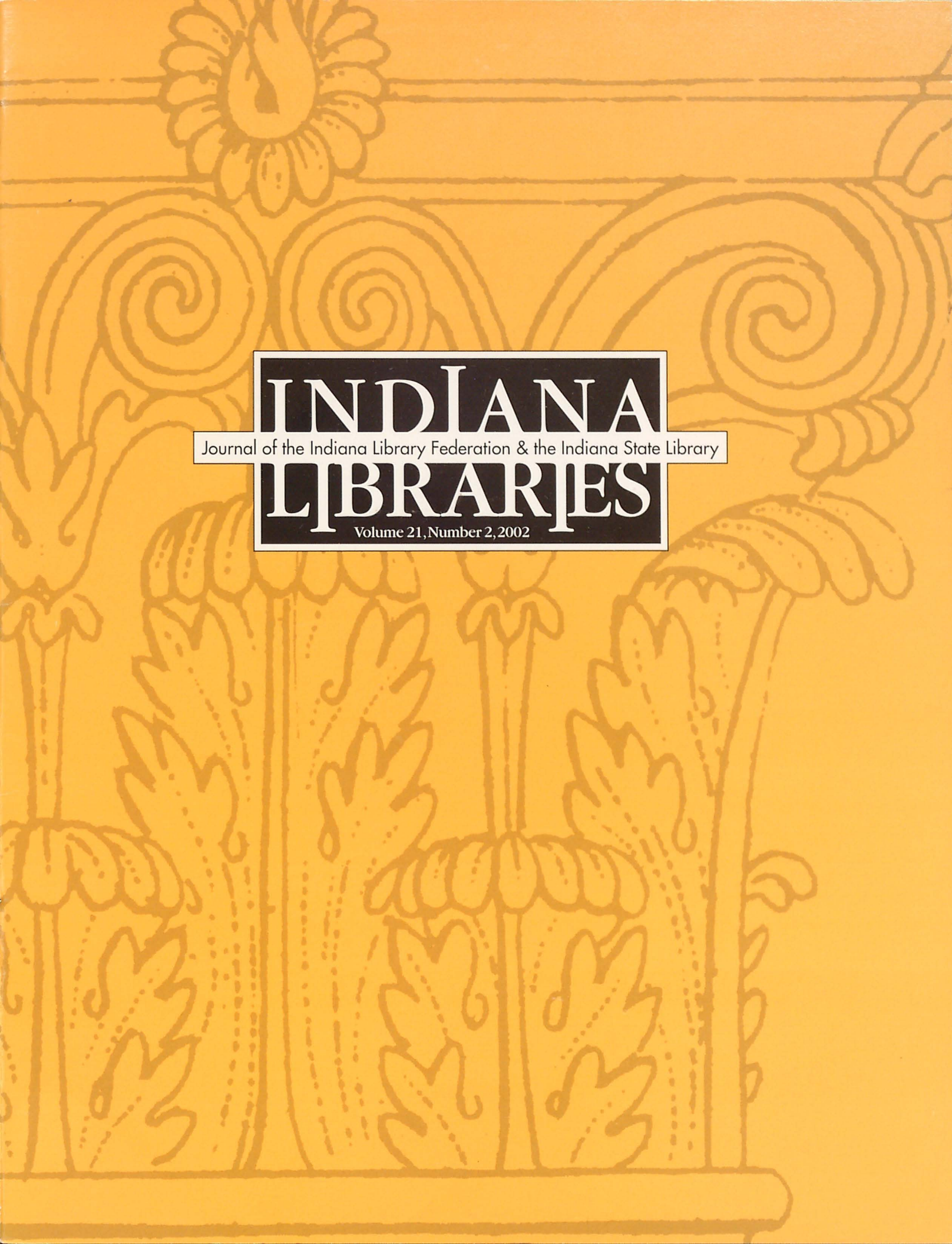

INDIANA LIBRARIES

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Editor:
Emily Okada, Editor, Indiana University, Undergraduate Library Services, Bloomington, Indiana

Managing Editor:
Crissy Gallion, Indiana Library Federation

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Indiana Library Federation
941 E. 86th Street, Suite 260
Indianapolis, Indiana 46240
Phone: (317) 257-2040
Fax: (317) 257-1389
Web Page: www.ilfonline.org
E-Mail: ilf@indy.net

INTELLECTUAL FREEDOM SINCE 9/11: THE USA PATRIOT ACT, ETC. AND INDIANA LIBRARIES

by J. Douglas Archer,
University Libraries of Notre Dame,
Notre Dame, Indiana

Within six weeks of the horrendous events of September 11, 2001, a mere blink of the eye in the usual legislative process, Congress passed and the President signed into law, Public Law 107-56, the "Uniting and Protecting America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act" also know as the "USA PATRIOT Act" or the "Anti-Terrorism Act of 2001." It received bi-partisan support and near unanimous approval in both the United States House and Senate. It is 132 pages long and amends approximately fifteen sections of the United States Code.

There is no doubt that those who voted for this act did so with the entirely worthy intent of strengthening American security in the face of further terrorist threats. It should also be obvious that, regardless of intentions, any legislation of this magnitude, passed so swiftly, with so little public debate is bound to have a few problems — some foreseen and accepted by legislators as necessary to meet the terrorist threat and others unforeseen or ignored in the rush to "do something."

Here is the text of the legislative history included at the act on the Thomas web site.

CONGRESSIONAL RECORD, Vol. 147 (2001):

Oct. 23, 24, considered and passed House.
Oct. 25, considered and passed Senate.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 37 (2001):

Oct. 26, Presidential remarks.[1]

For any act of this significance, anyone familiar with the legislative process would expect to find a long list of committee hearing and mark up sessions often accompanied by committee prints. Together they would document the debate over a bill and clarify congressional intent. The latter is especially important when inevitable questions are raised as to the meaning of any given section of a law. In this case, there were no such hearings and there is no such documentation.

While libraries are not mentioned specifically in this act, they and some of their most cherished values are most definitely affected, most specifically patron privacy.

As part of their mission America's libraries affirm the liberties articulated in the First Amendment to the United States Constitution. From the right to a free press comes intellectual freedom, the freedom of citizens to choose to read, view and otherwise access the products of a free press — especially the holdings of their libraries. A crucial element of that freedom is the confidentiality of patron records.[2] Confidentiality ensures an atmosphere in which citizens may exercise their First Amendment rights to read and think and believe as they will without fear of intimidation. The loss of such privacy chills that atmosphere inhibiting the exercise of this most personal of liberties. Most states have enacted laws protecting the confidentiality of library records. The Indiana Library Federation has advocated and Indiana Legislature has enacted such laws.

Before taking a look at patron privacy issues it should be noted that, in addition to the passage of the USA PATRIOT Act, several recent congressional and administrative actions also affect America's libraries. These include, but are by no means limited to, the withdrawal of items previously distributed through the Superintendent of Documents Depository system, the withdrawal of information from government web sites, executive extension of security classification of government documents, executive orders delaying the release of presidential papers, the recent passage of H.R. 5005, the "Homeland Security Act of 2002", P. L. 107- 296 and the revision of the Attorney General's guidelines for FBI surveillance.

Most of these actions involve limiting access to government information by libraries and the citizens they serve. Their stated intention is to deny valuable information to terrorists. Of course, that information then becomes unavailable for other legitimate purposes. Most folks know what road is paved with good intentions.

While most of these actions will ultimately affect the ability of Indiana libraries to meet the information

needs of its citizens, few of them are likely to affect most Indiana libraries directly. However, the recent passage of the Homeland Security Act, the proposed "Terrorism Information and Prevention System" (TIPS), the revision of the Attorney General's guidelines for FBI surveillance and the passage of the USA PATRIOT Act among other actions are of direct concern. Not much can be said about the Homeland Security Act setting up the new department. It's just too new to know all of the implications. However, the Attorney General's new guidelines and USA PATRIOT Act are another matter.

This article, then, concentrates on the content and practical effects of these two actions, one congressional and one administrative, on Indiana libraries and on potential actions Indiana libraries and their users might take in response to them.

Disclaimer: While this author has over twenty years of experience advocating intellectual freedom, he is not an attorney. Therefore, nothing in this article should be construed as giving legal advice. For that, the reader must consult his or her own attorney. In fact, the reader (or the reader's institution) should consult an attorney ASAP as will become clear later in this text. To avoid misleading readers, no attempt has been made to cite specific sections of the law. The interrelationship of the sections is too technical and intricate to take such a risk. However, sections 206, 214, 215, 216, 218, 219 and 220 would be good places to begin such an analysis.

THE USA PATRIOT ACT

In the interest of improving the ability to gather information on potential terrorist activities, several provisions of the USA PATRIOT Act make it easier for government agents to gain access to "business records." For the purposes of this law, libraries are businesses.[3] Valiant efforts were made by library advocates in our professional organizations and by members of congress to include an exemption for library records but to no avail. There are no exemptions or exclusions for libraries.

Please note, state laws protecting such records still apply to attempts by local and state authorities to access such records, but they do not apply to federal actions taken under the authority of the USA PATRIOT Act. With moves in many states to enact local versions of the USA PATRIOT Act, this may change. The Indiana Library Federation, through the diligent work of its Legislative Committee, keeps track of proposed state legislation affecting Indiana libraries. Keep an eye out for alerts from them as to any pending legislation. In other words, if local authorities come to a local library, the old rules still apply. If federal agents arrive at the door, many of the rules have changed.

The USA PATRIOT Act authorizes federal authorities to seek subpoenas and search warrants under the auspices of the little known Foreign Intelligence Surveillance Act (FISA). This act set up a special court system several years ago to oversee foreign intelligence gathering. The court has rarely "gone public" since its inception.

DIGRESSION: DEFINITIONS

First of all, it is very important to understand the difference between a subpoena, a warrant and a request for information whether they be federal, state or local. Again, please remember that this is a lay person's understanding.

A SUBPOENA is an order signed by a judge compelling the named party or parties to produce certain named articles, items, records or persons at a specific place by a specific time. Since there is usually time provided between service of a subpoena and the date and time for compliance, a subpoena may be challenged in court. It is crucial that subpoenas be examined by one's attorney to determine if they meet all legal requirements and to make certain that only the required material is turned over.

A WARRANT, on the other hand, can and will be executed on the spot. There is no appeal. A judge has already issued the order authorizing the search for and seizure of materials or information or, in the case of an arrest warrant, a person. While one has the right to request that one's attorney be present during the execution of warrants, government agents are not required to wait for his or her arrival. They may do so as a courtesy and to assist in the identification of the required information — but they don't have to. Any attempt to delay the execution of a search warrant could be considered obstruction of justice. Don't go there.

After the Enron/Arthur Anderson debacle, it almost goes without saying that, once a subpoena or warrant is issued, no information should be deleted or otherwise disposed of in any way. On the other hand, the USA PATRIOT Act does not contain any new provisions requiring the retention of library records. Each library remains free to set its own policies and procedures. The important thing is to have policies and procedures in place and to follow them carefully.

Please keep in mind that in most cases involving libraries the subpoena or warrant will name the institution. It is the institution represented by its officials and its attorney who are being ordered to produce data.

Lastly, a REQUEST for information can come from any government official (local, state or federal) at any time for any reason and may be made of anyone on the premises. The only limits upon such requests are the policies or guidelines of the agency in question at the

time of the request. A request is just that, a request. Generally, one does not have to provide any answers. Of course, exigent circumstances do occur, another reason for seeking local legal counsel and developing clear policies and procedures as soon as possible.

These basic distinctions among subpoenas, warrants and requests are true of federal, state and local jurisdictions. The main differences are the authorizing court and the officers serving the paper or asking the questions.

THE USA PATRIOT ACT, CONTINUED

Warrants and subpoenas issued under the USA PATRIOT Act are essentially the same as any other federal or state warrant or subpoena with the following qualifications. Some may come as a surprise. In most cases involving federal, state, or local subpoenas or warrants one may directly appeal to the courts or indirectly to lawmakers through the press raising questions, expressing outrage — generally creating a stink. With subpoenas this may be done before compliance, with warrants after compliance.

The USA PATRIOT Act authorizes government officials to request subpoenas and warrants from FISA courts with a secrecy provision ("gag" order) stating that no one be told of the order other than the responsible officials WITHIN the institution in question and their attorney. Any such subpoena or warrant should clearly state this condition. While not unique in the American legal system (grand jury subpoenas may contain such secrecy provisions), the secrecy provision in this particular act may actually go much further.

It is certainly understandable that authorities would not want the subject(s) of a terrorism investigation to become aware of that investigation. However, it is equally clear that the use of a secrecy provision greatly reduces the ability of the subjects of such orders to hold government accountable for the misuse of their provisions.

The secrecy provisions of the USA PATRIOT Act not only prohibit the notification of the persons whose records are the target of an investigation (understandable under the circumstances) but of anyone else — even of the simple fact that a warrant has been executed or a subpoena served. The American Library Association's "USA PATRIOT Act" web page, while encouraging libraries to seek legal counsel and offers the services of the Freedom to Read Foundation if they so choose, specifically cautions callers that "You do not have to and should not inform OIF staff or anyone else of the existence of the warrant."[4]

The Freedom to Read Foundation has joined the American Civil Liberties Union among others in filing a request for information about the use of such powers under the Freedom of Information Act. The request seeks statistical data and is careful not to request information which might compromise national security.[5]

In addition it is possible that the wording of the USA PATRIOT Act might actually bar an institution or its attorneys from appealing such an order anywhere but in the FISA court system under which it was issued. This presents a special problem because of one of the innovations of this act. Court orders issued under the act may be sought by government officials in any FISA authorized federal court for any location within the United States.

Previously government officials needed go to a federal court within a given geographical jurisdiction to obtain an order. Now, in recognition of the potential interstate nature of terrorist activities, court orders may be sought anywhere for service anywhere. While this definitely facilitates the investigation of terrorist activities, it could seriously impede the ability of libraries to file appeals. Taking one's case to the nearest federal judge might be a violation of the act.

In addition, the standard to be met for the issuance of such orders has been lowered. The act specifies that the government need only demonstrate that the request for the subpoena or warrant is related to a current ongoing terrorism investigation, a significantly lower threshold than that of the previous need for "probable cause." Again, this lower standard is understandable given both the seriousness of the concern (terrorism) and the difficulties and ambiguities involved in such investigations. But it is an extremely low standard and the lower the standard the easier potential abuse becomes.

The act also contains provisions for in the installation of wire taps and other electronic surveillance devices which require separate treatment for adequate coverage.

THE ATTORNEY GENERAL'S FBI GUIDELINES

So far the topic has been subpoenas and warrants. What about requests? Due to abuses by the FBI and others during the 1960s and 70s (most famous being the "Library Awareness Program"), Attorney General William French Smith published guidelines on March 7, 1983 (revised by Attorney General Dick Thornburgh in 1989) which limited FBI activities in America's libraries and other public places. On May 30, 2002 Attorney General John Ashcroft issued far less strict revised guidelines under which FBI agents may conduct surveillance of citizens in libraries (among other locations such as places of worship) .[6]

Such surveillance may involve observation of patrons or requests for information from staff. How-

ever, absent a warrant or subpoena there is still no requirement that one answer questions. There are certainly few librarians who don't want to cooperate with legitimate terrorism investigations even of an informal nature. At the same time it is especially important in such informal inquiries to follow local patron confidentiality policies and procedures and to refer such inquiries to the library's administration and attorney.[7]

WHAT TO DO?

So, what should Indiana librarians do? Potential actions fall into three broad categories, 1) preparing or revising local policies and procedures in light of the current state of the law, 2) educating library boards, staff and patrons about those policies and procedures and 3) working for a change in the law which would recognized the legitimate confidentiality concerns of American libraries.

In the unlikely event a library doesn't have a confidentiality policy, now is the time to prepare one. If a library has such a policy, now is the time to review it. Start with an inventory of data being recorded and retained. Be especially careful to identify data linked to individual patrons. Check for paper, fiche and electronic storage including electronic backups — along with the bins in the basement! Don't stop with the initial record; there may be copies. If there is a third party system provider, check to see if they keep patron-linked data. Some folks are going to be surprised at how much is stored.

Once the quantity is known, ask how much of it is really needed. When does patron identifying information need to be collected in the first place? For that data which must be collected, how long does it need to remain linked to the person? Develop clear policies as to what patron linked data is collected and for how long. Develop clear procedures for de-linking data from individual patrons and for the actual deletion of data. Specify frequency and responsibility.

Lastly and above all, follow these policies and procedures. It will do a library no good to have the best patron confidentiality protection policies and protocols possible if they are not followed. While there are no federal mandates as to what records libraries must keep, there are mandates as to what records cannot be destroyed. They are called subpoenas and warrants. Once they are issued, it is too late to clean things up.

A second set of policies and procedures also needs to be revised or developed: what to do when warrants, subpoenas or requests are received from federal, state or local government agents. The heart of any such policy is the simple admonition to any and all staff to contact the library's attorney and their supervisor or boss. The details of how such contact should be made will, of course, vary from library to library. However, it is crucial that everyone associated with the library know what to do and whom to contact day or night, weekday or weekend.

The most likely scenario is that FBI agents will come in during regular business hours, ask for the director and politely but firmly execute their orders. Most agents are lawyers. Over the last two decades they, as a group, have developed a healthy respect for civil liberties. Make them welcome. Hopefully, if the person with whom the agents make initial contact is a staff member, student worker, page or volunteer, they will be allowed to make the appropriate referrals.

A highly unlikely but not impossible scenario might be the appearance of persons who claim to be federal agents, waving official looking documents at or making requests of support staff, say a night security person outside of normal operating hours. In any and every case, each library person needs to know what to say, what to do and whom to contact. Therefore, the final, crucial task is to communicate confidentiality policies and procedures to all library personnel.

Lastly, readers may want to try to do something about the USA PATRIOT Act itself. The first reaction of many is to challenge the act in court. While it is true that librarians have frequently been willing to go to court to challenge legislation which threatens intellectual freedom on even the most controversial of issues (e.g. COPA and CIPA), librarians are not stupid. Given the current environment, i.e. the wide-spread concern for national security and the fact that we are at war (though undeclared) and major court decisions related to it, it is quite likely that such a challenge would be futile. In fact, it might make matters worse. If the law is challenged and upheld, a precedent will have been set and confirmed at the highest level.

The strategy under most serious consideration is to seek an amendment to the USA PATRIOT Act providing some greater level of protection for library patron records than is now present in the law. The general feeling is that even this effort would probably be unsuccessful in the current climate. The most likely time for a revision is when several sections of the act come up for review under the act's sunset provisions. While not all portions of the law fall under this provision, the ones most applicable to libraries will be up for review in 2005.

The most realistic approach at the moment may be to work to avoid the passage of even more draconian legislation, and to continue to educate patrons and legislators alike as to the importance of patron confidentiality for the continued flourishing of personal liberty among American citizens.

RESOURCES

Lastly, in addition to contacting one's attorney, it would be an excellent idea to go to the American Library Association's Office for Intellectual Freedom Web site and read through the lengthy documentation provided there.[8] Under "Intellectual Freedom Alerts" there are six "boxed" categories of direct interest. Of special interest is the document "Guidelines for Law Enforcement Inquiries."[9] It is written as a sample handout for staff. The information throughout this site is detailed, authoritative, up to date and free.

A second, excellent source for further information which describes the major issues and includes a sample procedure for dealing with law enforcement inquires is the Web site containing the participant handouts from "Safeguarding Our Patrons' Privacy: What Every Librarian Needs to Know about the USA PATRIOT Act & Related Anti-Terrorism Measures," a teleconference held on December 11, 2002 from 12:00-3:00 p.m. EST and sponsored by the American Association of Law Libraries, American Library Association, Association of Research Libraries, Medical Library Association, and Special Libraries Association.[10]

SUMMARY

Consult your attorney, revise your policies, and educate your staff!

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Editor's Note: Since this article was written, ALA reorganized its Web site and most of the ALA URLs listed above have changed. All of the ALA documents cited in this article can be located by starting at the Office For Intellectual Freedom Web page at <http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Intellectual_Freedom3/Default622.htm>

ABOUT THE AUTHOR

Doug Archer is the Coordinator of Reference Desk Services and Peace Studies Librarian at the University of Notre Dame Hesburgh Library.

TILTING AT EVANSVILLE

by Margaret Atwater-Singer,
University of Evansville Libraries,
Evansville, Indiana

Library instruction tutorials have become standard in delivering information literacy (IL) skills to patrons over the Internet. If you explore the library's homepage at most universities, you will find a collection of tutorials teaching students a variety of skills, such as how to evaluate resources and how to access information from aggregate databases. Building a creative, interactive, entertaining and informational tutorial can be a time-consuming, resource-draining project. However, if your library is in the market for an information literacy tutorial and is not interested in reinventing the wheel, do what the University of Evansville Libraries (UEL) did – download TILT (Texas Information Literacy Tutorial, http://tilt.lib.utsystem.edu/).

This article describes TILT, how UEL modified the tutorial and its evolution to I*Trail. Technology considerations necessary to implement the adapted tutorial are discussed. Resources for those interested in modifying TILT are also included.

TILT TO I*TRAIL

The University of Texas System Digital Library launched TILT in 1999, although planning and production had begun three years earlier. TILT has three fundamental goals: "to ensure that first-year students grasp basic research concepts; to best use librarians' expertise when in the classroom; and to provide basic information literacy skills accessible anytime and anywhere."[1] TILT is composed of an introduction to the Internet and three separate modules. Each module highlights a key step in the search for information: selecting appropriate resources, effectively searching the sources, evaluating the results and properly citing information. A quiz concludes each module with the option of e-mailing or printing the results. Interactive and engaging games within each module help reinforce the IL skills being taught. The modules are meant to be viewed sequentially, but they can also stand-alone.

Spring 2001 saw an important milestone in TILT's development. YourTILT became freely available for distribution through an Open Publication License (OPL). OPL allows institutions to download the entire tutorial content (images, text, sound files, quizzes, shockwave interactions, etc.) and modify the tutorial to suit their needs, provided that the original authors and creators are acknowledged and any modifications are also made available for free. UEL took advantage of this excellent opportunity to modify yourTILT to reflect the information needs and technologies locally available.

MODIFYING TILT

Overall, it took approximately 100 hours to modify the tutorial's content. The first step in this process was mapping out the introduction and each module. This gives you a thorough idea of how the tutorial's pages are linked together and where changes to the text should be made. Next, the yourTILT documentation of important files and mandatory edits were reviewed.[2] This Web page explains how the tutorial is framed, how users get registered, how quizzes process information and other important aspects of the tutorial. The page also lists the essential changes that must be made to particular files, even if you change nothing else. Finally, you need to make some major decisions: Do you change the name of TILT? Do you continue to support the Flash and non-Flash (NF) versions? Do you leave the tutorial in its frameset? Answering these questions will take some serious thought, as the implications of each question are deliberated.

■ Name Game

UEL decided to change the name to I*Trail, which is short for the Information Trail, to reflect the ongoing journey towards improving and refining the IL skills that are conveyed in TILT. This name change necessitated a close scrutiny of the text for all instances where the word TILT appeared. If TILT was incorporated into an image, the image had to be either edited to remove TILT, a new one created, or the image was deleted. New I*Trail logo images were created using Adobe Photoshop 6.0.

■ Supporting Flash and non-Flash

TILT makes use of Flash animations to reinforce IL concepts within each module. The bandwidth, plugin availability and computer security features at your institution will determine if you can offer the Flash version. The NF version has the exact content, but the

games are eliminated. Cookies that store selected tutorial information are not used in the NF version. This leaves you with two nearly identical tutorials. Changes made to a single page in any module must be made to both versions (flash, NF). Most edited pages can be copied into the NF files and directories. UEL supports both Full I*Trail (Flash) and I*Trail Lite (NF).

- **To Frame or not to Frame?**

TILT was written in frames to provide a uniform look from module to module. Top and bottom frames help navigate the user through the module, while text appears in the middle or content frame. Frames only display the top level URL in the address box, so users do not know the exact place they are in the tutorial. The quizzes in each module are also created using frames.

Some people hate Web sites that use frames. The decision to keep the TILT frameset will ultimately depend on the modifications you make or a hatred of frames. UEL has kept I*Trail in the original framed environment. Other adaptations of TILT have removed the frames entirely or use only a top frame. UEL is evaluating the need to eliminate one or both navigational frames to improve performance and streamline the tutorial.

SCRIPTING LANGUAGES & TILT

Beside Flash interactions, TILT also utilizes JavaScript and PHP. JavaScript is a client-side scripting language (code is embedded in the HTML) that is supported by recent versions of Internet Explorer and Netscape Navigator. This language is used to read the cookie.js file that gets set when users pick the Internet issue that interests them. Later pages query the cookie and generate examples based on the set value. JavaScript is also used by the quizzes to verify correct answers and tally the patron's score. UEL modified the JavaScript where necessary and made some optional changes based on other universities' adaptations of TILT.

PHP is a server-side scripting language that generates dynamic HTML pages based on commands embedded in the HTML code. PHP is the open source alternative to Microsoft's Active Server Pages (ASP). (For more information on PHP, see http://www.php.net/) In TILT, PHP registers users to a LDAP database, displays the quiz results and builds the You Make the Call page (a poll in module 3). The LDAP database creates records for users when they register and tracks their quiz scores as they complete each module. (For more information on LDAP, see http://www.openldap.org/) UEL does not support PHP so some modifications of TILT were necessary. I*Trail eliminated the registration and You Make the Call components. The quizzes had to be restructured, removing the ninth question (which was really a comment/feedback page) and rewriting the quiz results page to work without PHP. Again, help from the TILT development community came in very handy.

HTML & OTHER HANDY SKILLS

Having a solid grounding in HTML makes modifying TILT comparatively easy. Should your institution be interested in using TILT straight out of the package, basic HTML skills and the your TILT documentation is all you will need.

More sophisticated adaptations will require greater skills. Creating and editing images is necessary if you decide to change the tutorial's name or add content. Software like Photoshop and Paint Shop Pro are popular image manipulation programs that can help. Also, specific Flash animations that are part of TILT will need to be edited in Macromedia Flash, should you decide to change the tutorial's name or structure.

Currently, I*Trail does not register or track quiz results for users the way TILT does. Managing that aspect of the tutorial is an area that will be considered in the future. Skills in creating, building and maintaining databases are helpful in administering these functions.

HELP

While UT does not officially support institutions working on adapting yourTILT, a community of like-minded individuals exists who are very knowledgable about yourTILT and the technologies that can make the experience successful. A mailing list called TILTTALK is the main avenue of communication (http://tilt.lib.utsystem.edu/resources/tilttalk.html). Help may also be residing at your institution in information technology departments, graphic design departments, and computer departments. Also, don't overlook the students who populate your campus. Many have developed the skills you will need. If available, institutional grants can help pay for their help to optimize TILT.

An information literate population is incredibly important for a democracy to thrive. TILT lays the groundwork by explaining the concepts surrounding the quest for information in an entertaining, compelling manner. Modifications to I*Trail continue to be ongoing, but the major investment of time and technology upfront will be beneficial to UEL for years to come. UEL is pleased with the conversion of I*Trail and hopes that it will contribute to the students' future success.

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ABOUT THE AUTHOR

Margaret Atwater-Singer is the reference/instruction librarian at the University of Evansville, Evansville, IN.

OPEN BOOK: A CELEBRATION OF WORDS

by Victoria Gutschenritter,
St. Joseph County Public Library, South Bend, Indiana
&
Lori Caskey Sigety
St. Joseph County Public Library, South Bend, Indiana

An open book ... words on a page ... lyrics ... poetry ... drama ...plays ... novels ... nonfiction ... dialogue ... movies. These are all different forms that words take on. In these various forms words affect our thoughts, imaginations, and our lives. Libraries are receptacles for words in whichever shapes the creators choose to use. The Saint Joseph County Public Library's Open Book Festival reaches out to the Michiana community to celebrate words with a day of activities.

The Saint Joseph County Public Library held its first Open Book Festival on Saturday March 23, 2002, from 10 a.m. until 4 p.m.. The day was filled with music, children's activities, and writing and author events. At intervals throughout the day, patrons enjoyed Big Band era songs, Hispanic music, and steel drums were heard from the second floor balcony. The numerous children's activities included storytelling, handcrafted marionettes performing "Rumplestiltskin," children creating items related to fairy tales and then acting out the tales, and an interactive poetry break.

The featured children's celebrity was Granger artist and children's book illustrator Bruce Langton. Mr. Langton conducted a fun, simple drawing program for children. He introduced the program with an explanation of how he began his career as an artist, followed with a slide show of his paintings and studio, and concluded by instructing the children how to create a detailed drawing which they took home. At the end the children asked questions about Mr. Langton's work.

Mr. Langton also was participated on a panel discussion which covered different aspects of publishing such as how to get published for the first time, writing technical manuscripts, breaking into magazine and newspaper publishing with nonfiction articles, illustrating children's books, and writing romantic fiction. A workshop about overcoming writer's block and a local newspaper columnist's talk about developing story ideas were the other events for authors.

The adult celebrity authors were Indiana author James Alexander Thom and Dark Rain Thom, author *of Shawnee: Kohkumthena's Grandchildren*. Mr. Thom spoke about writing his historical novels and the American history that provides the background for his works. Dark Rain talked about her history of the Shawnee and the plans for the National Lewis and Clark Bicentennial for which she is director of the planning council. Borders Books and Music handled the sale of Mr. Thom's books which Mr. Thom then autographed.

Poetry was featured at Open Book at the children's poetry break, previously described, and in two other events. A local actress who also is the manager of the library's cataloging department performed selections from a one woman show about Emily Dickinson. Local poets recited their works followed by an open mic session.

The first 100 attendees selected a free book to take home for their enjoyment. There were drawings for gift certificates to Border Books and Music and for books by the featured authors and illustrators. Centrally located on the first floor was a welcome table with festival programs, small trinkets, and bookmarks for people to pick up when they entered the building. A picnic room was open from 11 a.m. until 2 p.m. for people to eat snacks or rest between programs.

A committee consisting of approximately ten librarians met in August 2000 to determine the purpose and form of the festival. The committee decided it wanted to have an ongoing annual event to promote the fun of reading and to raise the profile of the library in the community. The festival mission statement is: to celebrate authors and illustrators who inspire dreams, spark curiosity, and promote the joys of reading. The committee selected the name "Open Book : A Celebration of Words" with a logo of an open book for the festival.

The St. Joseph County Public Library modeled Open Book after the Novello Festival of Reading in Charlotte, NC. Novello (www.novellofestival.net) commenced in 1989 as a program created by the Public Library of Charlotte and Mecklenburg County. Several St. Joseph County Public Library librarians attended the PLA 2000 program about Novello which fired their imaginations and began the journey to Open Book.

To achieve the festival's goals the committee quickly realized the necessity of exploring funding options such as the Friends of the Saint Joseph County Public Library, corporate sponsors, the Indiana Arts Commission funds, and various foundations. In January 2001 the Library Director Mr. Donald Napoli made a generous offer of $25,000 from the interest of a gift fund to pay the speaker's fees. After taking into consideration the amount of time needed to book a celebrity author and the funds available, it was decided to postpone an author presentation until 2003 and to plan an author luncheon event for April 2002. The luncheon's goal was to attract people from area organizations who would hopefully be sponsors for 2003 Open Book.

An attempt was made to contact an author to donate his time to speak at the luncheon, but this was unsuccessful. Due to this lack of response, the committee decided to work with a different format. Utilizing the expertise gained from 10 years of planning the very successful Science Alive, it planned a one day event to be held on Saturday March 23, 2002, at the Main Library from 10 am until 4 pm. To fund the festival, $6,000 was allocated from the interest on the library's gift fund.

By late summer 2001 Indiana author James Alexander Thom and his wife Dark Rain had been booked as the star authors, local illustrator and artist Bruce Langton as the children's celebrity, and Stevens Puppets to perform "Rumplestiltskin." Charting the available meeting spaces in the Main Library helped the committee decide that three performances or activities would occur simultaneously. As the date of the festival drew near, more details were settled and arrangements double checked. On March 23, 2002, the committee saw the fruition of its preparations - the first annual Open Book Festival with 660 people attending!

While plans were finalized for 2002 Open Book the committee looked ahead to the 2003 festival. It decided to have a one day festival, building on the foundation of 2002 Open Book. A subcommittee explored grant opportunities with the Indiana Arts Commission and foundations administered by the Wells Fargo Bank in South Bend as well as funding from the Friends of the St. Joseph County Public Library; it filled out an application for a grant from the Wells Fargo Bank's foundations.

In February 2002 the Friends of the St. Joseph County Public Library agreed to match up to $5000 that the Festival received from a non-library source for 2003. At the end of May 2002 the committee was notified that four foundations from the Wells Fargo Bank granted us $5000 for 2003 Open Book! In July 2002 the Friends of the Saint Joseph County Public Library pledged their support of $5000. With a budget of $10,000, the Open Book Committee looks forward to the 2003 Open Book: A Celebration of Words!

NOTE: The second annual Open Book Festival was held on April 12, 2003. Featured authors were: Best selling author, Elizabeth Berg (Open House; Talk Before Sleep; Durable Goods); children's author April Pulley Sayre (Dig, Wait, Listen: A Desert Toad's Tale; Noodle Man: The Pasta Superhero) and manga author Fred Gallagher (Megatokyo). See the festival web site at http://www.openbookfestival.org/.

ABOUT THE AUTHORS

Victoria Gutschenritter is the Manager of the Virginia M. Tutt Branch, St. Joseph County Public Library in South Bend, Indiana.

Lori Caskey Sigety is the Young People's Specialist at the Centre Township Branch of the St. Joseph County Public Library in South Bend, Indiana.

DOLLY B. DAVIS HOOVER: PIONEER BLACK LIBRARIAN

by Valentine K. Muyumba,
Cunningham Memorial Library, Indiana State University
&
Christopher E. Mehrens,
Cunningham Memorial Library, Indiana State University

On November 26, 2000, friends and colleagues gathered at Saint Stephens Episcopal Church to honor the memory of Dolly B. Davis Hoover, the first African American faculty member at Indiana State University. The newspaper accounts of this occasion make note of her contribution to diversification and her role as a librarian at the university. As Charles Chillington eulogized "she opened ways that were not opened to most of us here."1 These accounts, however, only offer a mere palimpsest of her remarkable career, a career which should be acknowledged in annals of Black Librarianship. The accomplishments of Dolly B. Davis Hoover are remarkable given the context of the time when she embarked upon the career of professional librarian in 1945.

In a commencement address delivered at Atlanta University2 in 1949, Librarian of Congress Luther H. Evans posed the following question, "What will be the applications of your education?"3 Expressing the conviction that it was the duty of the "educated members of society" to seek employment in areas in which they would have the potential to excel, Evans strongly encouraged the graduating class to consider a career in librarianship.4 The advice offered by the Librarian of Congress was quite logical, as Black librarianship in the 1940s was making tremendous strides, given the considerable obstacles that impacted its existence.

Many trace origins of professional librarianship in America to the American Public Library Movement (1876-1917).5 However, in the midst of a library movement whose aims were to democratize the access to knowledge, African Americans were faced with a cultural repression, born out of the aftermath of slavery and reconstruction, which provided impediments to this so-called democratization.6 Yet, it was in this inhospitable environment that African American institutions of higher education, and their libraries, developed and flourished. Initially, years of forced illiteracy had to be overcome, and the aims of these early institutions were to simply teach their students how to read and write.

Given this state of affairs, the libraries at these institutions were small and the materials housed therein where of the most basic type. As James A. Hulbert was to observe, there was not a "great need for numerous books…Simple readers and elementary textbooks were the order of the day."7 The methods employed by the so-called "librarians" in these early collections were at best rudimentary, hence requiring only the most basic understanding of library methodology. Because of limited funds, most collections were housed in less-than-ideal situations. Collections were developed from cast-off materials and, more often than not, were composed of any printed matter regardless of content. Cataloging was unnecessary since most of the early collections were so small a card catalog was unnecessary. Librarianship was governed by "expediency" borne out of "bare necessity" and, consequently, the librarian, in most of these situations, was usually a teacher at the institution who had a "special interest in books" and little or no formal training in librarianship.8

Until the mid-1920s, the number of professionally trained African American librarians was quite small. Contributing to this statistic, beyond the "backwardness and stagnation characterizing most Negro college libraries" 9 of the time, was the fact that Blacks seeking to be professionally trained in librarianship had to apply to white institutions. Black students in these white institutions encountered a myriad of difficulties, ranging from a dearth of "suitable lodging places within easy access to the campus," to a "lack of knowledge of positions and success in placement."10

By 1925, however, great change was afoot. Through the efforts of a few dedicated African American community leaders, libraries within Black institutions were improved and expanded; many Black educators were aroused from what has been characterized as apathy toward libraries; and Black students became convinced that libraries were one means to break free of the limitations imposed by their environs. In particular, it was the work of the Hampton Institute Library School in Virginia, and its director Miss Florence R. Curtis, which was responsible for the greatest change. With the establishment of the Hampton Library School in 1925, increasing numbers of African Americans became educated in librarianship.11 The success of the Hampton Library School, however, was to be short-lived as

financial support waned during the late-1930s and the school closed. After the untimely demise of the Hampton Library School in 1939, the Atlanta University School of Library Service "assumed responsibility for educating the majority of Black American Librarians."12

Despite all of these advances, one thing remained constant for the Black librarian – libraries serving predominantly white communities seldom employed them. A review of the literature dedicated to Black librarianship over the first half of the twentieth century clearly demonstrates that librarianship was a segregated profession. Employment was only to be gained in academic and public libraries serving African Americans.13 Given the predominant library culture of the period, the life and accomplishments of Dolly B. Davis Hoover are both emblematic and remarkable.

Dolly B. Davis Hoover was born to Ernest J. Davis, Sr. and Dolly Walker Davis in Washington D.C. on December 13, 1923. Her father was an attorney and her mother was a nurse and they encouraged Dolly and her siblings to excel academically.14 She attended Dunbar High School in Washington, D.C., which was established in 1870 as preparatory school for Blacks.15 After she received her high school diploma in 1940, Dolly entered a course of study in education at Miner Teachers College in Washington, D.C. A young white woman named Myrtilla Miner originally founded Miner Teachers College as a Normal School for "colored girls" in 1851.16 In 1944, Dolly was awarded the Baccalaureate degree. During her time at Miner Teacher's College, she developed an interest in librarianship, and she worked in the card division of the Library of Congress from 1944 to1945.

Her interest in librarianship was logical. As we have seen earlier, most of the early Black librarians were teachers who had a "special interest in books." Unlike so many of these Black librarians, Dolly saw the need to attain an expertise in librarianship. It could be said that this need to achieve in her chosen field was engendered by her parents. After her graduation, and concurrent with her work at the Library of Congress, she attended Catholic University of America, where she was awarded the Bachelor of Science degree in Library Science in 1945. It should be noted that Catholic University was a predominantly white institution, so Dolly encountered many of the challenges that confronted Blacks seeking to be educated at non-Black institutions.

Upon her graduation, she followed the path of many young African American librarians; she sought employment in Black institutions of higher education. In 1945, Dolly was engaged as an Assistant Cataloger at the Tuskegee Institute in Alabama.17 She remained in that position from 1945-1949. Given the historical significance of the Institute, her first job was quite an achievement for a beginning Black librarian and truly demonstrated her abilities in her profession. Founded in 1880, and opened by Dr. Booker T. Washington in 1881, the mission of the Tuskegee Institute was to direct newly emancipated Blacks toward progress through "industry and education."18 Dolly worked under the administration of the third president, Dr. Frederick D. Patterson, whose accomplishments included the founding of the United Negro College fund. It must have been a truly exhilarating period of time for this young woman.

In 1949, St. Philip's College, a Black institution in San Antonio Texas, welcomed Dolly to its library family.19 She worked in the library's technical services division until 1955, and during her tenure she attained the rank of Librarian. Ever striving to improve her abilities, Dolly entered into an advanced course of study in librarianship at the University of Chicago during her final years at St. Philip's. Her course of study culminated in a Masters Thesis titled, "Library-circulated books, their public and their use: A study of the books circulated from four branches of the Chicago Public Library." In 1954, she was awarded the degree of Master of Arts in Library Science. Although Dolly had accomplished so much throughout her career as an academic librarian, it should be remembered that it was still a period in our history when African Americans constantly and continually had to prove their worth to a disbelieving world. The year when Dolly was awarded her Master's degree was the same year that bore witness to the landmark Supreme Court decision on *Brown versus the Board of Education*. In its decision, the Court ruled that separate educational facilities were unequal and violated the 14th Amendment. One year later, in 1955, Rosa Parks refused to move to the back of the bus in Montgomery, Alabama, and this act gave birth to Civil Rights Movement.

By 1958, Dolly had already been engaged as the first Black librarian at Indiana State Teachers' College in Terre Haute, Indiana.20 She was hired under the administration of the sixth President of the institution, Raleigh Warren Holmstedt. President Holmstedt, over the course of his tenure at Indiana State was responsible for campus expansion, extensive improvements to the institution's curriculum, and its recognition as a "comprehensive" university.21 He also was forward thinking regarding the status of librarians and their work. According to Dorothy Shinoske, the Head of Circulation at Indiana State during the 1950s, Holmstedt was the first administrator to recognize librarians as professionals.22 Despite all this, it was still remarkable that a predominantly white college would hire a Black librarian, especially given the racial climate of the period.

Perhaps the one person who could be credited as being the progressive in this situation was Director of Libraries Fred Hanes. Hanes had started out at Indiana

State as a member of the teaching faculty in the School of Library Science. In 1953, the Indiana Legislature appropriated $400,000 for the expansion of the existing library building and the construction of a new wing commenced in 1955. By the fall of 1958, Hanes had assumed the directorship of the "new" library, and the expansion involved was not restricted to its physical structure. He expanded services to evening and weekend hours, increased the size of the collections, and made the library a repository for government documents. He also hired Dolly.

Dolly's position in 1958 was that of halftime Senior Librarian. Perhaps one of the factors that influenced her hire at Indiana State was that she was an accomplished technical services librarian. Another might have been the fact that her position would afford her very little contact with the public and student workers. In an appraisal report from 1961, Mr. Hanes emphasized that her "[o]nly contact with students [was] in limited supervision of student employees in the Catalog Department."23 According to several people employed at Indiana State at that time, segregation was to be found in many areas of the school. Dolly herself remembered that during this period of time she would have to eat in a segregated area of the campus cafeteria.

On July 1, 1959, because of her abilities, Dolly's status was changed to that of full time employee. At the same time she was appointed as the Assistant Head of the Cataloging Department. In 1960, after having won the respect of her colleagues, Dolly was elected President of the Library Staff Association. It was evident that she was a "good fit" for both the Library and the College. In 1962, after only three "full-time" years of service to the College, Dolly was recommended for tenure. Interim Director, Thelma Bird, in her evaluation wrote, "Mrs. Hoover exhibits a high level of professional competence. She works harmoniously with the library staff, and is a willing, cooperative worker. She is receptive to new ideas, and flexible in her attitudes."24 On May 4, 1961, R. W. Holmstedt wrote Dolly a letter, informing her that she had been granted tenure at the college.25 In the conclusion to his letter, the President wrote, "I wish to express my personal appreciation for your service to Indiana State College."26 Granting tenure to an African American woman was quite significant in 1961. In February of that year, four African American college students sat at the "whites-only" lunch counter in the Woolworth Store in Greensboro, North Carolina, and demanded service – an event which many credit as being the opening gambit in the war against segregation.

Her time at the Cataloging Department during the 1960s was extremely productive. This period was a time of tremendous gains in information services – a period that witnessed what is now called the "information explosion." To meet the increasing needs of the institution's library users, more print materials had to be acquired, and new methods for organizing and accessing these materials had to be adopted. To confront the challenges of this new world of information access, Dolly took a sabbatical leave of absence for the academic year 1967-68 and returned to the University of Chicago to pursue an advanced course of study in Library Science. Through her work, she demonstrated her consummate abilities, both as a technical services librarian and as an educator. In 1971, Indiana State recognized librarians as having faculty status, and in 1972, the University of Illinois, Champagne-Urbana, invited Dolly to teach a course in advanced cataloging at their distinguished School of Library Science.

While Dolly was imparting her knowledge of cataloging at Illinois, construction was completed on Indiana State's new main library, the Cunningham Memorial Library. Named for the first "appointed" librarian of the Indiana Normal School, Arthur Cunningham, the six million dollar building provided ample space for the library's growing collections. In January of 1973, the library officially opened its doors and in 1974, Dolly became the Head of the Cataloging Department, administering the work of six librarians and six paraprofessionals.

During the 1970s, Dolly was instrumental in the creation, and adoption, of the Library Constitution. She also served on numerous university committees, including a term as Chair of the Library Faculty Assembly in 1973. Former Librarian Gene Norman has observed that, "Dolly had a good mind and could always be counted upon to help come up with an effective solution when knotty political problem[s] arose."27 The same held true when it came to her dealing with the "knotty problems" brought about by the myriad changes confronted by catalogers during the 1970s and 80s. She supervised the library's database searching service in 1980 and, during the same year, managed the conversion of cataloging practices to AACR2. From 1981 to 1982, she directed the reclassification of the collection from the Dewey Decimal System to the Library of Congress Classification System and from 1984 to 1985 she participated in the implementation of the new online public access catalog using NOTIS software.

Head of Cataloging was not the only title that Dolly would assume during her years of service to the library at Indiana State. Another hat, which she wore during her tenure at the Library, was that of Subject Specialist. As Dr. François Muyumba noted, Dolly took great initiative "to diversify library materials. She was responsible and persistent for ordering more books on African, African-American, and Caribbean cultures... She has enriched our lives." 28 In the early 1980s it was determined that the library needed to address issues surrounding their well-used collection and on April 1, 1983, Dolly was named Head of the Preservation and Conservation Department. One of the reasons for this appointment rested in her aptitude as a librarian and researcher. Many of the practices and policies instituted during her four-year tenure are still being used at the Cunningham Memorial Library at the present time.

After thirty years of service, Dolly retired from Indiana State University's Cunningham Memorial Library on June 30, 1987. Retirement for Dolly did not signal an end to her service to Indiana State University, the Terre Haute community, and the State of Indiana. She sponsored the Zeta Nu Chapter of the Delta Sigma Theta Sorority, a Black sorority founded on January 13, 1913 by collegiate women at Howard University who wanted to use their "collective strength to promote academic excellence and to provide assistance to persons in need."29 Throughout her life in the Wabash Valley, she was an active and beloved member of the St. Stephens Episcopal Church in Terre Haute. During the final decade of her life, Governor Evan Bayh appointed her to the Indiana State Pharmaceutical Board and to the Indiana Realty and Appraisal Board. She was also the recipient of two Sagamore of the Wabash awards. This award is the highest honor which the Governor of Indiana bestows. It is a personal tribute given to those who have rendered distinguished service to the state or to the governor.

Dolly B. Davis Hoover was truly a pioneer in Black Librarianship. With great reserve, strength, and intelligence, she made tremendous headway into a world where few African Americans had gone before. She became the first Black Librarian to work at Indiana State University and was one of its first Black faculty members. Most remarkable was the fact that she accomplished all of this at a time when there was a great resistance to integration. After thoroughly appraising Dolly's life, Charles Chillington's eulogy certainly rings true, "she opened ways that were not opened to most."30

The authors would like to thank the following individuals for their assistance in providing information on the life and times of Dolly B. Davis Hoover:

Mrs. Ethel Davis Bell

Ms. Allayne Bell

Mr. Gene Norman

Ms. Susan Davis

(Endnotes)

1 Kenya Woodard, "ISU's 1st African American faculty member memorialized at service, " *Indiana Statesman* (Nov. 6, 2000).

2 Founded in 1865 by the American Missionary Association, Atlanta University was the nation's oldest graduate institution serving a predominantly African American student body. On July 1, 1988, Atlanta University and Clark College consolidated to form Clark Atlanta University.

3 Luther H. Evans, "The Magnificent Purpose," *Phylon (1946-1956)* 10/4 (4th Quarter, 1949), 314. It should be noted that Evans (1902-1981) was Librarian of Congress from 1945 to 1953. He resigned from the position in 1953 upon his election as the third director-general of UNESCO.

4 Evans, "The Magnificent Purpose," 316.

5 Casper LeRoy Jordan, "African American Forerunners in Librarianship," in the *Handbook of Black Librarianship*, 2nd ed., ed. E.J. Josey and Marva L. DeLoach (Lanham, MD: The Scarecrow Press, 2000), 19.

6 James A. Hulbert, "The Negro College Library," *Journal of Negro Education* 12/4 (Autumn, 1943), 623.

7 Ibid.

8 Hulbert, "The Negro College Library," 623-24. According to Hulbert, out of "seventy-nine Black institutions of higher education…only fifteen had libraries with 10,000 or more volumes, and seven colleges either had no library at all or had collections too wretched to be known as libraries.

9 Ibid., 624.

10 Florence Rising Curtis, "Librarianship as a Field for Negroes," Journal of Negro Education 4/1 (Jan., 1935), 95-96. The conditions endured by Black library students during this early period, make even more remarkable their accomplishments. In particular, one must admire the achievements of Edward Christopher Williams (1871-1929), who was the first Black to have been awarded a Masters degree in Library Science (New York State Library School, 1900), and who went on to become Professor of Bibliography, Director if the Library Training Class, and Librarian of Howard University in 1916.

11 S.L. Smith, "The Passing of the Hampton Library School," *Journal of Negro Education* 9/1 (Jan., 1940), 51-58. In 1935, Florence Curtis was to note that during the period from 1900 to 1934, approximately seventy students had enrolled in library schools other than the Hampton School. Of these students forty-three "had completed the curriculum of the first year of professional course." In comparison, from 1925 to 1934, one hundred students enrolled at the Hampton School of which, ninety-six completed the one year's curriculum and found employment in a variety of libraries. See, Curtis, "Librarianship as a Field for Negroes," 95-96.

12 Jordan, "African American Forerunners in Librarianship," 19. Established in 1941, the Atlanta University School of Library Service was, according to Luther H. Evans, one of only 34 schools conferring library degrees in the United States at that time. See, Evans, "The Magnificent Purpose," 317. The first dean of the Library School was Dr. Eliza Atkins Gleason, who holds the distinction of being the "first" African American to earn a Ph.D. in Library Science (University of Chicago, 1940). See Casper LeRoy Jordan and E.J. Josey, "A Chronology of Events in Black Librarianship," in the *Handbook of Black Librarianship*, 2nd ed., ed.

E.J. Josey and Marva L. DeLoach (Lanham, MD: The Scarecrow Press, 2000), 7.

13 An example of this is illustrated in Florence Rising Curtis's "Librarianship as a Field for Negroes" (1935). In this article, Miss Curtis, makes an argument for Black librarianship only within the context that these librarians would do well to serve Black institutions.

14 Her brother, Colonel Ernest J. Davis, Jr., had an illustrious military career. He was a 1939 graduate of Dunbar High School. In 1945, he graduated from the U.S. Military Academy. During World War II, he received flight training at the Tuskegee Institute. He was known as a Tuskegee Airman. After the War he attended Howard University. Further, he received a master's degree in aeronautical engineering from Ohio State University in the1960s. During the 1970s, he was a researcher at the Pentagon and during the 1980s he worked for the National Transportation Safety Board until his retirement. Her sister, Mrs. Ethel Davis Bell, was also a graduate of Dunbar High School. Like Dolly, she attended Miner Teacher's College and received her Baccalaureate degree in 1945. Following in the footsteps of her mother, she became a nurse, after having been awarded a degree in Nursing from Yale University in 1948. She became the first nurse in Terre Haute to hold two master's degrees, her second being in Media Technology. Mrs. Bell was a member of the faculty at Indiana State University, where she retired as Associate Professor of Nursing in 1992.

15 The school began in the basement of a Presbyterian Church and was later renamed "Paul Lawrence Dunbar High School."

16In 1873, the school attained the title "Teacher's College." By the time that Dolly was pursuing her bachelor's degree, the College was coeducational. Miner eventually merged with Wilson Teacher's college in 1955 and became the University of District of Columbia Teacher's College. Finally, in 1976, the college merged with Washington Technical Institute and Federal City College to form the present University of District of Columbia.

17 It should be noted that her brother Ernest was attending Tuskegee at that time. Given the obstacles encountered by young Black librarians during that period, mainly the "lack of knowledge of positions and success in placement," it is quite possible that Ernest encouraged Dolly to apply for the position.

18 Washington was the institute's first President and served in that position until his death in 1915.

19 St. Philip's College, was founded in 1898 by James Steptoe Johnston, bishop of the Western Texas Diocese of the Protestant Episcopal Church. It was initially known as St. Philip's Normal and Industrial School. At first the school was a weekend sewing class for six Black girls. From 1900 to 1902 the school was directed by Perry G. Walker. In September 1902 Artemisia Bowden joined the school as administrator and teacher. Under her supervision the school grew from an industrial school for girls into a high school and later a junior college. During this period the institution was known as Bowden's School. In September 1927, St. Philip's became a junior college for the Black community of San Antonio and vicinity. It remained a private Episcopal school until 1942, when it became a municipal junior college affiliated with San Antonio College under the auspices of the San Antonio Independent School District.

20 Indiana State Teacher's College eventually became Indiana State College in 1960 and Indiana State University in 1965.

21Holmstedt was President from 1953-1965. It was during this period that the first doctoral degrees were awarded.

22 Shinoske had observed that Holmstedt's predecessor, President Ralph N. Tirey, "thought of librarians as clerks." Email, Gene Norman, 11 November 2002.

23 Fred W. Hanes, Indiana State College Appraisal of New Faculty Members, February 20, 1961, Typescript, Indiana State University Archives, Terre Haute, Indiana.

24 Thelma C. Bird, Indiana State College Appraisal of New Faculty Members, March 22, 1962, Typescript, Indiana State University Archives, Terre Haute, Indiana.

25 R. W. Homlstedt, Terre Haute, to Dolly Hoover, Terre Haute, May 4 1962, Typescript, Indiana State University Archives, Terre Haute, Indiana.

26 Ibid.

27 Email, Gene Norman, 11 November 2002.

28 Woodard, "ISU's 1st African American faculty member."

29 Delta Sigma Theta, "History." Website. Address: http://www.deltasigmatheta.org. Accessed November 12, 2002. The sorority included among its members Dr. **Alexa Canady,** the first Black neurosurgeon in the United States; **Shirley Chisholm**, the first Black woman member of the U.S. Congress; and **Barbara Jordan, the** first African-American to serve in the U.S. congress from the South since reconstruction.

30 Kenya Woodard, "ISU's 1st African American faculty member memorialized at service, " *Indiana Statesman* (Nov. 6, 2000).

ABOUT THE AUTHORS

Valentine Myumba is the Monographs Catalog Librarian, Co-Team Leader of Monographic Cataloging, and Subject Specialist for African Studies, Education and Teaching Materials at Indiana State University's Cunningham Memorial Library.

Christopher Mehrens is the Music Librarian at Indiana State University's Cunningham Memorial Library. Chris also has responsibilities in Information/Reference and Cataloging.

A ROOM WITH A VIEW

by Sharon Tieben,
Lane Middle School,
Fort Wayne, Indiana

My first words to my sister were "Middle School! I must be crazy." And I wasn't sure but what I was. I had left a high school media center where I had lived and worked for 15 years, where I had added family pictures, flowers, and curiosities with swinging dolphins and with curved metal bars that went in circles just missing each other every time they went around. I had spent so much time there that I had wanted to personalize this area to make it seem like home. Then came the feeling that I needed a change—and maybe some windows.

The seeds for change were planted last spring when I learned that a colleague from a middle school media center was retiring. Maybe, I thought, this would be the change I wanted. But, the thought just floated around in my mind for a while. After all, change was scary. I couldn't leave a media center that had become mine over the years. I checked the job postings in the summer; the job was gone so my decision was made for me. I started back to school in the middle of August, a week earlier than usual this year. I checked the job postings one more time, and there was the job once again dangling before my eyes, tempting me to call the phone number listed on the screen. I gave in and called. What harm could it do to check it out?

The call was made and a time for an interview was set up. Had I really gone this far? After the interview, I waited impatiently to find out whether or not I had gotten the job. I could picture myself in that media center; I wanted the job. The principal called a day later to tell me, "I think that you would be a good match for Lane, and I would like to offer you the job." The decision was back in my hands. Without hesitation, I accepted.

With the job came the new responsibilities associated with **AV**. This included setting up TV's, VCR's, DVD's, CD/TC players, modulators, PA systems and all the cables and plugs that went with them. The teachers were very patient and helpful, but I could tell that they wished I could set up all the equipment with the grace of the former media teacher. As the principal had pointed out to me during the interview, I had big shoes to fill. They stuck with me, and I am improving. I felt pretty much at home with the books and computers; they had names I could understand—not just initials.

What about the dreaded middle school students with their growing bodies that bumped into each other and the walls when they walked down the hallways and who couldn't sit still or be quiet for more than 15 minutes? I had heard about all this and still said 'yes' to a new challenge. After all, I didn't like to sit still for much more than 15 minutes either. All this middle school mania seemed to translate into enthusiasm and excitement. All of those things I learned about in library classes—reading incentive programs, library contests, library instruction—were meant for the middle school. Those sixth, seventh, and eighth grade students were ready for action.

And I would have windows. So what if the windows faced an athletic field with a small storage shed with a door that often swung open? So what if there was no air conditioning and we had to open those windows in the early fall and late spring? So what if the heater worked overtime and we opened the windows in the winter? I had a room with a view and a renewed sense of enthusiasm.

My first year at Lane Middle School is almost over. I have become almost a master at setting up the AV equipment. The students' enthusiasm and eagerness have rubbed off on me. The staff at this school is a great group of people, and I have grown to like and respect them. They are beginning to accept the media teacher who brought terror to their hearts by moving computers from a small locked room to the middle of the media center. Something that I am sure was a positive for the staff is that my name slid alphabetically right into the same mailbox slot that had been vacated by the former media teacher; nobody's mailbox location needed to be changed.

With only a few years until retirement, I was very careful about what change I made, but I felt this was right so I made the leap. And, except for some episodes of homesickness for the people at the high school

where I spent fifteen years, I am very happy that I did. Not until I put myself on the job market again did I realize that there is a shortage of media teachers. For those people who want to go into education, love all subjects, want to help students learn how to learn—to become lifelong learners—and solve information puzzles, and to motivate students to read, read, read, this might be the job for them.

I marvel at those people who work at the same job for 30 or forty years and stay fresh and enthusiastic. But for those of us who need change, I have found that an old dog can learn new tricks—and have fun doing it. Did I mention that I also have a connection to the outside world? I have a room with windows, a room with a view.

ABOUT THE AUTHOR

Sharon Tieben will begin her third year as Media Teacher at Lane Middle School this September (2003). She is still enjoying her "room with a view."

MYTHS ABOUT LIBRARIES & LIBRARY RESEARCH

by Darla Vornberger,
Funderburg Library, Manchester College,
North Manchester, Indiana

With all the technology pouring into libraries over the last ten years, bibliographic instruction has been virtually transformed into database instruction. We no longer teach students how to find books in the card catalog or use **Humanities Index** to find journal articles. Instead we show them how do keyword searches with Boolean operators in the OPAC, and we introduce them to general and specialized databases to find articles. So when I was asked to talk about the library to a first year study skills class in a classroom that had no computer access, I momentarily found myself at a loss. I certainly didn't want to bore them with statistics, floor plans, and a detailed explanation of the Dewey Decimal System. Instead, I asked myself what kind of basic information might benefit students coming to the library to do research for the first time? And perhaps more importantly, what misinformation might be damaging their efforts and increasing their frustration? In answer to these questions, I came up with five myths about libraries and library services which can cause students to form attitudes and expectations that sabotage their library experiences.

MYTH #1: THE MCLIBRARY

We live in a fast food society that wants everything to be quick, easy, and cheap. What a lot of students don't realize is that good research takes time. It takes patience. You don't always find exactly what you want on the first try, and sometimes you have to follow a winding path, picking up different clues from resources along the way, before you finally reach your destination. Even those of us with training and experience can find research exasperating at times, so students shouldn't be surprised when they can't just run into the library, grab something and go.

Research also involves critical thinking and evaluation of resources. I often see students come to the library, do a database search, and print off the first couple full text articles they find. I wonder how many of them get back to their rooms and sit down to read an article, only to find that it isn't really helpful for their paper after all. Perhaps we need to break the word down for them, pointing out that re-search implies searching again and again, trying to find not just any information, but the best, most pertinent information.

As for cheap, library services are in a sense "free." But in an academic setting, students are paying tuition, which covers not only their classes, but also materials to support those classes. These would include books, journals, multimedia, and ever expanding electronic resources. Of course, all those databases and electronic journals are not cheap. A lot of students aren't aware that the full text they are accessing is not available to everyone on the internet for free. It's important to point out to them that most of what they find through the databases is evaluated content, and much more reliable than what they can find doing a Yahoo! search.

MYTH #2: "THERE'S NOTHING ON MY TOPIC!"

We've probably all heard a student exclaim in frustration that the library has NOTHING on their topic. The fastest way to dispel this second myth about libraries is to tell them about some simple research strategies. Keyword searching is supposed to make searching an online catalog or database easier, but sometimes our students focus so intently on that "key" word, that they lose sight of the big picture. If their topic is too focused, they may need to broaden it by finding books on the history of labor and checking the tables of contents and indexes to find out about sweatshops. It is also important to learn to brainstorm for synonyms and phrases that apply to their topic. A search for "working conditions," "child labor" and "factory labor" may prove more fruitful than just searching for "sweatshops." Finally, I like to tell them about finding one good book or article and using the subject headings to expand their search.

Another way to combat the big NOTHING myth is to send students to encyclopedias and other reference sources in order to get an overview of their topic. In the sweatshops example, the Britannica Micropaedia provided valuable information on the origin of the term, the social and economic conditions that contributed to their development, and the associated practices of homework and contracting. Although the article itself

was only three paragraphs long, it was a good source for some basic information and for finding more keywords to use in a database search.

MYTH #3: "EVERYTHING I NEED IS ON THE INTERNET."

Libraries have played a large part in promoting the internet as a useful tool for finding information. As a result, many students come into the library (or DON'T come into the library), thinking that everything they need is on the net. However, there is a big difference between doing research in a library and doing it on the internet. In a library, books, journals, videos and CDs are carefully cataloged, labeled and shelved according to certain organizational principles. The internet, despite the efforts of commercial search engines, is essentially unorganized and unreliable. Roger Ebert described it best when he said that "Doing research on the Web is like using a library assembled piecemeal by packrats and vandalized nightly."1

Students also need to know another important distinction between books and journals in a library and web sites on the internet. While print media is subjected to certain screening processes like editorial review and fact checking, anyone with a computer, an internet connection and a little bit of design knowledge can "publish" a web site. As librarians, we often evaluate books based on the credentials of the author and the reputation of the publisher, but when the publisher is the author, determining the quality of the information becomes a more difficult task. In order that this discussion of the drawbacks of the internet won't discourage students completely, take this opportunity to tell them about the library web pages where they can find links to more reliable subject guides and collections of reviewed sites.

MYTH #4: "LIBRARIANS ARE TOO BUSY TO HELP ME."

Far too many students do not take advantage of one of the best resources in the library: the librarian. We live here among all these books, journals and computer databases, and we can help students find their way through what often seems like a perilous maze. We might show them how to use the online catalog, suggest an appropriate database for their topic, or explain how to read a journal citation. Even if we're sitting at our desks absorbed in some task, it is also part of our job to help students. Perhaps they would be surprised to find out that we enjoy it!

MYTH #5: LIBRARIANS ARE THERE TO DO MY WORK FOR ME."

At the other extreme are students who don't really want help. They want service. They want to bypass the research process and have what they need handed to them. While this may be appropriate in a public or special library setting, college students are expected to do their own research as part of the learning experience. I have shown students how to do a database search, only to have them ask me if a particular article is "good." I usually handle this by asking questions that will lead them to their own conclusion. I am proud to be part of a profession that puts such value on being helpful, but in an educational setting, we need to know where to draw the line, and students need to be aware of exactly where that line is.

College students come to us having had a variety of experiences with libraries. Perhaps their parents have been taking them since they were little and they love to wander the stacks looking for treasure. Others may only have gone when forced to in school, so the library is forever associated with homework and drudgery. None of them have had to do research at the level that is expected in college, and for many, it can be a rude awakening. By defining and then dispelling these five myths, we give students a greater understanding of the research process, as well as a few hints to help them navigate the increasingly overwhelming world of electronic resources available at their fingertips.

(Endnotes)

1 Roger Ebert, "Critical Eye Column," *Yahoo! Internet Life* 4 (September 1998): 66.

ABOUT THE AUTHOR

Darla Vornberger is Technical Services/Serials Librarian at Manchester College's Funderburg Library.

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Emily Okada
Undergraduate Library Services
IU Main Library W121
1320 E. Tenth Street
Bloomington, IN 47405

E-Mail: okada@Indiana.edu (preferred)
Phone: (812) 855-9857
Fax: (812) 855-9857

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Emily Okada
Undergraduate Library Services
IU Main Library W121
1320 E. Tenth Street
Bloomington, IN 47405

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