serials were accused of everything from being trash that needed burned to wasting away the lives of young readers. Bad books were considered a bad influence on young readers, and mass production was bad because it limited that amount of time the writer had to give the work any sort of literary merit (p.95).

Boesky (2010) sees Nancy as caught between trying to survive adolescence and deal with the various aspects of modernity such as the Depression, crime, delinquency, career changes and industrial revolutions (p. 185). Forselius (2011) looks at Nancy from a Swedish perspective and compares the series with the popular Puck Larsson character of Swedish

children's fiction. She notes that in 2009 there were still 183 titles from the Nancy Drew series available in Swedish (p. 24). Forselius discusses the first books in both series and compares the characters in different references.

Hamilton-Honey (2012) examines the role librarians had in using their own prejudices against serial fiction to censor collections. She preferred the works of Louisa May Alcott and Martha Finley, with their traditional heroines to the modern heroines of the Stratemeyer series. She observes that in the serials, "children act like adults, make responsible decisions under their own power, and have voice and opinions that are often ignored in real life" (p.773). In a world where few women worked outside the home, children were expected to be seen and not heard, and the father's authority went mostly unchallenged; Nancy Drew was definitely not the normal girl.

Reid-Walsh and Mitchell (2001) observe that readers of *Nancy Drew* books often feel like they are outside watching her. She is an enigma of the adolescent who drives her own car, has no firm parental authority, always knows what to do, and yet is still only a teenager. They also noted that young readers who were asked to describe Nancy often say her as an adult and compared her to parents on television shows (p. 19). She is placed somewhere between 20 and 40 years old (p.20).

Caprio (2006) overview of the transition of Nancy Drew from 1930 through 1979, presents three very distinct personalities. Early Nancy Drew (1930-1940's), Transitional Nancy Drew (1950-1956) and Later Nancy Drew (1950-1979) are all reviewed and the characteristic changes noted in each era.

Rehak (2005) covers the characteristics and their changes through the years in great detail. The most interesting literature review feature is the amount of information on every aspect of Nancy Drew and her creators. There are varying opinions on small issues but the literature is constant in the argument that Nancy Drew is unique to children's literature, she shifted and adapted to the changing times, and she

makes a lasting impression on the young girls that read her.

Methodology

The methodology of this study began with a search on the following databases: *Academic Search Premier, JSTOR, Library Literature and Information Science Full Text, Literary Reference Center, Literature Resource Center, and Project Muse*. Searches on the Internet were also conducted under the terms: Nancy Drew, Edward Stratemeyer, Harriet Stratemeyer Adams and Mildred Wirt Benson. A subject search on the Cook Library catalog led to the discovery of the book *Girl Sleuth: Nancy Drew and the Women Who Created Her* by Melanie Rehak (2005), which was of great use in this study.

The information naturally divided into three categories. First, the historical information about the authors and their backgrounds discussed the different personalities that developed the Nancy Drew series. This information included the development of the Nancy Drew character based on the writing styles and beliefs of the writers who created her throughout the years 1930-2012. Secondly, the information about the character of Nancy Drew and her supporting friends divided into information about her physical characteristics, culture norms and abnormal traits, historical context and continuing evolution from a flapper from the 1930's into the modern girl of today. Thirdly, the information on current collections, historical information, online exhibits, fan clubs and title data were found on the Internet using the search terms listed.

The three sections of this study were then listed in chronological order within each of the first two areas and in order of types of information for the final section. All of the articles, books and Web sites were currently available as of March 2013. Several *Nancy Drew* mysteries were also read in order to understand the syntax of the writing and the continuous formula used in creating the characters.

Results

R1. What are the histories of the different authors involved in creating the Nancy Drew character?

Nancy Drew was the brainchild of Edward Stratemeyer, founder of the Stratemeyer Syndicate. Born in 1862, Stratemeyer was the son of German immigrants who settled in Elizabeth, New Jersey. When his uncle died during the cholera epidemic, his father married his Aunt Anna, who already had three boys. His father and Anna had three more children, including Edward. (Rehak, 2005). His first serious publication came in November 1889 when he published "Victor Horton's Idea" in a children's story paper. The story became a successful series which ran five weeks and helped set the pattern for the twenty-six year old Stratemeyer's writing style. Series became his mainstay, first with the "Old Glory" series and then the "Soldiers of Fortune" series, published from 1900 to 1906 (Donelson, 1978). After publishing five historical series, Stratemeyer turned to series based on working one's way up in the world. These included the *Working Upward*, *Bound to Succeed*, *Stratemeyer Popular* and *American Boy's Biographical* series. He then created several geography-based books that were never very popular. Sports series were his next topic, along with school life. Several of these sets were popular for many years and led to other popular series like the *Lakeport* series. Stratemeyer also created the *Rover Boys* and the *Bobbsey Twin* series around this time. The *Bobbsey Twins* were first published in 1904 and are still popular today. The only serious challenge to Stratemeyer's Syndicate came from Franklin K. Mathiews, Chief Scout Librarian, who opposed serials and created a list of better books for boys. The Boy Scouts of America approved booklist came out during "Safety Week" in 1913 and 1934 included more than 75 works by such authors as Jack London. This effected the Syndicate very little and the actually had a positive result in 1919, when Mathiews persuaded The American Association of Book Publishers to create "National Children's Book Week" (pp.3 5-36).

Watson (1991) calls Stratemeyer a "literary machine" who would churn out 125 different series consisting of 1,300 books between 1900 and 1930. His books sold at 50 cents a copy (down from \$1.25 at his

urging), and over his lifetime over 200 million copies were purchased (p.2). He founded the Stratemeyer Syndicate in 1905 and in 1906 came up with an idea to help work his hundreds of ideas into printable novels. Stratemeyer dictated up to 7,500 words in an eight hour day and yet still could not keep up with the many plots and characters his mind created. His solution was to develop detailed three-page outlines and send the sketches to young authors he met through placing classified ads. The authors then had one month to write the full novel, with Stratemeyer editing the finished product. Stratemeyer insured that none of his authors had a chance to meet by spacing out their appointments. This kept them from having a chance to exchange pseudonyms. The young authors were paid \$50 to \$250 a book but had to give up all rights to the Syndicate and agree never to reveal their true identities.

Into this scenario came a young newspaper reporter named Mildred Augustine Wirt Benson. According to Ewing (2007) Benson was born in Ladora, Iowa and published her first story at fourteen years old. In 1925, she graduated with a B. A. in English from the State University of Iowa. In 1927, Benson would become the first woman to graduate with a master's degree in journalism from the University of Iowa. Her first book for Stratemeyer is the opening volume of the Ruth Fielding series in 1927 under the pen name Alice B. Emerson. In 1928 she married an Associated Press reporter named Asa Wirt and moved to Ohio. From 1930, when she penned the first Nancy Drew novel and the early 1960's, Benson wrote almost 140 children's and young adult novels under her own name in addition to the books she was writing for Stratemeyer. She even initiated several of the series herself, including the *Honey Bunch* books and the *Dot and Dash* series (p.4).

Benson's vision of Nancy Drew was according to Fisher (2011), the embodiment of the feisty spirit of independence. Benson was tired of the "namby-pamby" characters and writing styles of previous children's books. She wanted to create a character that emanated her own beliefs that girls could do anything boys could do. It was the way she lived her life and it reflected in the adventures of her most

popular character. The fact that she wrote the first Nancy Drew book at the age of 24 cannot help but add a youthful, independent side to her writing and her characters.

Ewing (2007) continues to explain that she acquired the name Benson after her husband died and she married the editor of the *Toledo Times* (George Benson) for whom she was working. Benson was inducted into the Ohio Women's Hall of Fame, the Iowa Women's Hall of Fame and received the University of Iowa Distinguished Alumni Award in 1994. In acknowledgement of her contributions to the development and creation of Nancy Drew, Simon and Shuster along with Grosset and Dunlap, the owners of the Nancy Drew franchise; officially, legally and publicly announced that Mildred Wirt Benson was the original Carolyn Keene. Benson passed away on May 28, 2002 at the age of 95.

For a brief interlude, Walter Karig became Carolyn Keene. Fisher (2011) shares the brief history of the journalist who served in World War I and wrote volumes 8-10. He wrote other books for the syndicate, including the *Perry Pierce* mystery series but fell out of grace with the Stratemeyer Syndicate when he revealed his authorship to the Library of Congress in the 1930's. It was a strict policy among the authors that all ghostwriters would be paid a one-time fee for their work and would never reveal their true identities. It was in their contracts and these releases provided the Stratemeyer Syndicate with all rights to the stories they wrote. According to Rehak (2005) Harriet Stratemeyer, who was in control of the syndicate at the time, was furious. When Karig demanded credit for the Nancy Drew books he had written, the Library of Congress assumed he had written all the books in the series. Stratemeyer provided the Library of Congress with the outlines of the books as proof that the syndicate had written the books. Through her persistence, she was able to convince the Library of Congress that the true identity of Carolyn Keene would remain a secret. Rehak states "unable to explain the complicated process that brought a Stratemeyer book into being, Harriet simply wrote Karig out of the production chain altogether" (p. 188).

Harriet Stratemeyer Adams was the oldest child of Edward Stratemeyer and his wife Lennie. Rehak (2005) accounts that Stratemeyer felt as if she grew up in a "story-book house" with her father trying out his ideas on both of his daughters throughout the day (p.12). Stratemeyer attended college and found herself in a horrific situation when the College Hall caught fire on March 17, 1914. Stratemeyer went into the burning building with several other students and began caring out valuables. This was a real life Nancy Drew adventure and Stratemeyer was praised by the local press for her behavior. After graduating from Wellesley College in 1914, Stratemeyer married Russell Vroom Adams, an investment banker in 1915. She had been offered several teaching positions, including one at Wellesley, but her father insisted she turn them down. He saw a much more traditional role for her as a wife and mother. The couple had four children and Adams compromised her wish for employment by working from home for her father. According to *Contemporary Authors Online* (2002) she became a senior partner at the Stratemeyer Syndicate when her father died in 1930. She held many positions there, including writing multiple volumes for the *Tom Swift*, *Hardy Boys*, *Bobbsey Twins*, *Dana Girls* and *Nancy Drew* series.

Adams received many honors and awards during her lifetime. According to *Contemporary Authors Online* they included a certificate of appreciation from the New Jersey Congress of parent and Teachers in 1978, an honorary doctorate from Kean college and Upsala College, Annual Alumnae Achievement Award from Wellesley College, the Mother of the year Citation, National Mother's Day Committee, a special Edgar Award from the Mystery Writers of America and two citations from New Jersey Institute of Technology besides a certificate of merit from the American Red Cross.

But it was her love of Nancy Drew that most interested Adams. As head of the Stratemeyer Syndicate from 1930 to 1982, she had uncontrollable power in changing the character and plots of all the serial books under her control. It was due to her extensive revising that Nancy Drew remained in print

as a modern detective, but it was also her revising that tamed Nancy into a more traditional female character who depended on her boyfriend for help and was not nearly as risk-taking. Adams often referred to her as her “daughter” and once told *People* magazine that “her fictional daughter always does and says what I tell her to” (*People* as cited in *Contemporary Authors Online*, 2002, p.3).

In 1959 Adams undertook to update Nancy Drew and edit out old racial stereotypes. She updated basic elements as cars, speech, historic data and fashion giving the characters a fresh and modern look. It was Adams who saw the need to include different media forms such as movies and television shows. She expanded the series to include board games, cookbooks, and paperback books featuring *Nancy Drew* and the *Hardy Boys* among others. It was also under her leadership that the company negotiated with Simon & Schuster to create new books for her most popular characters. When Adams passed away of a heart attack in 1982, while watching the Wizard of Oz, the publishers bought the syndicate, insuring the continuation of America’s most popular children’s series.

R2. What scholarly books and journal articles analyze the characters or plots of Nancy Drew?

She could have been Stella Strong, Diana Drew, Diana Dare or Nan Nelson, but Nancy Drew won out and a girl detective is created. According to Rehak (2005) Edward Stratemeyer saw her in his original outline, as a 16 year old girl, the daughter of an older, widowed District Attorney who let her listen in on other detectives and his cases. She is to be a modern American girl “at her best, bright, clever, resourceful and full of energy” (p. 1). Mason (as cited in Carolyn Keene, 2013) describes her as “immaculate and self-possessed as a Miss America on tour. She is as cool as Mata Hari and as sweet as Betty Crocker” (p. 11).

Caprio (2006) explains that even her name speaks to young readers of power. “Drew”, as in drawing a bow, a salary, or draw and quarter someone; connotes competition and power. It also brings to mind grace as when someone drew a picture or drawing someone like a bee to honey. Her name is

powerful and emanates control. Would Nancy Drew really be the same quick-thinking super heroine if her name were Honey Smith or Muffy Jones? Everything about her is crafted to illustrate that this is no ordinary girl. Forselius (2011) states that her independent spirit and fearlessness made the Nazis ban all Nancy Drew books in Norway during the occupation.

Forselius also compares the best traits of the original Nancy Drew which inspired the Swedish girl heroine Puck Larsson in the 1940’s. According to Forselius (2011) both girls are the same age, live at home, are self-sufficient, smart, pretty, and beat the authorities every time in solving the cases (p.32). Chamberlain (1994) calls her “intelligent, confident, capable, talented, and attractive.” But she contends that all of these traits make her almost perfect and cause a very negative effect on young readers. She states that Nancy Drew readers have the unrealistic message of “have your cake and eat it too.” Chamberlain says that girl readers are told they can be “independent and dependent without drawbacks, help the disadvantaged and remain capitalists, be both elitist and democratic, be both adult and child, and be both “liberated” women and “Daddys’ little girls (p. 3). There is literally nothing Nancy cannot do. In *The Secret of the Old Clock*, Nancy repairs a boat, fixes a flat tire, drives safely through a thunderstorm, gives first aid to an injured character and offers a psychological diagnosis (Keene as cited in Chamberlain, p. 3).

The portrayal of such an independent young woman resonated with thousands of young girls in the 1930’s. However, not everyone agrees with the presentation of such a popular character. Marshall (2003) states that the literary construction of Nancy Drew during the first five years of publication reduced Nancy, the All-American girl to a “slim, white, middle-class, and heterosexual body” (p. 203). Marshall also states that the 1930’s were a decade “in which the fears about homosexuality caused a social panic” (p. 207). In that cultural climate, how could Nancy Drew be anything but a heterosexual girl and expect to be published in a series for children?

It is Boesky (2010) that offers an interesting analysis on the popularity of Nancy Drew. Even during the height of the Depression, Nancy Drew books sold briskly. They were an escape from the cruelties of the worst economic times the world had yet to experience. Nancy Drew and the Hardy Boys were “idealized adolescent protagonists with phenomenal yet recognizable skills; they were competent problem-solvers able to set a disordered world right again” (p. 189). Bad people are bad in the books and the good people always catch them. Nancy is always able to use her intuition to identify criminals by bad posture, foreign accents and lower class vocabulary. Just as the Mounties always get their man, Nancy Drew always solves the crime and brings the criminals to justice.

One of more unpleasant sides of the original Nancy Drew is presented in her relationships with ethnic characters in the books. According to Jones (1971) the series presents ethnic characters in a very negative light such as “negroes are menials who speak incorrect English” and are “inclined toward crime, strong drink, and they ‘shuffle’” (p. 121). Jones explores the representation of ethnic characters in a series that was read by thousands of impressionable young girls while acknowledging the culture in which the series was created. His focus is on the first 17 books published between 1930 to 1941. In these books, seventeen Negroes are identified, many of them insignificant characters that are merely background padding. Only four of them participate in the action and only four are given names. The majority of the characters are portrayed as servants or have menial jobs such as elevator starters or porters. The language of the ethnic characters is filled with slang, slurred or dropped endings, double negatives and portray their speakers as stupid, childlike or slow. Nancy often finds her dealings with them almost as an encounter between master and servant or they are the criminals in the plots. While the white villains are evil they are never involved with strong drink, whereas the character of Jeff Tucker is arrested multiple times by the sheriff for drinking. Jones also states that it would be simple for a child reader in 1935 to be terrified of a black Negro woman who resembled the “old negress” who

had threatened blond, blue-eyed, brave Nancy Drew (p.125).

Chamberlain (1994) notes that Nancy Drew represents the “white, upper middle-class world” that her readers either occupy or want to occupy. She thinks in terms of clear-cut morality and thrives in her material world of fast cars, fashionable clothes and strict social strata. There is a right and wrong side of the tracks in her world and those on the wrong side will never socially cross paths with Nancy and her friends, except in a negative or sympathetic light. As the series progresses class distinctions are less obvious but they remain by the very nature of the newer books settings. The later books are often set in expensive private schools, riding stables, or vacation resorts. Chamberlain states “the message is clear; poor people and menial workers are outcasts from “reputable” society and legitimate objects of suspicion” (p. 7).

In the 1950’s, people were changing and felt the Nancy Drew books were dated and old-fashioned. The treatment of minorities was out of place with the many Americans who had fought in the Second World War and saw racial hatred first hand in the concentration camps. Adams decided to revise the first books and bring them into the current culture. There were differing opinions on the affect Adams had on the character of Nancy Drew and her relationship with ethnic characters. Her solution was to write them out of the books. Rehak (2005) states that she just “got rid” of any ethnic characters and feels that it may have been the easiest way to deal with the racial bias; but it was not the most appropriate. It may have been easier but it watered down the diversity necessary to reach any type of realistic plot. America was and is a country of many different types of people. Nancy Drew suddenly lived in a very dull world. Rehak does state that it was time constraints which forced Adams to remove the ethnic characters but seems a missed opportunity that she did not revise the stories to include new and more modern ethnic characters. Because of their popularity, the books could have made headway in disseminating racial stereotypes instead of perpetuating them. Jones (1971), states that this

series offers a prime example of the role of children's literature in "the enforcement of adult attitudes toward minority groups" (p. 125).

Caprio (2006) describes the changes made in the 1950's as "transitional Nancy". This time period covers 1950-56 when Benson only wrote one of the eight books issued, Tandy withdrew from illustrating the covers and several changes are created to bring her into the post-war world. It is during this time that she is allowed to drive legally by turning 18, changes her appearance into a svelte bobbysoxer and learns to do a lot of gasping at the villains.

Chamberlain (1994), states that the later Nancy Drew of the 1950's and after "ended up as more of a line drawing instead of a fully realized portrait." Adams shortened the plots by sometimes as much as 40 pages and softened Nancy from the "bold and bossy" character she thought Benson had made her. Chamberlain laments that the changes resulted in "weaker literature but stronger potential for myth" (p. 4). Readers of Nancy Drew have always been young girls setting on the edge of young adulthood. Nancy's complete confidence and ability to be in control of every situation, and yet always have adult protection when needed, is an ambiguous state most teenagers would love to be in. Chamberlain feels that most young readers are so comfortable with Nancy Drew because she is both adult and child, protected and free. Her mysteries are solved but she will go on forever to the next case.

Ludin (2003) says that the continuing appeal of Nancy Drew comes from her constant "enactment of the defeat of evil by good" (p. 125). The reader is guaranteed that Nancy will get her man, or woman, in the end. The implausibility of the plots does not matter, for the reader is along only for the adventure. The fact that in *The Secret of the Old Clock* (as cited in Ludin, p. 125), Nancy Drew saves a little girl, who is almost run over by a speeding van that later is found to contain stolen goods, is just all part of the fun. Reality is not essential to series fiction, only the illusion of it is.

R3. What academic libraries or archives contain special collections of Nancy Drew books and related materials?

While many children's collections contain volumes of the Stratemeyer series, there were several Web sites and collections of particular interest to Nancy Drew fans. The first is the Nancy Drew Sleuth site (www.nancydrewsleuth.com/) under the direction of Jennifer Fisher. Fisher is a writer and historian of Nancy Drew, along with being the consultant on the 2007 Warner Brothers movie *Nancy Drew*. The Web site consists of Nancy Drew trivia, histories of the books and authors, information on book identifications and values, and fan club membership information. It is set up not only for children but also contains information useful to an adult collector.

The University of Southern Mississippi Cook Library is home to the De Grummond Children's Literature Collection is located in Hattiesburg, Mississippi (http://www.lib.usm.edu/legacy/degrum/public_html/aboutus-welcome.shtml). Along with housing over 185 original books from the 1930's, one of the more interesting items of Nancy Drew memorabilia is the work of George Edward Stanley, who wrote #155 of the *Nancy Drew* series, entitled *Mystery in Tornado Alley*. The collection also includes the original book typescript, revised versions of the book, and the contract for the book. One of the items preserved in the collection is a copy of the writing guidelines for the Nancy Drew series in the year 2000.

Another unique Nancy Drew collection is housed in the Iowa Women's Archives at the University of Iowa Libraries in (<http://collguides.lib.uiowa.edu/?IWA0093>). This Web site includes a finding guide, biographical note on the collection and content description. The physical collection contains videocassettes of the 1993 conference on Nancy Drew, programs, newspaper articles, posters, and artifacts.

University of Maryland Libraries Special Collections department has created a Web page to showcase their exhibition *Girls Series Books Rediscovered: Nancy Drew and Friends*

(<http://www.lib.umd.edu/RARE/SpecialCollection/nancy/collection.html>). The collection is based on the Rose and Joseph Pagnani Collection that was donated to the University of Maryland Libraries Special collections in 1998. The exhibit was created in 2005 to celebrate the 75th year of publishing of the Nancy Drew series. The Web page hosts links on formula fiction, the authors of Nancy Drew, and photographs of the actual exhibit.

Conclusion

Nancy Drew is a continuing heroine to thousands of young girls 83 years after the publication of her first book. She represents everything a modern young woman strives to be: independent, feisty, smart, analytical, beautiful, athletic and intelligent. For girls in the 1930's, she empowered them with her fearless sense of adventure and free spirit. The authors who shaped her were themselves cultural trend setters, from Edward Stratemeyer's boundless imagination to Mildred Wirt Benson's fiery independence, Nancy Drew was created to lead others. When Harriet Stratemeyer Adams took over the Nancy Drew character, she tamed her but did not destroy her spirit. Nancy flows through time, changing with each generation, and inspiring new future detectives in the year 2013.

The testament to her endurance continues in university and college collections, public libraries, book stores, and online celebrations of her creators and books. Conferences are held in her honor and new media continue to introduce her to new readers, in the form of movies, DVD's, games, series and more. Nancy Drew is eternally young and always on the case. She changed the way young girls saw their cultural limitations. She defied girls to be more than society would let them be and rejoice in their own unique place in the ever-changing world around them. Though banned by librarians for not being "real literature"; Nancy Drew lives on in the world today, still inspiring those who love her.

References (Annotated)

1. Bierbaum, E. G. (1994). Bad books in series: Nancy Drew in the public library. *The Lion and the Unicorn*, 18(1), 92-102.

This article is an interesting history of the validity of serial books in children's literature and in children's collections within public libraries. Bierbaum discusses the effects of fiction on children from 1876 to the present and the case of the *Nancy Drew* series in particular. The article notes that the *Nancy Drew* books were "notably absent" from the normal lists of awards and were considered "nonbooks" by many library professionals and parents (p. 94).

History, as shown in this writing, paints the books as everything from bad books to destroying the ability of children understanding right from wrong. It is a fascinating look at early library censorship through non-purchase of materials and the power children's librarians hold over collection development. It also includes data charts concerning the number of *Nancy Drew* books in libraries throughout the country by date and in comparison to other children's fiction books.

2. Boesky, A. (2010). Solving the crime of modernity: Nancy Drew in 1930. *Studies in the Novel*, 42(1/2), 186-201.

Boesky focuses on the first three *Nancy Drew* novels published in the early 1930's and the role that adolescence as an age group played in their formation. According to Boesky, youth between the ages of fourteen and twenty-four were not considered a separate population category until psychologist and educator Stanley Hall invented this unique phase of life.

The author argues that the biggest factor separating this age group from other ages was the creation of American high schools combined with the raising of the mandatory attendance age for school age children to sixteen. By the 1930's this shift removed a large number of teenagers from the workforce at a time when adult men were unable to find jobs to support their families. The link between teenagers and delinquency is discussed in detail along with the first three volumes in the *Nancy Drew* series.

3. Caprio, B. (1992). *The mystery of Nancy Drew: Girl sleuth on the couch*. Trabuco Canyon, Calif.: Source Books.

Caprio discovers the differences in the character of Nancy Drew as the series progresses over a seventy year period. She traces the earliest version of Nancy, written from the outlines of Edward Stratemeyer, by Mildred Wirt (Benson) to the Nancy of the 1990's. The author is an admirer of the early novels but presents the later versions as "watered-down shadows of the original character" (p. 1). Caprio also discusses the different spinoffs of Nancy Drew available to modern readers.

4. Carolyn Keene. (2007). *Contemporary Authors Online*. Farmington Hills, MI: Gale.

This information contains a complete listing of all writings attributed to the authors using the name Carolyn Keene, including those written with Frank Dixon. The article gives a short history of the Stratemeyer Syndicate series "stars" as well as a history of the character of Nancy Drew. Features include the use of Nancy Drew as a role model for young girls, the evolution of her character and a section on the relationship between Nancy and her father. A bibliography at the end of the article lists books and articles for further reading. A paragraph on media adaptations is also helpful as it not only includes titles of movies and television series, but also the release dates for the public.

5. Chamberlain, K. (1994). The secrets of Nancy Drew: Having their cake and eating it too. *The Lion and the Unicorn: A Critical Journal of Children's Literature*, 18(1), 1-12.

Chamberlain states that Nancy Drew has in fact "fossilized over time" while her books began creating disturbing images of class and gender that continue today (p.2). The author argues that the character of Nancy Drew has not really changed since the first mystery was published in 1930 except with cosmetic changes such as fashion, language, hairstyles and cars. The majority of the article concentrates on the dual personality of Nancy and how readers may have

any point of view they wish to create about her. Chamberlain writes that readers may have both: independence and domestic protection, freedom and security, a father who provides finances and security but never interferes with her cases, and a housekeeper who handles all of the daily chores has no authority as a parent. The author examines how these scenarios affect the plots, the readers and the myth of being Nancy Drew.

6. Donelsen, K. (1978). Nancy, Tom and assorted friends in the Stratemeyer syndicate then and now. *Children's Literature: Annual of the Modern Language Association*, 7, 14-44.

Donelsen creates a lengthy history of Edward Stratemeyer and his syndicate, which includes a history of the development of the *Nancy Drew* series. One of the most interesting characteristics of this article is the use of extended quotations from individual books within the series the author is discussing. The quotes enhance the arguments the author makes about the changes each series undergoes during the time span of its publication. An example of this are the small changes in Nancy Drew's world such as the metamorphosis of the Black caretaker into a tall skinny white man, the aging of Nancy from 16 to 18, and the altering of Nancy's personality to conform more to ideals of Harriet Stratemeyer Adams. The article also touches on the fight between librarian Margaret Heckman and the readers, when she announced three major reasons that no *Nancy Drew* book deserves a place in a public library.

7. Ewing, J. (2007). Mildred A. Wirt. *Guide To Literary Masters & Their Works*. Toledo, OH: Great Neck Publishing.

More than just a basic biographic entry, Ewing includes small details about Wirt, later Mildred Benson, that help define the woman who wrote more than 140 juvenile and young adult books. One example of his detailed account is the fact that Benson gave up her writing career in order to work full-time as a court reporter. The entry includes a listing of all of Benson's books, as well as the pen

names under which they are written, as well as information about her personal life. It is an impressive resume for someone who never received more than \$250 a book from the Stratemeyer Syndicate or any right to royalties of any type.

8. Fisher, J. (2011). Nancy Drew History. Retrieved from <http://www.nancydrewsleuth.com/>

This Web site is named in many of the articles used in this paper, even though it is maintained and operated by the president of the Nancy Drew Sleuths, a fan club. Fisher appeared on *Good Morning America*, speaks around the country, edits *The Sleuth* (the official magazine of the fan club) and was the coordinator for the Nancy Drew 75th/Stratemeyer Syndicate 100th Conference in New York City. This Web site includes a history of the series, collecting Nancy Drew books and collectibles, blogs, links and research, and a variety of categories for Nancy Drew fans. Also included is a detailed timeline of major events in the Nancy Drew world.

9. Forselius, T. M. (2011). Probing pioneer girl sleuths: Puck Larsson and Nancy Drew in 1950s girls' book series in Sweden. *The Lion and the Unicorn*, 35(1), 24-46.

Taking Nancy Drew to a more global level, Forselius discusses the similarities between Nancy Drew and her Swedish counterpart, Puck Larsson. The character of Puck Larsson was published in Sweden and was the first teenaged girl detective series written originally in Swedish, a year after the first Nancy Drew book appeared. Forselius is interested in "both the method of impact and in the 'machinery' of the subgenre and the reader appeal" (p. 25). This article gives a detailed comparison of both characters from the point of view of both a fan and a scholar.

10. Hamilton-Honey, E. (2012). Guardians of morality: Librarians and American girls' series fiction, 1890-1950. *Library Trends*, 60(4), 765-785.

According to Hamilton-Honey, there was a contentious relationship between the "first few generations of librarians and series fiction for girls"

(p. 765). This article traces the relationship of these institutions, such as the American Library Association, which see themselves as the keepers of proper literature for young girls, and the writers of series such as the *Nancy Drew* books, who were creating daring heroines which did not reflect conservative ideals. The article contains a revealing history of the relationship between girl's serial fiction, and the concerns of the newly created profession of librarianship.

11. Harriet Stratemeyer Adams. (2002). *Contemporary Authors Online*. Farmington Hills, MI: Gale, 2002.

This article is a basic biographical entry on Harriet Stratemeyer Adams, the daughter of Edward Stratemeyer, and the controlling force behind Nancy Drew's character after her father's death. It contains personal information, including the fact that she passed away at from a fatal heart attack while watching the "Wizard of Oz" for the first time in her 80's. It contains a listing of awards, career writings, and highlights of her life and a copy of her obituary. Further readings are listed in both books and periodicals. It is also interesting to note she was a member of many press and professional organizations, in addition to her writing and raising four children.

12. Johnson, D. (1994). Nancy Drew -- A Modern Elsie Dinsmore? *Lion and the Unicorn*, 18(1), 13-24.

Johnson compares the "assertive super sleuth" Nancy Drew to the pious, passive character of Elsie Dinsmore. Johnson compares both characters relationships with their fathers, lack of mothers in the home, physical appearance, suffering for righteousness and lack of siblings. Referring to both characters as "snow maidens", Johnson discusses the lack of interest in romance or sex as well as their abilities to "have everything, do everything and outshine everyone" (pp. 4-5). Although both fictional characters seem to have nothing in common at first glance, Johnson provides a winning argument that they share a great deal in common.

13. Jones, J. P. (1971). Negro stereotypes in children's literature: The case of Nancy Drew. *Journal of Negro Education*, 40(2), 121-125.

It is Jones' contention that the *Nancy Drew* books written between 1930 and 1941 portrayed Negroes (Jones' word) as "menials who speak incorrect English" and were almost always criminals who drank strong liquor and shuffled everywhere they went (p. 121). The article also points out numerous examples of ethnic stereotyping of other groups, which influenced young readers devoted to the books. The author focuses in on the seventeen books where "Negroes" are specifically identified noting that only four are given names (p. 121). The characters are represented as maids, porters, cooks, criminals and other subservient and undesirable types. It is interesting that the author makes no mention of the fact that these stereotypes were not confined to the *Nancy Drew* series but were, unfortunately, common representations of African-Americans in all forms of media from films to radio programs.

14. Lefebvre, B. (2007). Writing and rewriting Nancy Drew, girl detective. *Children's Literature*, 35, 230-238.

Although the article is a review of *Girl Sleuth: Nancy Drew and the Women Who Created Her* by Melanie Rehak, it is included because of the information the author provides about the more controversial areas of the book. The book is used as a resource for many of the articles about Nancy Drew and Lefebvre brings up areas of frustration in the book citations and references that affect the volume as a source for researchers. For example, Rehak blends two well-known reviewers as "one critic" and refers to Nancy Pickard, a respected mystery writer as "another adoring fan" (p. 237).

15. Lundin, A. H. (2012). Everygirl's good deeds: The heroics of Nancy Drew. *The Lion and the Unicorn: a Critical Journal of Children's Literature*, 27(1), 120-130.

Lundin seeks to discover the effects of *Nancy Drew* books on the reading patterns of young female

readers and the influence of the books on future reading choices made by the same audience. She looks at the roles mysteries play in the imagination of young female readers as well as the effect, if any, on their moral development. Lundin sees the heroine's benevolence toward the circle of victims as a way which "leads her to unravel the mystery through the providence of Good Deeds" almost as a knight in shining armor (p. 124). Lundin also studies the role of community service and how it resonates with mystery-series readers of mid-elementary age. She explores the role Nancy Drew plays in helping children see the "concrete enactment of the defeat of evil by good" and her power to "remedy wrongs that exemplify the idealism of youth" (p. 125). This is an excellent source on the character, morality, and personality that became the fictional Nancy Drew.

16. Marshall, E. (2002). Red, white, and Drew: The all-American girl and the case of gendered childhood, *Children's Literature Association Quarterly*, 27(4), 203-211.

Marshall states that her essay focuses on "the lessons learned about gender and sexuality, the girlhood pedagogies, which inform the representation of Nancy Drew during the first five years of the series, from 1930-1935" (p. 203). She then proceeds to discuss Nancy's weight, sexuality, size, racism, personality and friends. There is a detailed section on the relationship between Nancy and the other characters as well as an assessment on the role of Carson, her father, and Ned, her boyfriend.

17. Rehak, M. (2005). *Girl sleuth: Nancy Drew and the women who created her*. New York: Harcourt, Inc.

This book is a history of Nancy Drew and the two women who created her: Mildred Wirt Benson and Harriet Stratemeyer Adams. Taking the creating of the series from the first outlines of Edward Stratemeyer, to the revisions of the 1950's, to the seventy-fifth birthday of the first book release; Rehak traces the evolution of both the authors and their creation. The book is well documented, but the reference information is all included at the end, causing the reader to look back and forth for

information on the sources. At the same time, the placement of the research information causes the book to be read almost as a novel. Overall it contains an excellent overview of the history and creation of the *Nancy Drew* series.

18. Reid-Walsh, J., & Mitchell, C. (2001). The Case of the whistle-blowing girls: Nancy Drew and her readers. *Textual Studies in Canada*, 13/14, 15.

This article focuses on the readers, past and present, of the *Nancy Drew* series. The authors concentrate on female readers between the ages of seven and nine who are referred to as “whistle blowers” because they say what they think. This article’s approach gives an interesting look at what readers really think about the books.

19. University of Iowa Libraries, Iowa Women’s Archives. (2005). Nancy Drew Collection. Retrieved from <http://collguides.lib.uiowa.edu/?IWA0093>

This Web site is a finding guide to the *Nancy Drew Collection*, a part of the Special Collections department of the Iowa Women’s Archives, University of Iowa Libraries. The collection includes three different sections: Mildred Wirt Benson, Conference files, and Nancy Drew Ephemera. The materials contain information, speeches, etc. from *The Nancy Drew Conference* hosted by the University of Iowa in 1993. Information on the contents of the archive is in standard archival format. The contents of this archive are of great use to researchers but clearly not intended for recreational browsing. The site now includes biographical notes on the conference and Mildred Wirt Benson.

20. University of Maryland, Special Collections. (2008). Girls series books rediscovered: Nancy Drew and friends. Retrieved from <http://www.lib.umd.edu/RARE/SpecialCollection/nancy/collection.html>

Nancy Drew is just one of the characters featured in this special collection of girl’s series, *The Rose and Joseph Pagnani Collection: Girl’s Series from 1917 to the Present*. The collection contains over 300 books

from 33 different girl’s series. This Web site also features numerous online exhibits covering different aspects of Nancy Drew from *The Evolution of Nancy Drew* to *Girl Sleuth: Formula Fiction*. Online exhibits include original book covers, author information, links and original illustrations.

21. University of Southern Mississippi Libraries, de Grummond Children’s Literature Collection. (n.d.). Retrieved from http://www.lib.usm.edu/legacy/degrum/public_html/html/aboutus-welcome.shtml

One of the more interesting items of Nancy Drew memorabilia is housed in this collection is the work of George Edward Stanley, who wrote #155 of the *Nancy Drew* series, entitled *Mystery in Tornado Alley*. Included in his papers is the original typescript, revised versions of the book, the contract for the book, and a piece of information very exciting to researchers and historians. One of the papers contained in Stanley’s collection is a copy of the writing guidelines for the series in the year 2000. The de Grummond Collection also houses 185 books, including copies of several *Nancy Drew* books from the 1930’s.

22. Watson, B. (1991). Tom Swift, Nancy Drew and pals all had the same dad. *Smithsonian*, 22(7), 50-59.

This article chronicles the career of Edward Stratemeyer, author and creator of the Nancy Drew character. Stratemeyer became the head of the Stratemeyer Syndicate, which turned out inexpensive children’s serials by the hundreds, including *Tom Swift*, *Nancy Drew*, and the *Bobbsey Twins*. Descriptions of all of his major characters are included as well as a view of his strategy for successful serial publishing. The article also includes photographs of various characters and the author.

Works cited by others

Keene, C. (1930). *The secret of the old clock*. New York: Grosset & Dunlap.

Mason, B. A. (1995). *The girl sleuth*. Athens: University of Georgia Press.

Map and Geographical Imagery in Editorial Cartoons by Eldon Pletcher: Archival Research Paper

By Linda Ginn

Background

Maps are representations of an area of the Earth or space that convey information related to place to anyone who has access to them and can interpret them. Information on maps might include political boundaries, elevation, location of water resources, location and name of roadways, or other types. They are not recent inventions by any means. One can imagine an early hunter drawing on the ground to indicate the direction of prey animals or a villager drawing a map to show a traveling trader how to reach the next village.

Ancient maps designed to last over some period of time were produced primarily for people traveling over land and sea for personal, commercial, and military purposes. With success in commerce, exploration and the spread of power at stake, maps and the information they contained became highly prized. They were collected, guarded, and only shared with trusted generals and those carrying out commissions of business or state (Brown, 1949).

Long associated with military intelligence, maps have been integral for conquest and success in battle. To capture an enemy's maps was a coup, but only if the information on them could be trusted. Deliberate disinformation is one way to mislead or deceive with maps, but maps also have inherent inaccuracies built in. Scale is one element of disinformation, but out of necessity rather than an attempt to deceive. Since a map is much smaller than the area of Earth or space it represents, not everything contained in the area can be shown. Also, portraying three-dimensional space on a two-dimensional surface has many pitfalls and is one reason for the development of so many systems of projection, like Mercator, cylindrical equal-area, sinusoidal, and Goode's homolosine equal-area. Each has positive and negative aspects, but all projections distort scale (Monmonier, 1996).

The display and use of maps has taken many forms throughout history. Perhaps the most propagandistic use of maps as signs of power has been in palace

galleries, throne rooms, audience chambers and corporate offices. Maps on display in these settings are often large and meant to be impressive, showing the extent of power, wealth and influence of the ruler, the country or the company. The school classroom is where maps with the most purity of purpose might be expected to be found. Maps are important elements for the teaching of many subjects, especially in the social sciences. Historically, though, educational maps have not always been objective and honest (British, 2010).

Maps are prominent parts of modern day society. Every family traveling on vacation in the car in past decades consulted maps along the way, and state hospitality centers still provide maps for travelers. Maps give directional information on city streets and in buildings. With the rise of geographic information systems, many people now consult maps on computers and handheld devices like tablets and Smartphones. GPS devices in moving vehicles make use of global positioning satellite technologies.

The usefulness of Web-based maps to display geographic datasets is one way mapping technology can be employed powerfully to transmit information to a viewer. Mashups, combinations of technology to portray information in new ways, often use maps, resulting in a transformation of static masses of data into dynamic moving pictures of that data over time. One example is Latoya Egwuekwe's "The Decline: The Geography of a Recession," originally a graduate school project. Ms. Egwuekwe combined county-level unemployment data with mapping technology and progressively darker colors to produce a dramatic visual representation of worsening economic conditions in the United States from January 2007-February 2011. Another example worth noting is "1000 Years of European History in 12 Minutes," by Yura Sazhych. This mashup shows political changes in Europe since about 1000 C.E. using color and moving borders. The understanding of political change is enhanced for the viewer, but an improvement in this mashup would be the addition of a date stamp.

Maps and mapping concepts are not just visual. They have also become essential elements in our verbal communications. In addition to simple noun and verb uses (a “map” of Texas, “map” out a new career), they are also used to express ideas such as obliteration (wiped off the “map”) or describe something widely known (This will put us on the “map”) (Ginn, 2012).

Since maps and map imagery have long been used to communicate information, it is not surprising that they were incorporated into a social and political commentary art form, the editorial cartoon. This study examined map and geographical imagery used in editorial cartoons by Eldon Pletcher. Cartoons in this study are part of the AAEC Editorial Cartoon Digital Collection in the Special Collections at The University of Southern Mississippi. An earlier study (Ginn, 2013) of map and geographical imagery in editorial cartoons from this collection sampled the work of multiple artists; the current study focused on one cartoonist, Eldon Pletcher, whose work constitutes the largest part of the digital collection.

The purpose of this study was to identify how often map and geographical imagery was part of Pletcher’s cartoon, the type of map imagery, geographic locations represented, the scale of the imagery, types of geographical landforms, manmade structures indicating place, and whether the imagery was merely locational or important to an understanding of the cartoon’s message.

Eldon Pletcher, Cartoonist

Eldon Pletcher was born in Goshen, Indiana, in 1922. He studied at the Chicago Academy of Fine Arts (1941-1942) and, after military service in World War II, the University of Aberdeen (1946-1947) in Scotland. He also studied at the John Herron Art School in Indianapolis, Indiana, before beginning his career as a cartoonist at the *Sioux City Journal*. He was at the *Journal* from 1949-1966 and then moved to the *New Orleans Times Picayune*, where he drew and published cartoons from 1966-1984 or 1985 (Wichita State; Syracuse). Pletcher’s cartoons addressed issues of society, culture, current events, and politics at the local, state, regional, national, and international level.

Editorial Cartoons

Editorial cartoons have been influential in American politics for as long as they have been published. It is generally agreed that the first editorial cartoon published in an American newspaper was by Benjamin Franklin in 1754 (Bush 1966, 9-11) (Figure 1), while an earlier cartoon of Franklin’s dates to 1747 (Somers, 1998). Franklin’s drawing of a divided snake signifying what he considered to be disunited British colonies in North America evolved into the famous “Join, or Die” cartoon that came to symbolize the unity needed to gain independence from England. Franklin’s snake appears to represent a roughly drawn map of the Eastern seaboard of the United States with the pieces labeled as colonies, though Georgia does not appear and the New England colonies are not individual (Belyeu, 2006).

Figure 1. “Join, or Die” by Benjamin Franklin Pennsylvania Gazette (Philadelphia, PA), May 9, 1754 (courtesy of Library of Congress)

In the U.S. presidential election of 1832, cartoons were used to attack then President Andrew Jackson. By the end of the American Civil War, the New York Evening Telegram was printing a front page cartoon each week. Cartoons published in the New York World likely contributed to Grover Cleveland’s defeat of James G. Blaine in the presidential election of 1884 (Bush, 1966).

Some of the best known historical political cartoons are those by Thomas Nast published in Harper’s Weekly in the 1860s and 1870s, which were important in discrediting New York City’s corrupt political leader, William Marcy Tweed of the Tammany Hall Society. Nast was the originator of the Democratic Party donkey and Republican Party

elephant symbols, and Chris Lamb (2004) credits him with being “the first cartoonist to fully demonstrate the impact that the cartoon could have on American society” (p. 43).

Editorial cartoons use words and pictures to communicate messages, often the thoughts and opinions of the cartoonist. “For good or bad, the cartoon can be a powerful force, and in its very nature it is a critical instrument because in a broad sense its base is caricature and caricature is ridicule.” (Fitzpatrick 1953, unnumbered page facing page 1)

As social commentary, cartoons can vary widely. According to Lamb (2004), some “cartoonists...use satire to challenge readers and shake them out of their complacency, whereas the so-called gag cartoonists soften their message with humor” (p.26). Elaine Miller, in her film about editorial cartoons focused on Hillary Rodham Clinton, said that “cartooning starts with an attitude” (1998). Even so, the most powerful editorial cartoons are not necessarily funny. Another major purpose is to provoke readers into thinking about social issues. “Political cartoonists mine the metaphors of our social landscape looking for those bombshells that startle and amuse us, but we readers are also a part of the meaning of these images because we share a culture with polarized ideas....We play our part.” (Miller, 1998)

Linus Abraham wrote, “Cartoons are intended to transform otherwise complex and opaque social events and situations into quick and easily readable depictions that facilitate comprehension of the nature of social issues and events. In doing so, they present society with visually palpable and hyper-ritualized depictions selectively exaggerated portions of ‘reality’) that attempt to reveal the essence and meaning of social events” (Abraham, 2009, p. 119).

The words are important, but they are not the primary aspect, because they are dependent on the images for the meaning to come through (Abraham, 2009). Lamb (2004) wrote, “If the imagery is powerful enough, there is no need for more than a few – if any – words” (p, 43). Said another way, “At

best, textual materials just supplement or enhance the visual messages” (Abraham, 2009, p. 122).

Imagery used in editorial cartoons is of many types. A person in a cartoon might be drawn to be recognizable, President Lyndon Johnson, for example. The person might be a device used by the cartoonist to portray an “Everyman” character, an image used repeatedly that rises over time to the status of a signature image. Lines can indicate movement, such as the curved lines around a tornado that portray a spinning motion or the straight lines behind a ship that indicate movement through water. Nursery rhyme characters, buildings, city skylines, clothing – all these and more are used by cartoonists to convey the messages of editorial cartoons.

Maps and Geographical Imagery in Editorial Cartoons

An inventory of a cartoon’s visual and textual content is the basis of interpretation of cartoons. What images are present and what is their relationship? What do the words say? Deeper interpretation involves analysis of the imagery which, together with the text, leads the reader to understand the meaning being conveyed by the cartoonist.

The presence of any imagery in editorial cartoons is intentional. The space in a cartoon is too valuable to be wasted on anything incidental or superfluous. Is a map of France in a cartoon present to identify the geographic location of the issue being addressed, or is the shape of France used to convey another idea or a larger meaning?

Other geographic imagery presents similar opportunities for analysis and interpretation. A cartoon that shows a little girl carrying school books walking down a lane next to a creek while leading a lamb, with a schoolhouse in the background, is probably not about nursery rhymes, sheep, creeks, or buildings. The cartoonist is probably using a nursery rhyme image to convey a message about the education of children. The lane and creek (geographical features) may not be germane to either location or meaning in this example.

In contrast, in a cartoon showing people in a canoe trying to navigate a creek studded with boulders labeled with societal issues such as war, debt, and poverty, the creek and boulders are used as integral aspects of meaning. A cartoon showing people climbing a mountain may be about mountain climbing, or it may allude to a hard task being undertaken or a political situation that will be difficult to accomplish.

Manmade structures that are easily identifiable provide readers a key to geographic location and therefore, context, without the need for words. Do they also function to portray deeper meaning? Does the presence of the U.S. Capitol dome signify only the geographic setting of Washington DC for general context, or does the image contribute to a reader's understanding that the cartoon is addressing some aspect of national politics? Does the presence of the Louisiana Superdome in a city skyline simply fix the location as New Orleans, or does it mean the cartoon has to do with football?

Methodology and Data Collection

Editorial cartoons examined and analyzed for this study are part of the AAEC Editorial Cartoon Digital Collection in the Special Collections at The University of Southern Mississippi (AAEC). The digital collection consists of 1,924 images of cartoons by more than 50 artists. Images in the digital collection were selected from more than 6,500 original cartoons in the print Editorial Cartoon Collection, which has artwork by more than 300 cartoonists with creation dates from the 1950s and later. Cartoons from the 1960s and 1970s make up the bulk of the digital collection. (Special Collections, AAEC).

The work of Eldon Pletcher constitutes almost half of the AAEC Editorial Cartoon Digital Collection, with 899 cartoons of 1,924. A simple search for cartoon metadata records with "Pletcher" in any field was used to retrieve all digitized cartoons by Eldon Pletcher. The first 200 cartoons in the results list were viewed. Data were recorded to answer the research questions as shown below.

Research Questions

Q1. Does the cartoon contain map or geographical imagery?

(Yes or No)

Q2. What map and geographical images are shown? (Globe; Great circle/Hemisphere; Continent; Country; State; Geographical landforms; or Manmade structures that convey location)

Q3. What locations are indicated or shown? (Names of cities, states, regions, countries, continents; or Space)

Q4. What is the scale of the imagery? (Extraterrestrial/Global; Continental; National; State; Local/Close)

Q5. What geographic landforms are present? (Mountains, oceans, lakes, rivers, etc.)

Q6. What manmade structures indicating place are present? (Structures such as pyramids, the U.S. Capitol dome, the Eiffel Tower, etc.)

Q7. Do the images just specify location, or are they important to the cartoon's meaning? (Location or Meaning)

Two delimitations were determined. Cartoons by Eldon Pletcher in the Editorial Cartoon Digital Collection were included up to a count of 200. Cartoons with manmade structures that required labeling to be identified or that did not readily convey any geographic location were excluded.

Results

The purpose of this study was to analyze map and geographical imagery in Eldon Pletcher's editorial cartoons in the AAEC Editorial Cartoon Digital Collection in the Special Collections at The University of Southern Mississippi. Two hundred digitized editorial cartoons were examined.

Research question 1 asked how many cartoons contained map or geographical imagery. Thirty- four of 200 cartoons (17 percent) had map or geographical imagery as part of the visual content. See Table 1.

Table 1: Presence of Map or Geographical Imagery

	Quantity
Imagery present	34
Imagery not present	166
Total	200

Question 2 asked what map and geographical imagery was shown in the cartoons. Manmade structures were most often seen in the cartoons that had map or geographical imagery – 17 of 34 (50 percent). The types of imagery and quantities are shown in Table 2.

Table 2: Map and Geographical Imagery by Type

	Quantity
Extraterrestrial (smallest scale)	2
Global	1
National	4
State	2
Local/Close (largest scale)	25
Total	34

Question 3 asked what geographic locations were indicated or shown. Washington DC was most often seen, 10 cartoons (29 percent), followed by no specific location in eight cartoons (23 percent). One cartoon had two distinct locations. Geographic landforms were associated with no specific location. The geographic location data are shown in Table 3.

Question 4 asked about the scale of the map and geographical imagery. By far, most cartoon imagery was large scale (25 of 34 cartoons, or 74 percent), described here as Local/Close, with the reader seeing the imagery as if from very close range. The smallest scale placed the reader in outer space seeing imagery of planets. The scale data are shown in Table 4.

Table 4: Scale of Map and Geographic Imagery

	Quantity
Global	2
Great circle/Hemisphere	3
Continent	0
Country	4
State	1
Geographical landforms	7
Manmade structures	17
Total	34

Table 3: Geographic Locations

	Quantity
United States	3
Washington DC	10
Space	2
Mississippi	1
Baton Rouge	3
New Orleans	2
Louisiana	1
Falkland Islands	1
Moscow	1
Berlin	1
Cambodia	1
London	1
No specific location	8
Total	35

Question 5 asked what geographical landforms were present. Descriptive terms were used to record a variety of landforms seen in 11 cartoons, as shown in Table 5 (presented alphabetically).

Table 5: Geographical Landforms

	Quantity
Cliff	1
Creek	1
Iceberg	1
Lake bottom	1
Moon	1
Mountain	2
Ocean	2

Planet(s)	2
Total	11

Question 6 asked what manmade structures indicating place were present. The most often seen manmade structure was the U.S. Capitol dome (seven of 18 cartoons, or 39 percent) in Washington DC, followed by the White House (Washington) and the Louisiana State House in Baton Rouge (three each). Manmade structures that required a label for identification were not recorded. The manmade structure data are shown in Table 6.

Table 6: Manmade Structures Indicating Place

	Quantity
U.S. Capitol dome (Washington DC)	7
White House (Washington DC)	3
Louisiana State House (Baton Rouge)	3
Louisiana Superdome (New Orleans)	2
Kremlin (Moscow)	1
Berlin Cathedral (Berlin)	1
Westminster Palace (London)	1
Total	18

Question 7 asked whether the images just specified location or if they were important to an understanding of the cartoon's meaning. By a wide margin, the imagery was interpreted as being important to understanding the meaning of the cartoon (27 of 34 cartoons, or 79 percent). See Table 7.

Table 7: Location vs Meaning

	Quantity
Location	7
Meaning	27
Total	34

Cartoon Examples

Several examples of editorial cartoons with map and geographical imagery illustrate the data in Tables 1-7 above.

"Mr. Begin reconsiders a Palestinian homeland," (Figure 2), shows the Earth as a globe with lines of latitude and longitude, surrounded from a distance by other planets. A wooden structure has been nailed to the Earth, perhaps not very securely. At the end of the structure is a platform on which Israeli Prime Minister Menachem Begin, dressed in workman's overalls, is kneeling on hands and knees using a hammer to attach groundcover and a palm tree. Data collected: Q2 Global; Q3 Space; Q4 Extraterrestrial (scale); Q5 Planet(s); Q6 N/A; Q7 Meaning.

Figure 2. "Mr. Begin reconsiders a Palestinian homeland," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

"It's homogenized," (Figure 3), uses a map of Louisiana to show the location of the topical content of this cartoon. Pletcher uses a milk truck and milk industry terminology to comment on the 1979 governor's election campaign in Louisiana. Data collected: Q2 State; Q3 Louisiana; Q4 State (scale); Q5 N/A; Q6 N/A; Q7 Location.

Figure 3: "It's homogenized," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

"Deep South college entrance test scores," (Figure 4), is an example of a map image used as the background of a graph. While the location is apparent from the shape of the map, it is the graph itself which has more importance. Data collected: Q2 Country; Q3 United States; Q4 National (scale); Q5 N/A; Q6 N/A; Q7 Meaning.

Figure 4. "Deep South college entrance test scores," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

"Yes, Mr. President, I'm giving my full support to your increase in defense spending," (Figure 5), shows a manmade structure, the U.S. Capitol dome, outside the window at the upper right. This fixes the location of the action of the cartoon as Washington DC, but the meaning is broader as it relates to U.S.

politics on a national scale. Data collected: Q2 Manmade structure; Q3 Washington DC; Q4 Local/Close (scale); Q5 N/A; Q6 U.S. Capitol dome; Q7 Meaning.

Figure 5. "Yes, Mr. President, I'm giving my full support to your increase in defense spending," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

"International year of the child," (Figure 6), is a biting example of satirical wit. An emaciated and naked child holds a large empty bowl, the outside of which is marked with lines of latitude and longitude, ocean, and indistinct continental area. The International Year of the Child was proclaimed on January 1, 1979, by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to highlight malnutrition and other issues that impact children worldwide.

Figure 6. "International year of the child," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

Pletcher identifies Cambodia by labeling the child, but the upturned bowl suggests the southern hemisphere of the Earth, which may also be the target of his comment (Cambodia is in the northern hemisphere but somewhat close to the Equator). Turning the image upside down does not show a land mass that suggests the northern hemisphere. Could the map imagery on the empty bowl also suggest that the southern hemisphere is missing out on the world's attention to childhood hunger and food insufficiency? Data collected: Q2 Hemisphere; Q3 Southern Hemisphere; Q4 Local/Close (scale); Q5 N/A; Q6 N/A; Q7 Meaning.

"Re-election landslide," (Figure 7), is another example of a manmade structure identifying location. In this case, it is Westminster Palace in London, the seat of the British Parliament. Other elements provide the meaning that Prime Minister Margaret Thatcher's party had been returned to power by a wide margin in a reelection campaign in Great Britain despite a seriously depressed national economy. Data collected: Q2 Manmade structure; Q3 London; Q4 Local/Close (scale); Q5 N/A; Q6 Westminster Palace; Q7 Location.

Figure 7: "Re-election landslide," by Eldon Pletcher. Special Collections, McCain Library and Archives, University of Southern Mississippi

It could be argued that the 27 cartoons in which the map and geographical imagery was important to understanding the meaning are more imaginative than the ones that use a map image to fix the location of the topical content. "Deep South college

entrance test scores" is an example of a cartoon that seemed to require more of the cartoonist than did "It's homogenized," the one about the 1979 Louisiana governor's race.

From the standpoint of the researcher, the cartoons that required more inspection and analysis to understand them were more interesting than the ones that just indicated location. The most interesting one in this study, perhaps the most engaging because it is so enigmatic, is "International year of the child," where the map and geographical imagery used causes the reader to stop, think, and ask, "What did Pletcher mean by using the map imagery on the outside of the bowl the child is holding? Was he indicating the southern hemisphere, specifically? Or was he making a worldwide comment but showing half a world? What did he mean?"

Conclusion

This study analyzed 200 editorial cartoons drawn by Eldon Pletcher, who worked for *the New Orleans Times Picayune* for almost 20 years. The presence of map and geographical imagery in Pletcher's cartoons was the specific focus. Thirty-four (17 percent) of the cartoons analyzed contained map and geographical imagery. Of these, 18 used recognizable manmade structures to convey location or meaning and 11 used geographical landforms. Only five cartoons used actual map images.

Maps, geographical landforms, and manmade structures are just one type of imagery at the disposal of the editorial cartoonist. Whatever is used, the cartoonist's wit and skill are required to select just the right images and words to convey the intended message.

Editorial cartoons have been a vibrant and unique part of the landscape of social and political commentary in newspaper journalism for at least 150 years. They are transitioning online along with newspapers and also into social media by being shared and posted by enthusiasts. The popularity of editorial cartoons will likely continue, due in part to the talent of cartoonists drawing on their artistic and journalistic abilities to combine words and images into this unique form of communication.

References

AAEC Editorial Cartoon Digital Collection.

<http://digilib.usm.edu/cdm/landingpage/collection/cartoon> (accessed July 20, 2013).

Abraham, L. (2009). Effectiveness of cartoons as a uniquely visual medium for orienting social issues. *Journalism Communication Monographs*, 11(2), 118-165.

Belyeu, M. (2006). Primary Source of the Month. Article in *Colonial Williamsburg e-Newsletter*, 5, November 2006.
<http://www.history.org/history/teaching/enewsletter/volume5/november06/primsources.cfm> (accessed July 20, 2013).

British Library. 2010. *Magnificent maps: power, propaganda and art*. [Leaflet: Guide to an exhibition 30 April-19 September 2010].

Brown, L.A. (1949). *The story of maps*. New York : Dover Publications.

Bush, M. H. (1966). *American political cartoons, 1865-1965*. Syracuse, N.Y.: Syracuse University.

Egwuekwe, L.. *The Geography of a Recession*.
<http://latoyaegwuekwe.wordpress.com/2011/04/08/the-decline-the-geography-of-a-recession/>
(accessed January 30, 2014)

Fitzpatrick, D.R. (1953). *As I saw it: A review of our times with 311 cartoons and notes*. New York: Simon and Schuster.

Franklin, B. "Join, or Die." Woodcut/editorial cartoon published in the *Pennsylvania Gazette*, May 9, 1754. From *Colonial Williamsburg e-Newsletter*, courtesy of Library of Congress (see Belyeu).

Ginn, L. *Cataloging Maps. Part I. Map Concepts and Uses*. Guest Lecture for LIS 506 Advanced Cataloging at The University of Southern Mississippi (May 2012).

Ginn, L. (2013). Map and geographical imagery in editorial cartoons. *The Primary Source*, 31(2).

Lamb, C. (2004). *Drawn to extremes: the use and abuse of editorial cartoons*. New York: Columbia University Press.

Miller, E. K. (1998). *Drawing conclusions: editorial cartoonists consider Hillary Rodham Clinton*. A film by Elaine K. Miller. 26 min. First Run/Icarus Films. Videocassette.

Monmonier, M. (1996). *How to lie with maps*. 2nd edition. Chicago: University of Chicago Press.

Pletcher, E. "Deep South college entrance test scores." Editorial cartoon, ca. 1966-1984. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1700)
<http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Pletcher, E. "International year of the child." Editorial cartoon, ca. 1979. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1724)
<http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Pletcher, E. "It's homogenized." Editorial cartoon, 1979. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1664)
<http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Pletcher, E. "Mr. Begin reconsiders a Palestinian homeland." Editorial cartoon, undated. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1562)
<http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Pletcher, E. "Reelection landslide." Editorial cartoon, ca. 1983. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1782)
<http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Pletcher, E. "Yes, Mr. President, I'm giving my full support to your increase in defense spending."

Editorial cartoon, ca. 1981-1984. From the AAEC Editorial Cartoon Digital Collection (Item ID=mus.aaec1701) <http://digilib.usm.edu/cdm4/search.php> (accessed January 30, 2014).

Sazhyh, Y. (2013). *1000 Years of European History in 12 Minutes*. <http://www.youtube.com/watch?v=MFyFOARNuBM> (accessed January 30, 2014).

Somers, P. (1998). *Editorial cartooning and caricature: a reference guide*. Westport, Conn.: Greenwood Press.

Special Collections AAEC Home. <http://www.lib.usm.edu/spcol/exhibitions/aaec.html> (accessed July 20, 2013).

Syracuse University Libraries. *Eldon Pletcher Papers. Finding aid to a manuscript collection*. http://library.syr.edu/digital/guides/p/pletcher_e.htm (accessed July 20, 2013).

Wichita State University Libraries. *The Cartoon Collection of Eldon Pletcher, MS 90-20*. Finding aid to a manuscript collection. <http://specialcollections.wichita.edu/collections/ms/90-20/90-20-A.HTML> (accessed July 20, 2013).

"The Editorial Cartoon Digital Collection contains examples of the work of member artists of the American Association of Editorial Cartoonists (AAEC). With more than 1000 cartoons representing more than 50 cartoonists, the digital collection is still growing. Created primarily in the 1960s and 1970s, the cartoons reflect changes in American social and political attitudes and provide artistic commentary on such topics as the Civil Rights Movement, Watergate, the Vietnam War, government bureaucracy, taxes, and political corruption.

More editorial cartoons are available in McCain Library & Archives, as well as information about the cartoonists." For more information visit: <http://digilib.usm.edu/cdm/landingpage/collection/cartoon>.

A Comparative Analysis of the Religious Non-Fiction Collections of a Public Library and a Christian Church Library

By Tanya C. Bolton

Master's Research Project, May 2013

Readers: Dr. Elizabeth Haynes

Dr. Teresa S. Welsh

Introduction

Natchitoches Parish (county), Louisiana, is located in the northwest region of the state. The town of Natchitoches, the parish seat, was established as a French colony in 1714 in an area already inhabited by the Natchitoches Indians and is considered the oldest permanent European settlement in the Louisiana Purchase Territory (Louisiana Office of Culture, Recreation and Tourism, 2012). According to U.S. Census Bureau statistics (2012), there were an estimated 39,442 people residing in the parish in 2011. The town is also home to the main campus of Northwestern State University, a public university with nearly 9,500 total students, with 4,149 of those taking classes on the Natchitoches campus (Northwestern State University, 2012).

The Natchitoches Parish Library is located in downtown Natchitoches, in the heart of the town's historic district. The library does not operate any branches other than the main library, but its community bookmobile has thirty stops scheduled in various locations throughout the parish in a two-week rotation (Natchitoches Parish Library, 2012a). A schoolmobile also visits the public schools that are located in six different outlying areas of the parish on alternate weeks (Natchitoches Parish Library, 2012c). Between Jan. 1, 2007 and Oct. 5, 2012, 823 people borrowed items from the community bookmobile, 1,691 people used the schoolmobile, and 12,679 people borrowed items from the main library. The total number of users for the entire system in that time period was 15,193 (Natchitoches Parish Library, 2012b).

Directly across the street from the Natchitoches Parish Public Library is the First Baptist Church (FBC) of Natchitoches. The First Baptist Church is a Southern Baptist Church and has approximately 800 registered members with an average attendance of 300. Its main library houses the adult fiction and non-

fiction collections, audiobooks, DVDs and kits usually used for teaching purposes. It also has several satellites in the same building housing the children's, juvenile, youth (young adult), and university collections. The FBC library also serves as a repository for the Natchitoches Baptist Association, as well as District Eight Baptist Convention, which encompasses 125 churches that are members of five Louisiana Baptist associations in west central Louisiana. The materials owned by the Association and the Convention are part of the library's circulating collection but are marked differently to distinguish them from the church's own holdings. The library has approximately 1400 registered users (H. Ferguson, personal communication, Nov. 14, 2012).

Statement of Problem

The purpose of this study is to compare the religious non-fiction collection of a public library (Natchitoches Parish Library) with the religious non-fiction collection of a Christian church library (First Baptist Church, Natchitoches) focusing on those books classified in the 200s of the Dewey Decimal Classification system. The two libraries that are the focus of this study are located directly across the street from each other. By uncovering strengths and weaknesses of each collection and pinpointing areas of overlap, the staff of the two libraries may be able to use the findings to identify ways in which they may be able to work cooperatively to provide improved resources and services to the people of Natchitoches Parish.

Research Questions

- R1. How many books in each collection are classified under the 200s using the Dewey Decimal Classification System?
- R2. What percentage of the adult non-fiction books in each collection are classified in the 200s using the Dewey Decimal Classification System?
- R3. What percentage of each library's total collection is classified in the 200s using the Dewey Decimal Classification System?

R4. How many core religious texts as identified in H.W. Wilson's *Public Library Core Collection: Nonfiction*) does each library contain?

R5. How many non-Christian books (290s) are in each library's collection?

R6. What is the rate of circulation of the books in each library's non-fiction religious collection (200s) for the two-year period of Jan. 1, 2011 through Dec. 31, 2012?

Definitions

Dewey Decimal Classification System - The Dewey system, created in the 1870s by librarian Melvil Dewey, is a "classification system [that] allows a cataloger to assign numerical call numbers to media which positions each title in a logical arrangement according to its subject" (Southern Baptist Convention, 2004, p. 3).

Church library – A church library can be described as "a special library designed to serve the needs of its parent institution" (White, 1971, p. 397). It often contains highly specialized resources related to the religious denomination of the church with which it is associated, including its "history, theology, educational program, music, art, and worship" (White, 1971, p. 397). A church library may also be referred to as a congregational library or a parish library. Synagogue libraries are also included in this category. These libraries, which are available for use by the members of the congregation, differ from parochial libraries, which historically have been reserved for use by the clergy to increase their knowledge of doctrine and improve their preaching skills (Jacob, 2011, p. 211).

Collection Development - Collection development "is the process of making certain the library meets the information needs of its service population in a timely and economic manner, using information resources produced both inside and outside the organization" (Evans & Saponaro, 2005, p. 50).

Limitations and Delimitations of the Study

For all research questions except R4, this study is limited to books classified in the 200s of the Dewey Decimal Classification system that are part of the

main (adult) collection of each library. Books that are identified as juvenile or young adult texts are not included in this study. Audiovisual materials, audiobooks, e-books and formats other than printed books are also excluded from this study. Non-circulating books that are part of the library's reference collection are not included in this study. For question R4, religious books that are recommended in H.W. Wilson's *Public Library Core Collection: Nonfiction* and are owned by each library are included regardless of format, call number or location.

Assumptions

It is assumed that all books examined use similar cataloging and classification procedures. It is also assumed that shelf-lists generated for this study by each library's software are accurate and complete.

Importance of the Study

The library of First Baptist Church in Natchitoches is located across the street from the Natchitoches Parish Public Library. It is also open to the public, though few people outside of the church membership are aware of it. The results of this study may be helpful in promoting the use of the collection to the general public, beyond the church's own congregation. As budgets for many libraries continue to shrink, it is important for public libraries to find ways to provide users with the information they want and need. Because these two libraries are in such close physical proximity to one another, the public library may be able to use some of the resources of the neighboring church library to help them meet the needs of their patrons without duplicating resources unnecessarily. A cooperative partnership may be beneficial to both libraries.

Literature Review

Church Libraries in the United States

Though libraries have existed in churches worldwide for many centuries, there appears to be a lack of scholarly research on the development or role of modern church libraries in the United States. The majority of articles on church libraries that are indexed in the library and information science databases are historical pieces on specific church libraries, particularly those associated with Anglican and Catholic churches in Western Europe.

In the United States, church libraries have been traced to 1696. It was around this time that church leaders began allowing their congregations to use materials in their private collections. Church libraries in the United States really began to take shape around 1812, when the first library was opened to support a Sunday School program in Boston. By 1860, there were approximately 6,000 Sunday School libraries with a combined collection of more than two million volumes (Andrews, et al., 2004).

Over time, these Sunday School libraries evolved into church libraries designed to “carr[y] out the mission of the church by providing information through media for evangelism, discipleship, fellowship, ministry, and worship that results in numerical growth, spiritual transformation, ministries expansion, and kingdom advance” (Andrews et al., 2004, p. 11). In 1971, there were an estimated 35,000 church libraries in the United States (White, 1971). In 1984, more than 1600 libraries in the United States and Canada representing 29 denominations were members of the Church and Synagogue Library Association (White, 1984).

The religious collections of church libraries, particularly the resources they contain related to specific denomination of the church in which they are located, are often far superior than those in public libraries because “[t]he public library, after all, must keep its religion section in balance, not only insuring that all faiths are represented, but also that the section itself is properly proportioned within the whole collection” (White, 1971, p. 397).

Church libraries have long existed in the Christian Church. Similar libraries are also taking root in the houses of worship of other religions. One 1981 study compared the Christian church libraries of the United States with the mosque libraries in Tehran, Iran (Harvey & Musavi, 1981).

Collection Development Policies

According to Jacob (2011), there were virtually no distinctions between church, school, and public libraries in their early years. In writing about the parochial libraries of England, he states that any categorization “between sacred and secular, clerical and lay, ecclesiastical and borough” was nonexistent,

as there was much overlap in the administration of towns, schools, and churches. As the functions of each of these became more compartmentalized, libraries were identified as either religious or secular.

This pre-determined role of a library, whether religious or secular, and the population it serves help to determine the services and resources that will be available to users. Collection development, as previously defined, is the process by which resources are selected and acquired in order to meet the informational needs of the library users. All libraries, regardless of type, should have a collection development policy in place that clearly articulates the library’s selection criteria for the collection (Evans & Saponaro, 2005).

Media selection in church libraries will usually differ from the selection of media of the same topic in a public library because they service a highly specialized population. In a church library, media may be rejected if they do not support the teachings of that particular church. Fisher (2010) notes, “the one thing [church] librarians are most particular about is making sure the item being processed does not promote behavior discouraged by the church, or direct the reader away from the truth of what is being taught by the pastor and other leaders” (p. 20). In a church library, some texts may be labeled with a disclaimer if the teachings within do not fully support the church. This type of labeling may be considered censorship within a public library, but it is fully acceptable, and even expected, within a church library (Andrews et al., 2004).

In a public library, religion is often considered a controversial topic (Sargent, 1993). Sargent writes that public librarians should not feel required to cover all religions equally in their collections. He suggests that the collection should represent the predominant religious views of the community in which it is located and equates this idea serving the cultural interests of the public. Sargent (1993) writes, “No one thinks it amiss for a library in a predominantly black community to have a collection that is especially strong in black culture: it is taken for granted as an appropriate way of serving the particular interests of the community” (p. 11).

Because of the differences in user base and mission, the religion collections of a public library and a Christian church library may be expected to differ significantly. However, it is not unlikely to see differences in the composition of the religious collection among public libraries located in different geographic locations. Colom (2011) identifies differences in the juvenile science collections of public libraries located in different areas. For example, marine science books are more prevalent in regions located along the coast than in land-locked areas. Similarly, one might infer that religious collections of similar size public libraries, while striving to maintain a balanced collection, may also differ based upon the predominant religion practiced in that region.

In her article about religion collections in school libraries, Howard (1986) noted the importance of studying religion in order to better understand contemporary issues developing throughout the world. She states, "It is becoming necessary for students to explore the essentially religious issues of war and peace, nuclear developments and environmental dangers, plenty and scarcity, freedom and restraint" (p. 267). Howard also offers guidelines for the selection of religious materials in school libraries and offers recommendations on religious texts for school libraries. As public libraries usually strive to offer users a collection that represents a variety of viewpoints that does not support or promote one religion in particular, her recommendations on Bibles, atlases, encyclopedias, concordances and religious histories, as well as works on comparative religions, philosophy and ethics may also be helpful to public libraries in their development of the religious collection as they offer a basic foundation for the study of many different religions.

Gouker (1987) has noticed an apparent increase in reference inquiries regarding religion, particularly "from conservative Christians seeking Bible study, spiritual growth, and self-help materials," which can affect collection development (p. 342). Gouker offers librarians practical recommendations on resources and reviewing sources to assist public libraries with the development of their religious collections. His recommendations are particularly helpful as he

identifies materials, especially Bible commentaries, which offer a conservative perspective, a liberal perspective, or a stance somewhere in between.

Dewey Decimal Classification (200s)

In library terms, "the process of organizing knowledge into some systematic order" is known as classification (Chan, 2007, p. 309). Church library collections can range in size from a few hundred books to more than 10,000. Regardless of collection size, some kind of classification system is necessary in order for library users to locate and retrieve materials from both the library's online public access catalog (OPAC) and its physical location on the library shelves. The specific needs of the individual collection often dictate how library materials are organized and the type of classification system used (Chan, 2007). The three main classification systems used by both academic and public libraries are the Dewey Decimal Classification (DDC) system, the Library of Congress Classification (LCC) system, and the Universal Decimal Classification (UDC) system (Zins & Santos, 2011). The Dewey Decimal Classification system is often recommended for use by church libraries because of its relative ease of use for the mostly volunteer, non-professionally trained staff compared to the other classification systems (Andrews et al., 2004; Gorman, 1985).

The DDC works well for a Christian library because it is inherently "Christianity biased," (Zins & Santos, 2011, p. 882) specifically toward American Protestantism (Chan, 2007; Gorman, 1985). The main class of religion (200) of the DDC is divided into 10 subclasses. Of all subclasses of religion, the majority are dedicated to some aspect of the Christian faith, while only one subclass is made available for all religions other than Christianity. In addition to the monotheistic religions of Judaism and Islam, the 290s encompasses ancient religions, including Egyptian and Greek mythology; the Asian religions of Buddhism, Jainism, Sikhism, Confucianism, Taoism, Shinto, Bahaism, and Zoroastrianism; the modern religion of Scientology; and the ethnic religions of Shamanism and Voodoo (Zins & Santos, 2011). Table 1 contains a chart from *A Classification System for Church Libraries* (Southern Baptist Convention, 2004) that lists all subclasses of the 200s in the DDC.

Table 1 Subclasses of the 200 class of the Dewey Decimal Classification system

200 Religion 201 Religious mythology and social theology 202 Doctrines 203 Public worship and other practices 204 Religious experience, life and practice 205 Religious ethics 206 Leaders and organization 207 Missions and religious education 208 Sources 209 Sects and reform movements	250 Christian orders and local church 251 Preaching 252 Texts of sermons 253 Pastoral office and work 254 Parish administration 255 Religious congregations and orders 256 [Unassigned] 257 [Unassigned] 258 [Unassigned] 259 Pastoral care of families and kinds of persons
210 Philosophy and theory of religion 211 Concepts of God 212 Existence, knowability and attributes of God 213 Creation 214 Theodicy 215 Science and religion 216 [Unassigned] 217 [Unassigned] 218 Humankind 219 [Unassigned]	260 Social and ecclesiastical theology 261 Social theology 262 Ecclesiology 263 Days, times and places of observances 264 Public worship 265 Sacraments, other rites and acts 266 Missions 267 Associations for religious work 268 Religious education 269 Spiritual renewal
220 Bible 221 Old Testament 222 Historical books of Old Testament 223 Poetic books of Old Testament 224 Prophetic books of Old Testament 225 New Testament 226 Gospels and Acts 227 Epistles 228 Revelation (Apocalypse) 229 Apocrypha and pseudepigrapha	270 History of Christianity and Christian Church 271 Religious orders in church history 272 Persecutions in church history 273 Doctrinal controversies and heresies 274 History of Christianity in Europe 275 History of Christianity in Asia 276 History of Christianity in Africa 277 History of Christianity in North America 278 History of Christianity in South America 279 History of Christianity in other areas
230 Christianity and Christian theology 231 God 232 Jesus Christ and his family 233 Humankind 234 Salvation and grace 235 Spiritual beings 236 Eschatology 237 [Unassigned] 238 Creeds and catechisms 239 Apologetics and polemics	280 Christian denominations and sects 281 Early church and Eastern churches 282 Roman Catholic Church 283 Anglican churches 284 Protestants of Continental origin 285 Presbyterian, Reformed and Congregational 286 Baptist, Disciples of Christ and Adventist 287 Methodist and related churches 288 [Unassigned] 289 Other denominations
240 Christian moral and devotional theology	290 Other religions 291 [Unassigned]

241 Christian ethics	292 Greek and Roman religion
242 Devotional literature	293 Germanic religion
243 Evangelistic writings for individuals	294 Religions of Indic origin
244 [Unassigned]	295 Zoroastrianism
245 [Unassigned]	296 Judaism
246 Use of art in Christianity	297 Islam, Babism and Bahai Faith
247 Church furnishings and articles	298 (Optional number)
248 Christian experience, practice and life	299 Religions not provided for elsewhere
249 Christian observances in family life	

Because of its heavy emphasis on Christianity, the DDC might be the obvious choice among church libraries. However, though it is used often by public libraries, it may not always provide the best classification system for libraries who seek more balance in their religious collections.

The classification of religious materials poses numerous problems for the classifier. According to Gorman (1985), there are three main areas that make classification of religious materials difficult. The main issue is that “the primary literature in every culture and civilization has been religious in orientation, ranging from simple invocations and ritual inscriptions to substantial collections in the form of sacred books” (p. 204). Another issue is that religion is often used to interpret many other facets of human behavior (p. 204). Further complicating matters are the many different interpretations of beliefs within any religious tradition (p. 204).

The scope of religious literature is vast. Gorman (1985) writes, “Indeed in its fullest form theology is the most multi-disciplinary of all subject areas, encompassing textual and critical studies, linguistics, archaeology, history, philosophy, doctrine, anthropology, sociology, education, art and most of the social sciences from an ethical or pastoral standpoint” (p. 204). For these reasons, there have been many attempts to adapt these general classification schemes or create new ones for different denominations specifically to address some of the inadequacies of the accepted systems. Gorman provides an annotated bibliography of general resources to assist classifiers in dealing with religious materials, as well as resources that offer modifications of the general Dewey Decimal and

Library of Congress schemes and special treatments for different religions and denominations.

Comparative Collection Analyses

When conducting a comparative analysis of the collections of two or more libraries, there are various methods that can be used. The contents of each collection, or a selected portion of each collection, should be examined individually and then the results compared to uncover relationships between the collections being studied, determine the degree of coverage in a specific area that each provides, and identify areas of overlap. Perhaps the most common method of bibliographic checking is to compare the resources listed in a bibliography of recommended titles to the items contained in the library’s collection (Elzy & Lancaster, 1990; Porta & Lancaster, 1988). This type of evaluation can be conducted with a published list of recommended titles or a bibliography can be compiled by the researcher drawing upon the recommendations of multiple sources. This type of study is used “to estimate coverage in a subject area or, more importantly, to identify possible gaps in the collection” (Elzy & Lancaster, 1990, p. 1).

This method of evaluating a collection can be a good indicator of a library’s coverage of a particular subject area only if the bibliography used for comparison purposes is free of bias and adequately represents the information needs and wants of the patrons of that particular library (Porta & Lancaster, 1988, p. 131-132). Another weakness of this method is that it can “indicate what a library should own, and does not, but tells us nothing about items the library does own but perhaps should not” (Elzy & Lancaster, 1990, p.2).

The reverse of this process—comparing the holdings of a library against an authoritative bibliography—does not yield the same results (Elzy & Lancaster, 1990; Porta & Lancaster, 1988). Goldhor (1973) refers to this reverse process as the “inductive method” of bibliographic checking (p. 6). When the holdings of a library are checked against a bibliography, the results can be used to estimate quality of a collection and not just degree of coverage. For example, if an item appears on five lists of recommended materials, it may be judged to be of higher quality or more useful than a similar item that is not recommended by any type of reviewing source. This inductive method of bibliographic checking is used less frequently than the aforementioned method of checking a bibliography against the items held in a particular collection (Elzy & Lancaster, 1990).

When performing either of these bibliographic checks, the size of the collection will determine if the entire collection or selected subject area is used. Additionally, the number of items listed on the selected bibliography will determine if all of the resources on the list are used. If either the number of items on either of these lists is too large, a random sample can be taken to arrive at an adequate representation of each (Elzy & Lancaster, 1990; Porta & Lancaster, 1988).

Once an individual collection is examined, the information obtained can be used to compare two or more collections. Colom (2011) conducted a similar study that compared the juvenile science non-fiction collections of three different branches of a public library. Her research focused on books classified in the 500s using the Dewey Decimal Classification system and shelved in the juvenile section of the library (J 500s). The three branches chosen for the study were a rural, a suburban, and an urban library located in Hillsborough County, Florida. To compare the collections, Colom investigated the age of each collection, the number of books in each, the proportion of juvenile non-fiction books to the entire juvenile non-fiction collection, and the number and proportion of books considered “science fair books” to the overall juvenile non-fiction collection (Colom, 2011). In addition to the collection of quantitative data, the researcher also interviewed each branch’s youth services librarian to obtain additional

information on the circulation and use of the juvenile science collections.

Colom’s research, however, did not involve bibliographic checking with a published or compiled list. To determine the number of items considered “science fair books,” she simply counted the number of items classified in the 507s of the Dewey Decimal Classification system instead of using a list of recommended science fair texts. Books that are assigned 507 generally deal with science fair experiments (Colom, 2011, p. 87).

Doll (1985) conducted a comparative study of the children’s collections of public and elementary school libraries in order to determine if the collections reflected the popular belief among librarians and users alike that public libraries support children’s recreational reading needs while school libraries are more likely to focus on their educational, or curricular, needs. Like Colom, Doll (1985) did not use bibliographic checking. Instead, she used a random sample drawn from the shelf lists of each library to study the overlap of specific children’s titles held by both the public libraries and school libraries. She also measured the number of items in each library assigned Dewey numbers (non-fiction) and the number of fiction items, as non-fiction works are often viewed as instructional materials while fictional works are often considered recreational. The article does not offer specific details of how the random sample of titles was drawn.

Methodology

A shelf list of each library’s adult 200s collection was generated using the library’s automation software program. The First Baptist Church library uses the Concourse library software offered by Book Systems, while the Natchitoches Parish Library uses Library•Solution from The Library Corporation (TLC). The library software was also used to count the number of books classified with a Dewey Decimal number in the 200s in each collection. Additionally, the library software was used to count the total number of items in each library’s collection, as well as the total number of items in the adult non-fiction collection. Using a calculator, the number of religious texts (200s) was divided by the number of total items in the collection to arrive at the percentage of the

total collection that is classified as religious non-fiction. Similarly, the total number of religious texts (200s) was divided by the total number of books in the adult non-fiction collection to determine the percentage of the non-fiction collection that is religious in nature.

H.W. Wilson's *Public Library Core Collection: Nonfiction* was used to identify texts that are considered essential to the development of the religious section of a library collection. *Public Library Core Collection: Nonfiction* is published every four years, with an update published for each year that the complete text is not published. As the 2012 edition was not yet available, the 2008 edition, as well as the 2009, 2010, and 2011 supplements, were used for this study.

A search of the Natchitoches Parish Library's OPAC indicated that this book is not available locally; however, a search of library holdings in the state of Louisiana using the Louisiana Library Connection identified a copy at the Terrebonne Parish Library in Houma, Louisiana, that was used for this study. Each library's OPAC was used to look up all core religious titles as identified in *Public Library Core Collection: Nonfiction* to determine if it is part of the library's holdings. Each title that is held by each library was counted to determine the total number of core texts held by each library. If an item appeared on more than one year's list due to the release of an updated version, the book was counted only once. Earlier versions of recommended titles held by each library were not counted if the edition was not an exact match of the recommended version.

In the Dewey Decimal Classification, books assigned numbers in the 290s are considered "non-Christian" or "other than Christian." Using the shelf list generated for each library, the books in the 290s was counted. This total was then divided by the total number of religious non-fiction books to determine percentage of the adult religious collection.

Finally, each library's automation software was used to determine circulation statistics for the adult non-fiction religious collection for the two-year period beginning Jan. 1, 2011 and ending Dec. 31, 2012. The

results were used to determine which library has circulated more religious texts in the past two years.

Results

A shelf list of all books classified in the 200s of the Dewey Decimal Classification system was generated by a staff member of each library. Each library's automation software was used to count the number of items in each library's collection and the number of items in each adult non-fiction collection library.

R1. How many books in each collection are classified under the 200s using the Dewey Decimal Classification System?

R2. What percentage of the adult non-fiction books in each collection are classified in the 200s using the Dewey Decimal Classification System?

R3. What percentage of each library's total collection is classified in the 200s using the Dewey Decimal Classification System?

As of March 14, 2013, the Natchitoches Parish library had 1,585 books classified in the 200s using the Dewey Decimal Classification system. There were 98,653 total items in the library's collection, and 21,169 items in the library's entire non-fiction collection. According to these figures, the 200s collection accounts for 1.6 percent of the entire Natchitoches Parish Library collection, and 7.4 percent of the library's non-fiction collection.

As of March 20, 2013, the First Baptist Church Library had 2,127 books classified in the 200s using the DDC System. There were 9,219 total items in the library's collection, and 3,242 items in the library's entire non-fiction collection. In the FBC library, biographies are classified under the letter "B" instead of the more common 920, so those items with a call number beginning with "B" were added to the total number of items with Dewey Decimal numbers to determine the total number of non-fiction items. According to these figures, the 200s collection accounts for slightly more than 23 percent of the entire FBC library collection, and 65.6 percent of the library's non-fiction collection. Figure 1 compares the religious collections of each library as a percentage of the entire collection while Figure 2 shows a comparison of the religious collections of each library as a percentage of the library's non-fiction collection.

Figure 1 Percentage of overall collection that is classified in the 200s of the Dewey Decimal Classification System.

Figure 2 Percentage of non-fiction collection that is classified in the 200s of the Dewey Decimal Classification System

R4: How many core religious texts (identified in H.W. Wilson's *Public Library Core Collection: Nonfiction*) does each library contain?

A manual count of the number of recommended religious titles in H.W. Wilson's *Public Library Core Collection: Nonfiction* revealed 427 recommended titles in the 2008 full edition, 20 in the 2009 supplement, 26 in the 2010 supplement, and 22 in the 2011 supplement. In total, there were 495 recommended religious titles listed in the selection guide. A small number of titles were listed in both the

2008 edition and a later supplement if a new edition was released after the publication of the full edition.

A search of the Natchitoches Parish Library OPAC turned up 90 of the 427 recommended titles from the 2008 full edition. However, eight of these were earlier versions and not exact matches. One was listed in the OPAC but no call number or location was provided. Three were marked as lost. This leaves 79 out of the 427 recommended titles (18.5%).

The library also owns nine of the 20 titles (45%) listed in the 2009 supplement, 10 of the 26 titles (38.5%) in the 2010 supplement and nine of the titles for 2011. For 2011, however, two of these were deleted as duplicates because they were newer versions of books listed in the 2008 full edition, leaving only seven of 22 (31.8%) exact matches. In total, the Natchitoches Parish Library owns current versions of 105 of 495 (21.2%) recommended titles.

A search of the First Baptist Church Library OPAC revealed that it owns 21 of the 427 recommended titles from the 2008 full edition. However, seven of these were earlier versions and not exact matches. Additionally, one book was a participant's guide for a study of the original book by the same title. This leaves 13 of the 427 recommended titles (3%). The library also owns 2 of the 20 titles (10%) listed in the 2009 supplement, 2 of the 26 titles (7.7%) in the 2010 supplement and one of the titles for 2011. However, this one title was deleted as a duplicate of an older version listed in the 2008 edition, leaving zero for that year. In total, the First Baptist Church Library owns current versions of 14 of 495 (3%)

recommended titles. Table 2 shows the number of core texts recommended by each edition of *Public Library Core Collection: Nonfiction* and the number and percentage of recommended texts owned by each library. A complete list of all books held by each library, along with call number and format, which were recommended in the selected editions of *Public Library Core Collection: Nonfiction* is provided in Appendix 1.

R5: How many non-Christian books (290s) are in each library's collection?

Using each library's shelf list to count the number of items with a call number in the 290s, it was determined that there are 267 books considered to be non-Christian in the Natchitoches Parish library collection, or about 16.8 percent of the religious collection. In the FBC library, there were 40 books considered to be non-Christian, or almost 1.9 percent of the religious collection. Figure 3 shows the percentage of the religious collection of each library that is classified in the 290s of the Dewey Decimal Classification system.

Table 2 The number and percentage of core texts owned by each library

<i>Public Library Core Collection</i> edition/ # of recommended books	Natchitoches Parish Library	First Baptist Church Library
2008 full edition/ 427	79 18.5%	13 3%
2009 supplement/ 20	9 45%	2 10%
2010 supplement/ 26	10 38.5%	2 7.7%
2011 supplement/ 22	7 31.8%	0 0%
Total for all editions/ 495	105 21.2%	14 3%

Figure 3 Percentage of religious non-fiction collection that is considered non-Christian

R6: What is the rate of circulation of the books in each library's non-fiction religious collection (200s) for the two-year period of Jan. 1, 2011 through Dec. 31, 2012?

According to circulation reports provided by each library, there were 2307 circulations of religious texts in the Natchitoches Parish Library during the two-year period beginning Jan. 1, 2011 and ending Dec. 31, 2012. First Baptist Church library had 625 circulations of items in its religious collection during the same period.

Discussion/Conclusion

The religious non-fiction collections of the Natchitoches Parish Library and the First Baptist Church library provide a plethora of resources on religious topics for the people of Natchitoches Parish, Louisiana. When viewed according to collection size, the church library provides a larger selection of books of a religious nature than the public library. The church library holds 34 percent more religious non-fiction books than the public library while its overall collection is less than 10 percent of the size of the public library. With its religious non-fiction collection making up nearly a quarter of the church's total library collection and approximately two-thirds of its non-fiction collection, the 200s of the Dewey Decimal Classification system are obviously a main focus of the collection development efforts of First Baptist. The number of resources available, along with the fact that it is available for use by the general public and

is located just a few yards away from the public library, makes the church library an attractive resource for patrons seeking information on religious subjects.

In spite of its size, however, both in total number of religious texts and as a percentage of total collection and non-fiction collection, the First Baptist Church library may not necessarily contain the strongest religious collection. The Natchitoches Parish Library contains many more of the recommended religious texts, including in the area of Christianity. A check of each collection against the recommended lists in *Public Library Core Collection: Nonfiction* shows that the public library owns seven times more recommended religious titles than the church library. It is interesting to note that the First Baptist Church library does not own the one text on the Baptist faith that is recommended in the *Core Collection* selection guide; however, it does own a book of prayer and rites commonly used by the Episcopal Church.

White (1984) offers an explanation why there may be so few recommended texts in the First Baptist Church library: "Church libraries are not intended to be research collections, nor little public libraries...They contain religious resources to support their parent institutions much of which are too specialized to be appropriate for the public library collection" (p. 1984). For this reason, religious and public libraries

should not view themselves as competitors, but as partners (White, 1984, p. 1894).

While this method of checking a library's collection against an authoritative bibliography is often used to determine coverage level or gaps in a particular area of a collection (Elzy & Lancaster, 1990, p. 1), Goldhor (1973) recommends using the reverse process of checking a collection against selected bibliographies to gauge quality of the collection (p. 6). The current research could be built upon in the future by using both methods to compare both subject-area coverage and collection quality. An interesting approach to the topic would be to compare the two collections using bibliographies focusing on both public library collection development and church library collection development. *A Basic Booklist for Church Libraries*, published by the Church and Synagogue Library Association, is one such bibliography geared toward church libraries; however, it does not appear to have been updated in more than 10 years. This method could provide a better idea of the each library's strengths and areas where they may be able to provide assistance to each other.

As the First Baptist Church library is located in a Christian church environment, the majority of its religious non-fiction collection is logically Christian. However, it does have a small number of books available on non-Christian topics for patrons who are interested in learning the details of other faiths. With nearly nine times more books on various religious groups other than Christianity, patrons of both libraries could benefit from the non-Christian collection of the Natchitoches Parish Library.

The religious collection of the Natchitoches Parish Library had more than three times the circulations of the religious collection of the church library. However, the public library has more than 10 times the number of registered users. When this massive difference in patron numbers is factored in, the church library exhibits a higher per capita circulation rate of religious materials than the public library.

The Natchitoches Parish Library and the First Baptist Church Library may differ in many ways, including size, focus, and user base; however, they do have at

least one thing in common: their mutual goal of connecting patrons with the resources they desire to fulfill their information needs and wants. With their close physical proximity, these two libraries are in an ideal location to share their knowledge and resources. White (1984) acknowledges the value of a church library collection: "While we don't usually think of the church or synagogue library as a special library, it is, and as such it often contains specialized material not included in the public library" (p. 1894). White suggests ways in which public libraries and church libraries can work together to serve their patrons, and some of those suggestions are relevant to the Natchitoches Parish and First Baptist Church libraries.

First, an awareness of resources already available in the community, particularly right across the street as is the case in this situation, can reduce the amount spent by each library on duplication of materials. The church library, in particular, often orders any religious materials requested by the church staff and library patrons (H. Ferguson, personal communication, Nov. 14, 2012). A quick consultation of the public library's OPAC, which is available online, can determine if the item is already available nearby.

Second, the staff of the public library may be able to assist with the training of the church library's staff, the majority of whom are volunteers untrained in the management of a library (White, 1984, p. 1895). By working together in this manner, librarians at each facility can become more aware of the resources available at each and, in turn, refer more patrons to the other's collections, possibly resulting in increased circulation numbers for each library.

A third way the public library can work together with church libraries is by compiling a union catalog for the entire community where the public library patrons can easily locate the resources available at other locations throughout the community and obtain them through interlibrary loan (White, 1984, p. 1896). This type of arrangement could be mutually beneficial to each library as "the public library can offer more religious works than it could otherwise, without the problems of denominational balance or the justification of the expenditure of public funds for religious materials. The church library extends its

ministry of librarianship to a wider clientele than it otherwise could reach" (p. 1896).

References

- Andrews, B., Ferguson, H. W., Hunter, E. N., Maynard, M. & Tiller, D. (2004). *Church library ministry information service*. Nashville, TN: Broadman & Holman.
- Chan, L. M. (2007). *Cataloging and classification: An introduction*. Lanham, MD: Scarecrow Press.
- Colom, H. M. (2010). Juvenile science nonfiction: A comparison of the collections of a rural, a suburban, and an urban public library. *Current Studies in Librarianship*, 30(1/2), 79-94.
- Deitrick, B. (2002). *A Basic Book List for Church Libraries* (6th rev. ed). Portland, OR: Church and Synagogue Library Association.
- Doll, C. (1985). A comparison of children's collections in public and elementary school libraries. *Collection Management*, 7, 47-59.
- Elzy, C., & Lancaster, F. (1990). Looking at a collection in different ways: a comparison of methods of bibliographic checking. *Collection Management*, 12(3-4), 1-10.
- Evans, G. E., & Saponaro, M. Z. (2005). *Developing library and information center collections*. Westport, CT: Libraries Unlimited.
- Fisher, D. (2010). Special libraries in the Baptist church. *Virginia Libraries*, 56(4), 19-22.
- Goldhor, H. (1973). Analysis of an inductive method of evaluating the book collection of a public library. *Libri*, 23(1), 6-17.
- Gorman, G. (1985). The classification of theological literature: a commentary and annotated bibliography. *International Library Review*, 17, 203-231.
- Gouker, D. (1987). God is alive and well at the reference desk. *American Libraries*, 18(5), 342.
- Greenfieldt, J., & Bartell, P. (2008). *Public library core collection: A selection guide to reference books and adult nonfiction* (13th ed.). New York: H.W. Wilson Co.
- Harvey, J. F. & Musavi, S. A. (1981). Tehran mosque libraries and a comparison with American Christian church libraries. *International Library Review*, 13, 385-395.
- Howard, E. (1986). Religion collections and school libraries. *Collection Management*, 72, 263-280.
- Jacob, W. M. (2011). Parochial libraries and their users. *Library & Information History*, 27(4), 211-216.
- Louisiana Office of Culture, Recreation and Tourism. (2012). Fort St. Jean Baptiste State Historic Site. Retrieved from <http://www.crt.state.la.us/parks/iftstjean.aspx>
- Natchitoches Parish Library. (2012a). Community bookmobile schedule. Retrieved from <http://www1.youseemore.com/natchitoches/about.asp?loc=240>
- Natchitoches Parish Library. (2012b). Count of borrowers. Retrieved from <http://www1.youseemore.com/natchitoches/>
- Natchitoches Parish Library. (2012c). Schoolmobile schedule. Retrieved from <http://www1.youseemore.com/natchitoches/about.asp?loc=232>
- Northwestern State University. (2012). Enrollment up at Northwestern State. Retrieved from <http://news.nsula.edu/home/enrollment-up-at-northwestern-state/>
- Porta, M. A., & Lancaster, F. (1988). Evaluation of a scholarly collection in a specific subject area by bibliographic checking: a comparison of sources. *Libri*, 38, 131-137.
- Sargent, S. (1993). Jurgen Habermas and the ethics of gatekeeping. *Cataloging & Classification Quarterly*, 16(3), 7-15.

Southern Baptist Convention. (2004). *A Classification System for Church Libraries* (revised). Nashville, TN: LifeWay Press.

United States Census Bureau. (2012). State & county QuickFacts. Retrieved from <http://quickfacts.census.gov/qfd/states/22/22069.html>

White, J. L. (1971). Church libraries: Unrecognized resources. *American Libraries*, 2(4), 397-399.

White, J. L. (1984). Church and synagogue libraries: Resources for the public library. *Library Journal*, 109(17), 1894-1896.

Zins, C., & Santos, P. C. (2011). Mapping the knowledge covered by library classification systems. *Journal of the American Society for Information Science & Technology*, 62(5), 877-901.

Appendix 1

Core texts owned by each library – Complete table

Title/Author/Publication Date	NPL Call Number	FBC Call Number
2008 Full Edition		
<i>A history of God: The 4000 year quest of Judaism, Christianity, and Islam</i> Karen Armstrong, 1993	291.2 ARM	
<i>World Religions</i> John Bowker, 1997	200 BOW *oversized	200 BOW
<i>The encyclopedia of angels</i> , 2 nd ed. Rosemary Ellen Guiley, 2004	291.2 GUI *reference	
<i>God is not great: How religion poisons everything</i> Christopher Hitchens, 2007	200 HIT	
<i>Religious literacy: What every American needs to know--and doesn't</i> Stephen Prothero, 2007	200.71 PRO	
<i>The history of hell</i> Alice K. Turner, 1993	291.2 TUR	
<i>Apocalypses: prophesies, cults, and millennial beliefs through the ages</i> Eugen Weber, 1999	291.2 WEB	
<i>This far by faith: Stories from the African-American religious experience</i> Juan Williams, 2003	200 WIL	
<i>Wise women: Over two thousand years of spiritual writing by women</i> Susan Cahill (ed.), 1996	200 WIS	
<i>Encyclopedia of religion</i> , 2 nd ed. Lindsay Jones (ed.), 2005	E-resource	
<i>Strong religion: The rise of fundamentalisms around the world</i> Gabriel A. Almond, R. Scott Appleby, & Emmanuel Sivan, 2003	200 ALM	
<i>The great transformation: The beginning of our religious</i>	200.9	

<i>traditions</i> Karen Armstrong, 2006	ARM	
<i>The God factor: Inside the spiritual life of public people</i> Cathleen Falsani, 2006	200.92 FAL	
<i>Where God was born: A journey by land to the roots of religion</i> Bruce Feiler, 2005	200.95 FEI *2 copies- standard & large print	221.93 FEI
<i>New historical atlas of religion in America</i> Edwin S. Gaustad & Philip Barlow, 2001	200.973 GAU *reference	912 GAU *original 1962 edition
<i>Encyclopedia of American religions</i> , 7 th ed. Gordon Melton, 2003	E-resource	
<i>Transformations of myth through time</i> Joseph Campbell, 1990	291.1 CAM	
<i>Don't know much about mythology: Everything you need to know about the greatest stories in human history but never learned</i> Kenneth Davis, 2005	201.3 DAV	
<i>The golden bough: A study in magic and religion</i> (A new abridgment from the second and third editions) Sir James George Frazer, 1998	E-resource	
<i>How to be a perfect stranger: The essential religious etiquette handbook</i> , 4 th ed. Stuart M. Matlins & Arthur J. Magida (eds.), 2006 *5 th edition also in 2011 supplement	291.3 HOW *reference	
<i>The Oxford companion to world mythology</i> David Adams Leeming, 2006	201.3 LEE *reference	
<i>The spiritual life of children</i> Robert Coles, 1990	291.4 COL	
<i>The varieties of religious experience: A study in human nature</i> William James, 2004	291.4 JAM *has 2002 edition	
<i>The God delusion</i> Richard Dawkins, 2006	211.8 DAW *print & E-resource	
<i>The language of God: A scientist presents evidence for belief</i> Francis Collins, 2006		215 COL *sound recording
<i>The year of living biblically: One man's humble quest to follow the Bible as literally as possible</i> A.J. Jacobs, 2007	220 JAC	
<i>Eerdmans dictionary of the Bible</i> David Noel Freedman (ed. in chief), 2000	220.3 NAT	

	<i>*reference</i>	
<i>The HarperCollins Bible dictionary</i> , rev. ed. Paul Achtemeier (general ed.), 1996	<i>*in OPAC but no call # or location given</i>	
<i>The New Interpreter's dictionary of the Bible</i> Katharine Doob Sakenfeld (ed.), 2006-2008		220.3 BUT <i>*original 1962 5- volume set</i>
<i>The Oxford companion to the Bible</i> Bruce M. Metzger & Michael D. Coogan, 1993	220.3 OXF	
<i>Good news Bible: Today's English version</i> American Bible Society, 1976		221.52 BIB TEV <i>*large print</i>
<i>The Holy Bible; updated New American Standard Bible: containing the Old Testament and the New Testament</i> , 1999	220.5 BIB <i>*large print</i>	220.5204 BIB NASB
<i>The new Jerusalem Bible</i> Henry Wansbrough (general ed.), 1985		220.52 BIB NJB
<i>Cruden's Complete concordance: With index to proper names and their meanings</i> A.D. Adams, C.H. Erwin, & S.A. Waters (eds.), 1968		220.3 CRU
<i>The strongest Strong's exhaustive concordance of the Bible</i> , 21 st century edition John R. Kohlenger III & James A. Swanson (eds.), 2001	220.5 STR <i>*1980 & 1985 versions</i>	220.3 STR <i>*1980, 1986 & 1990 versions</i>
<i>All of the women of the Bible</i> Edith Deen, 1955		220.92 DEE
<i>The HarperCollins concise atlas of the Bible</i> James B. Pritchard (ed.), 1997 c1991		220.9 HAR
<i>The Cambridge companion to the Bible</i> Howard Clark Kee, Bruce Chilton (general ed.), 2008	220.9 CAM <i>*reference; 1997 version</i>	
<i>Men and women of the Bible: A readers guide</i> Nancy Tischler, 2002	220.9 TIS <i>*reference</i>	
<i>The five books of Moses: A translation with commentary</i> Robert Alter, 2004	222 FIV	
<i>The Genesis of justice: Ten stories of biblical injustice that led to the Ten Commandments and modern law</i> Alan M. Dershowitz, 2000	222 DER	
<i>Abraham: A journey to the heart of three faiths</i> Bruce S. Feiler, 2002	222 FEI	221.92 FEI
<i>The beginning of wisdom: Reading Genesis</i> Leon Kass, 2003	222.1 KAS	
<i>Misquoting Jesus: The story behind who changed the Bible and</i>	225.48	

<i>why</i> Bart Ehrman, 2005	EHR	
<i>Peter, Paul, and Mary Magdalene: The followers of Jesus in history and legend</i> Bart Ehrman, 2006	225.9 EHR	
<i>The cost of discipleship: Containing material not previously translated</i> Dietrich Bonhoeffer, 1959		248 BON *university library
<i>Mary Magdalene: A biography</i> Bruce Chilton, 2005	226 CHI	
<i>Pontius Pilate</i> Ann Wroe, 2000	226 WRO	
<i>Beyond belief: The secret Gospel of Thomas</i> Elain H. Pagels, 2003	229 PAG	
<i>Mere Christianity: A revised and amplified edition, with a new introduction , of the three books, Broadcast Talk, Christian Behavior, and Beyond Personality</i> C.S. Lewis, 2001	230 LEW *sound recording	230 LEW *3 copies (books in main & univ. library plus sound recording of original 1952 version)
<i>Encyclopedia of early Christianity</i> , 2 nd ed. Everett Ferguson (ed.), 1997	270.1 ENC *reference	
<i>God: A biography</i> Jack Miles, 1995	231 MIL	
<i>Finding Darwin's God: A scientist's search for common ground between God and evolution</i> Kenneth R. Miller, 1999	231.7 MIL	
<i>Jesus and the Dead Sea scrolls</i> James H. Charlesworth, 1992	232 CHA	
<i>Jesus of Nazareth</i> Joseph Ratzinger (Pope Benedict XVI), 2007	232.9 BEN	
<i>A portrait of Jesus</i> Joseph Girzone, 1998	232.9 GIR *large print	
<i>A marginal Jew: Rethinking the historical Jesus</i> John Meier, 1991-2001	232.9 MEI	
<i>The illustrated Jesus through the centuries</i> Jaroslav Jan Pelikan, 1997	232.9 PEL *original (non-illustrated) 1985 edition	
<i>Mary through the centuries: Her place in the history of culture</i> Jaroslav Jan Pelikan, 1996	232.91 PEL	
<i>Surprised by hope: Rethinking heaven, the resurrection, and the mission of the church.</i>	236 WRI	236.24 WRI

N.T. Wright, 2008		*youth library; 6-session participant's guide
<i>The reason for God: Belief in an age of skepticism</i> Timothy Keller, 2008	239 KEL *marked as lost	
<i>The African prayer book: Selected and with an introduction by Desmond Tutu</i> , 1995	242 AFR *book and e-resource	
<i>The rosary: Prayer comes round</i> Garry Wills, 2005	242 WIL	
<i>The Screwtape letters; with, Screwtape proposes a toast</i> C.S. Lewis, 2001	248.4 LEW *current print version, plus sound recording & e- book of earlier edition	F LEW *1958 edition
<i>Into the region of awe: Mysticism in C.S. Lewis</i> David C. Downing, 2005	248.22 DOW	
<i>The mighty and the Almighty: Reflections on America, God, and world affairs</i> Madeline K. Albright, 2006	261.87 ALB	
<i>With God on our side: The rise of the religious right in America</i> William C. Martin, 1996	261.8 MAR	
<i>Papal sin: Structures of deceit</i> Garry Wills, 2000	262 WIL	
<i>The Book of common prayer and administration of the sacraments and other rites and ceremonies of the church: together with the Psalter or Psalms of David according to the use of the Episcopal Church</i> Episcopal Church, 1979		264.03 EPI
<i>The new faces of Christianity: Believing the Bible in the global south</i> Philip Jenkins, 2006	270.83 JEN	
<i>Fox's book of martyrs: A history of the lives, sufferings and triumphant deaths of the early Christian and the Protestant martyrs</i> John Foxe, 1978 c1926	272 FOX	272 FOX *2001 edition plus sound recording
<i>Stealing Jesus: How fundamentalism betrays Christianity</i> Bruce Bawer, 1997	277.3 BAW	
<i>The black church in the African American experience</i> C. Eric Lincoln and Lawrence H. Mamiya, 1990	277.3 LIN	
<i>Handbook of denominations in the United States</i> , 12 th edition Frank S. Mead, Samuel S. Hill, and Craig D. Atwood, 2005		280 MEA

<i>*13th edition also in 2011 supplement</i>		<i>*4th and 11th edition</i>
<i>Crossing the threshold of hope</i> Pope John Paul II, 1994	282 JOH	
<i>Inside the Vatican: The politics and organization of the Catholic Church</i> Thomas J. Reese, 1996	262 REE	
<i>Why I am a Catholic</i> Garry Wills, 2002	291 WIL	
<i>Making saints: How the Catholic Church determines who becomes a saint, who doesn't and why</i> Kenneth L. Woodward, 1990	235.24 WOO	
<i>The Book of Mormon: Another testament of Jesus Christ</i> Translated by Joesph Smith Jr., 2004	289.3 DOC *1981 ed.	
<i>Joseph Smith and the beginnings of Mormonism</i> Richard L. Bushman, 1984	289.3 BUS	
<i>Under the banner of heaven: A story of violent faith</i> Jon Krakauer, 2003	289.3 KRA	
<i>Science and health, with key to the Scriptures: Trustees under the will of Mary Baker G. Eddy</i> Mary Baker Eddy, 2000	289.5 EDD *1994 edition	
<i>The riddle of Amish culture, rev. ed</i> Donald B. Kraybill, 2001	306 KRA	
<i>Bones of the master: A Buddhist monk's search for the lost heart of China</i> George Crane, 2000	294.3 CRA	
<i>In search of Zarathustra: The first prophet and the ideas that changed the world</i> Paul Kriwaczek, 2003	295 KRI	
<i>To life! A celebration of Jewish being and thinking</i> Harold S. Kushner, 1994	296 KUS	
<i>This is my God; the Jewish way of life</i> Herman Wouk, 1987	296 WOU	
<i>Understanding the Dead Sea scrolls: A reader from the Biblical archaeology review</i> Hershek Shanks (ed.), 1992	296.1 UND	
<i>The Dead Sea scroll: A new translation, rev. ed.</i> Michael O. Wise, Martin G. Abegg Jr., and Edard M. Cook, 2005	296.1 DEA	
<i>When bad things happen to good people: With a new preface by the author, 20th anniversary ed.</i> Harold S. Kushner, 2001	296.3 KUS *sound recording & e-book	296.3 KUS *2 copies of original 1981 edition
<i>Kosher living: It's more than just the food</i> Ronald H. Isaacs, 2005	296.7 ISA *marked as lost	

<i>How good do we have to be? A new understanding of guilt and forgiveness</i> Harold S. Kushner, 1996	296.7 KUS	
<i>Who needs God?</i> Harold S. Kushner, 2002	296.7 KUS *original 1989 edition	
<i>Following Muhammad: Rethinking Islam in the contemporary world</i> Carl W. Ernst, 2003	297 ERN	
<i>The Shambala guide to Sufism</i> Carl W. Ernst, 1997	297.4 ERN	
<i>Islam: The straight path</i> , rev. 3 rd ed. John L. Esposito, 2005	297 ESP	
<i>What everyone needs to know about Islam</i> John L. Esposito, 2002	297 ESP *marked as lost	
<i>Essential Sufism</i> James Fadiman and Robert Frager (eds.), 1997	297.4 ESS	
<i>The crisis of Islam: Holy war and unholy terror</i> Bernard Lewis, 2003	297.72 LEW *2 versions - standard and large print	
<i>The Gnostic Bible</i> Willis Barnstone and Marvin Meyer (eds.), 2003 *Revised edition also in 2011 supplement	299 GNO	
2009 Supplement		
<i>Melton's encyclopedia of American religions</i> , 8 th ed. Gordon Melton, 2009	E-resource	
<i>A case for the existence of God</i> Dean L. Overman, 2008	212.1 OVE	
<i>A visual history of the English Bible: The tumultuous tale of the world's bestselling book</i> Donald L. Brake, 2008		220.52009 BRA
<i>The Bible and the people</i> Lori Anne Ferrell, 2008	220.5 FER	
<i>Digging through the Bible: Understanding biblical people, places, and controversies through archaeology</i> Richard A. Freund, 2008	220.9 FRE	
<i>Original sin: A cultural history</i> Alan Jacobs, 2008	233.14 JAC	
<i>Love as a way of life: Seven keys to transforming every aspect of your life</i> Gary Chapman, 2008		241.4 CHA
<i>The lost history of Christianity: The thousand-year golden age</i>	270	

<i>of the church in the Middle East, Africa, and Asia – and how it died</i> Philip Jenkins, 2008	JEN	
<i>The great emergence: How Christianity is changing and why</i> Phyllis Tickle, 2008	270.83 TIC	
<i>Plain secrets: An outsider among the Amish</i> Joe Mackall, 2007	289.7 MAC	
<i>Surrender: Appeasing Islam, sacrificing freedom</i> Bruce Bawer, 2009	305.6 BAW	
2010 Supplement		
<i>The case for God</i> Karen Armstrong, 2009	211 ARM *3 versions – book, CD & e- resource	
<i>Fingerprints of God: The search for the science of spirituality</i> Barbara Bradley Hagerty, 2009	E-resource	
<i>The letter and the scroll: What archaeology tells us about the Bible</i> Robin Currie and Stephen Hyslop, 2009		220.93 CUR
<i>Heaven: our 2000-year-old fascination with the afterlife</i> Lisa Miller, 2010	202.3 MIL	
<i>Fearless: Imagine your life without fear</i> Max Lucado, 2009	248.86 LUC	152.4 LUC *2 versions – book & sound recording
<i>Saving Jesus from the church: how to stop worshipping Christ and start following Jesus</i> Robin R. Meyers, 2009	E-resource	
<i>The future of faith</i> Harvey Cox, 2009	E-resource	
<i>Jesus wars: How four patriarchs, three queens, and two emperors decided what Christians would believe for the next 1,500 years</i> Philip Jenkins, 2010	270.2 JEN	
<i>Understanding the Book of Mormon: A reader's guide</i> Grant Hardy, 2010	289.33 HAR	
<i>Nine lives: In search of the sacred in modern India</i> William Dalrymple, 2010	294.09 DAL	
<i>A mosque in Munich: Nazis, the CIA, and the Muslim brotherhood in the West</i> Ian Johnson, 2010	297.3 JOH	
2011 Supplement		
<i>In the valley of the shadow: On the foundations of religious belief (and their connection to a certain, fleeting state of mind)</i> James Kugel, 2011	200.92 KUG	

<i>American grace: How religion divides and unites us</i> Robert D. Putnam and David E. Campbell, 2010	201.7 PUT	
<i>How to be a perfect stranger; the essential religious etiquette handbook</i>, 5th ed. Stuart Matlins and Arthur Magida (eds.), 2011 *4th edition also listed in 2008 version Duplicate removed	REF 291.3 HOW *reference; original 1996 edition	
<i>The rise and fall of the Bible: The unexpected history of the accidental book</i> Timothy K. Beal, 2011	220.609 BEA	
<i>Paul among the people: The Apostle reinterpreted and reimagined in his own time</i> Sarah Ruden, 2010	225.92 RUD	
<i>From Bible belt to sunbelt: Plain-folk religion, grassroots politics, and the rise of evangelical conservatism</i> Darren Dochuk, 2011	277.94 DOC	
<i>Handbook of denominations in the United States</i>, 13th ed. Craig D. Atwood, 2010 *12th edition also in 2008 edition Duplicate removed		280 MEA *4 th and 11 th editions
<i>American Veda: From Emerson and the Beatles to yoga and meditation: how Indian spirituality changed the West</i> Philip Goldberg, 2010	294.5 GOL	
<i>The tenth parallel: Dispatches from the fault line between Christianity and Islam</i> Eliza Griswold, 2010	297.2 GRI	
<i>The Gnostic Bible</i>, rev. ed. Willis Barnstone and Marvin Meyer (eds.), 2009 *2003 edition also in 2008 edition Duplicate removed	299 GNO *original 2003 edition	