INDIANA LIBRARIES

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There's No Place Like Home: A History of the Halls of Residence Libraries at Indiana University, Bloomington

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The Halls of Residence Libraries (HRL) at Indiana University are considered by many as the finest in the nation. They were built by students, funded with profits generated from vending machines and blessed by their foresighted founders. From their unique inception to the newest success, the dormitory libraries of IU have enjoyed fifty years of positive student relationships.

In the beginning

It was early 1940 when Dr. Herman B. Wells and the Director of the Halls of Residence, Mrs. Alice Nelson, each made trips to the Ivy League to examine the dorm libraries at Harvard and Yale. They returned to Bloomington convinced that the students of IU would benefit from a similar setup. [1] In a recent oral interview, Chancellor Wells recalled how he used to say "... if something was good enough for Yale or Harvard or Princeton, it might be good enough for us."

"We had the belief that there was a positive educational advantage to group living," Dr. Wells remembered. "We wanted to realize the educational potential of group living and make the Halls of Residence a real part of the educational experience for students. We thought the basic reference sources should be available in every residence hall... good dictionaries, good encyclopedias, good atlases... the basic things and as much more as could be had." [2]

Dr. Wells and his staff knew that they wanted libraries in the halls, but were a little unsure of how to support them. They were also unsure if they wanted vending machines in the dorms, but during a Halls of Residence

Committee meeting on September 9, 1940, Mr. Harold W. Jordan suggested that they take a percentage of the potential vending machine profits and use it to purchase books for new dormitory libraries. A month later the committee voted the idea to a trial basis and decided to channel the profits to the newly formed book and art funds. Profits from the new candy, cigarette and Coca-Cola machines reached $263.53 by the end of October and continued to grow.

The first library was in the Men's Residence Center (MRC), known today as the Collins Living Learning Center. A few bookshelves were installed in a room originally used as a lounge and the business of developing a library had begun. In December of 1940, Dr. Wells appointed two committees of carefully selected faculty members to help the students with their selection of materials.[3] While these two committees were gradually deciding on when they could first meet, the student library committee of MRC was busy deciding which books should be the first to occupy the shelves. The student committee quickly met and approved the original list of books for purchase.

By January 1, 1941, the vending machine profits had reached $505.05 (even though the peanut machine at Forest had only provided three cents in December, the cigarettes and cokes were starting to bring in big bucks). The list of books the students put together was sent to the bookstore that day, two weeks before the faculty committees first met. A few of the titles on this original list were *Birds of America*, *Encyclopedia of Art*, *Physics Made Easy*, *Book of Oriental Literature*, *Nine Plays*, *Origin of Species*, and *War and Peace*. While several of the titles on the original list were of a lighter variety, it certainly appears that the students were careful in selection and interested in building a balanced collection.

When the two committees first met on January 15, 1941, they promptly decided that the libraries should not be set up simply as reference rooms for various university courses. It was the general opinion that if all of the materials were of this type, the students wouldn't use the library. The committee did want to have the basic reference sources like dictionaries and almanacs available, as well as some of the classics. However, they were more interested in a "good" type of leisure-time reading, as they felt this would "do much to develop the student's desire to know good books."[4]

Forest Library 1963

By February of 1941, seventy-five books and a set of *Encyclopedia Americana* had been acquired (even though the original approval was for *Britannica*). A "grand opening" was certainly in order and was scheduled for February 11, 1941. Faculty and students gathered to enjoy tea and witness the arrival of the new books, which were placed on the shelves in alphabetical order and circulated on the honor system. Later that year, a second library was opened in the Women's Residence Center.

This very promising beginning was soon interrupted by World War II. The MRC was converted to accommodate the Armed Forces and the library materials were moved to the Women's Residence Center library (with the understanding that all lost materials would be replaced by the women). The concern over lost materials may have resulted from losing almost twenty

percent of the small collection in a previous move within the Men's Residence Center. For reasons not identified, the incident report stated that the loss, incurred during the move to the lower lounge of West Hall, was "thought to be unavoidable."

A side effect of the war that was unavoidable was the decline of the vending machine revenue indirectly caused by the rationing of sugar. Coca-Cola was in such limited supply that the Halls of Residence approached the local milk company about the possibility of supplying milk vending machines. They were turned down, of course, because there wasn't exactly a surplus of milk either.

Expansion

It wasn't long before the Halls of Residence Committee agreed to develop the collection in other formats. The Student's Art Council, partly responsible for steering the evolution of the libraries, was now pushing for the inclusion of music. Of course, just like the books, the music was going to require careful review by a qualified faculty member before any purchases could be made. The IU Band Director, Mr. Gerald H. Doty, was chosen to chair the Halls of Residence Music Committee and informed the MRC Headmaster that "the committee, which was set up largely to insure wise expenditure of the money, will approve anything which seems to be of permanent value." Doty added, "this would eliminate all popular music from purchases from this fund."[5] This idea didn't last.

Approval for movies came soon after and a new account was set up with $700.00. This too was subject to early control, as the Halls of Residence Committee gave special attention to insure that the films would be shown in "closed programs" and would be "of an educational nature and not for recreational type of entertainment."

At the close of the war, construction plans for new residence centers were swiftly underway. Dr. Wells made sure that there were plans to include space for a library in each new dormitory. The first HRL structured into a new hall was at Joseph A. Wright Quadrangle in 1949. This was a beautiful, state of the art dorm library with built-in shelving and leather lounge furniture. The University Library also became involved at this time when they voted to help establish the initial collection by matching the funds of the Student's Art Council. The Main Library not only provided $2,996.20, but also helped with the selection and ordering of materials.

Mr. E.L. Craig, Reference Librarian, acted as the chief consultant for the selection of standard literature and reference materials.

The Director of the IU Libraries at the time, Dr. Robert A. Miller, suggested that the libraries should be supervised by trained personnel. This idea was unfortunately rejected and resulted in many years of mis-direction. There was no centralization, great losses of materials and generally erratic growth. This led to the eventual withdrawal of the Main Library's involvement and funding. The funding wasn't a problem at the time, as the vending profits were reaching the tens of thousands of dollars, but it would one day prove to be a hardship.

While the students at Wright Quad were enjoying their wonderful new library, the students at Rogers Center were not so thrilled. The Rogers Library, located in a basement which periodically flooded, was not opened in 1950 because the physical character of the library was said to be "utterly repulsive." Letters to the Arts Council Coordinator explained that "the books and records, haphazardly strewn over the shelves, desk, table, chairs, and floor are covered with a repulsive film of dirt." The Black-widow spiders found there caused some alarm as well. A letter to Dave Robinson, Rogers Center Head Counselor, said "the black-widow spiders love the dungeon atmosphere." Another letter stated "Janitors and maids avoid the Hell-hole as if it contained a fearful and awesome virus," and went on to describe the "psychological repulsion of working there."[6]

Things did get better for HRL before they got worse again. In 1954, Dr. Alfred C. Kinsey gave 500 records of classical music from his personal collection to the Men's Quad Library. Many of these were considered collector's items and even though they were the "old" 78-rpm discs, they were in quality condition. This was because of the "meticulous care Dr. Kinsey gave his collection." The April 25, 1955 Halls Echo reported, "He used only cactus needles in his phonograph." It was decided that these records should not circulate and "upon approval of the Electronics and Music departments, a high fidelity phonograph was installed"[7] (with a diamond needle no less).

In 1956, the Halls of Residence Committee approved the motion to rename the Men's Quad Library after the late Dr. Kinsey. It was felt that "in appreciation of his love for the arts and the betterment of the lives of students at Indiana University" the

library should be renamed the Alfred C. Kinsey Memorial Library. The Indiana University Names Committee had other ideas for Dr. Kinsey's memorial and disapproved the motion even though it was understood that "such recognition would not preclude further and greater recognition of this outstanding and world renowned faculty member's valuable contribution to science and the university." [8]

During the next few years the system continually expanded, but not in a systematic fashion. The authority shifted from the Halls of Residence to the Graduate School and later to the Dean of Students, making budgeting and bookkeeping nearly impossible. Significant changes were necessary.

The Pratt Years

On September 3, 1959, the Dean of Undergraduate Development, Samuel Braden, appointed Barbara Pratt on a half-time, ten month basis as the first professionally trained HRL Librarian. The reorganization had begun. Mrs. Pratt wasted no time surveying the situation and initiating change. Inventories were performed and a union catalog was quickly developed. By this time there were five libraries and a system-wide collection totaling approximately 18,000 volumes.

Mrs. Pratt immediately began plans for further expansion. She was soon reappointed on a full-time basis and a second professional was hired in 1963. The HRL office was relocated that year to the Main Library and moved again when the new Main Library opened in 1968. During this time, six new HRL libraries were established.

Mrs. Pratt was practically buying a library a year. "We saw a basic Rock 'n Roll collection listed in one of the library journals and we bought the whole thing for each library," remembered Doris Koch, long-time assistant to Mrs. Pratt. "We sort of agonized over whether to buy eight-tracks or cassettes... and we chose the cassettes." (Good choice!)

"We had quite a bit of money those days," said Mrs. Koch. "There were a tremendous amount of books all over the floor. They were really coming in at a terrific rate." [9] At this time HRL was purchasing over 6,000 books per year and the patron count was approaching 100,000 per year, but difficulties were approaching.

In 1971, vending machine revenue was anticipated at $54,000. It actually reached only $21,748 and later fell to around $16,000. The dorm room refrigerator was taking it's toll. Mrs. Pratt, apparently unaware of the Halls of Residence Committee decision

to allow low-wattage refrigerators in dorm rooms, questioned whether or not HRL was getting its total share of the vending commission."[10] They were, and HRL was now running on a deficit.

Dr. Cecil Byrd, Assistant Director of the University Libraries at that time, wrote to the administration, "If the Halls libraries are to be continued (in my opinion they are educationally and politically necessary), a new source for acquisition funds must be tapped."[11] His idea of using fine money from the IU Libraries was rejected, but the HRL staffing and funding mechanisms were transferred to the IU Libraries in 1974. This helped, but it was not nearly enough.

A much needed student activity fee was finally approved after five years of battling and the future was once again encouraging. It was actually approved several times by the students and rejected each time by the Board of Trustees. The $3.00 increase would go directly to the materials budget and be returned to the students in the form of books and music. HRL has enjoyed continued growth and support since then and is still considered a highly successful operation.

What's New?

The most recent success for HRL was the opening of the new Family Housing Library. This is a unique endeavor, serving not only students, but their spouses and children as well. Opened in September of 1991, the Family Housing Library has already proved to be wildly successful.

"We always thought it was a natural extension. . . All of the other centers had libraries," said Carolyn Tynan, HRL Coordinator and UGLS Assistant Librarian. "We're helping develop another group of library users... the children. There are many that can't easily get to the public library."

The next major accomplishment for HRL will be to get the collection represented in the university's online catalog, IO. "The main thing we need to do is get in the online catalog. We have a lot of good materials, especially books, that would circulate heavily if people knew we had them," said Carolyn Tynan. "A lot of the current topics often chosen for papers are covered thoroughly in the Halls. With the money being tight, the Undergraduate Library may have one copy of a book. HRL may have another copy or two, but they won't find it on IO."[12]

"Money being tight" is an all too familiar situation for libraries and one that has always demanded HRL to

The New Family Housing Library
(Opening Day)

prove its worth within the system. Like many other institutions, Indiana University is currently experiencing constraints and is looking for areas of relief. Once again, HRL is in a position where it must successfully defend its legitimacy or face a tragic extinction.

There are now twelve libraries in the system, each one equipped with IO stations (IU's online catalog for books and periodicals) and InfoTrac CD-ROM terminals. A combined collection of over 30,000 volumes includes best-sellers, reference sources and nonfiction covering most of the hot topics. There are over 2,000 video cassettes system-wide and huge collections of audio cassettes and compact discs. Each library subscribes to numerous periodicals and major newspapers and is operated entirely by students. Since 1969, the individual libraries have been supervised by graduate assistants from IU's School of Library and Information Science.

It has been an interesting and

rewarding fifty years for the Halls of Residence Libraries at Indiana University. Thanks to the vision of Dr. Herman B Wells and the hard work of many students and staff, HRL has survived and thrived, and the students have continued to benefit from it. Here's to the next fifty years!

NOTES

1. Barbara Brand Fischler, "An Analysis of the Use of the Undergraduate Halls of Residence Libraries at Indiana University" (Master thesis, Indiana University, 1964), 1.

2. Herman B Wells, Chancellor of Indiana University, interview by author, Tape recording, Bloomington, Indiana, 21 January 1992.

3. Minutes of the Meeting of the Halls of Residence Committee, 5 December 1940, HRL Archives, Indiana University, Bloomington.

4. Halls of Residence Libraries Committee Report, 15 January 1941, HRL Archives, Indiana University, Bloomington.

5. Gerald H. Doty, to Robert Irrmann, 21 June 1945, HRL Archives, Indiana University, Bloomington.

6. Robert J. Weber, to John F, Deethardt, 2 October 1950, HRL Archives, Indiana University, Bloomington.

7. "Arts Council Gets Hi-Fi," Halls Echo 25 April 1955, 3.

8. Minutes of the Meeting of the Halls of Residence Committee, 8 November 1956, HRL Archives, Indiana University, Bloomington.

9. Doris Koch, interview by author, Tape recording, Bloomington, Indiana, 18 February 1992.

10. Halls of Residence Committee Subcommittee of the Halls of Residence Libraries, 5 March 1974, HRL Archives, Indiana University, Bloomington.

11. Barbara Pratt, "I.U. Halls of Residence Libraries," 26 January 1976, HRL Archives, Indiana University, Bloomington.

12. Carolyn Tynan, interview by author, Tape recording, Bloomington, Indiana, 7 February 1992.

Augusta Stevenson and the Bobbs-Merrill Childhood of Famous Americans Biographies

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> Many children who read well- written biographies feel as if the biographical subjects become personal friends. (*Through the Eyes of a Child...* by Donna E. Norton) [1]

When former Indianapolis school teacher Augusta Stevenson died in 1976, she had written over twenty-eight biographies for the *Childhood of Famous Americans Series*. She began writing the juvenile biographies for which she is best known at the age of sixty. She also wrote several juvenile dramas which were published by Houghton in their *Plays for Children and Young People* series.

The *Childhood of Famous Americans Series* began sixty years ago in 1932 with the publication of Miss Stevenson's biography of Abraham Lincoln. This biography of America's sixteenth president and hero of the American Civil War, was followed by a companion volume about Robert E. Lee, another great Civil War hero. Other books followed in the wake of the popularity of the first two titles. By 1952 the publisher had more than sixty titles in print. As of December 1960, according to the *New York Times* book section, twenty-eight titles in the series written by Augusta Stevenson had sold 1,750,000 copies. These figures represented the third largest hardcover circulation of juvenile books in the world. [2]

The original title of the series was *Boyhood of Famous Americans*, but the series title was broadened to *Childhood of Famous Americans* lest the publishers be thought of as misogynists. After the series name changed, *Louisa May Alcott* was published as the first famous biogra-

phy about a female. Although Miss Stevenson was not the author, she did write about other famous female patriots such as Clara Barton, Molly Pitcher and Nancy Hanks. The objective of the series was stated best by D. Laurance Chambers who became president of the Bobbs-Merrill Company in 1935. Chambers wrote:

> Each book was to introduce a famous American as a child, in a story about his childhood. It was not to be a biography, emphatically *not*, though the background must be authentic; the book must be true to the time and the place and to the known character of the subject. It should be an *introduction* to biography. Episodes chosen should illustrate characteristics in the child that, developed later in life, contributed to his adult fame...With all the element of invention essential to good storytelling, no one has ever said of any incident in any book in the series, "This could not have happened. This will mislead the child about the character." Invention, yes; distortion, never. The emphasis is all on narrative, with plenty of action and dialogue. Story, story, story. Each book is directed to readers who love stories above all else; whose interest is to be caught by stories only.[3]

The long quote above precisely outlines the format and style a reader should find when reading books in the series.

In her book, *Matters of Fact: Aspects of Non-Fiction for Children* (Brockhampton, 1972), Margery Fisher agrees with Chambers' basic interpretation of what a biography for children should be. In her opinion, very few books written for children are biographies as we normally use the term. The term "junior biography" is convenient but grammatically ambiguous. "Story biography" is a true description, but only of studies which are in narrative form, according to Fisher.[4] She also states that "biographies for children were once controlled by an establishment that exercised a powerful invisible influence."[5] Biographers writing for children often focused on the boyhood years of their characters, with titles like those published by Bobbs-Merrill before 1980 such as Elisabeth P. Myers' *Thomas Paine: Common Sense Boy* (1976), and her *John D. Rockefeller: Boy Financier* (1973), which revealed the accomplishments that the subjects would achieve.[6]

The invention which Chambers addressed and the focus on boyhood/girlhood are characteristics of the

Childhood of Famous American Series, hereafter referred to as (*COFAS*), and are used to clarify and invigorate a general idea. Children's biographies are often overtly didactic. The biography as a genre, sets out to instruct children about certain sets of facts and very often to convey a certain message as well. Fisher stated that the subject of a "biography is usually chosen as an example, in most cases, of a virtue".[7] The *COFAS* used euphemistic descriptors like "boy of the plains", "frontier boy", "boy scientist", "girl patriot" and the neuter name used for Annie Oakley, "Little Sure Shot". The series looked at famous Americans and placed them in historical periods from the childhood of colonial heroes, to the childhood of twentieth-century heroes.

Most authors of the standard or authorized biographies of famous Americans chosen for *COFAS* paid little attention to the first fifteen years of their subject's lives.[8] They sifted through scanty information, then tried to create stories with authentic, realistic settings. The editors made an effort to keep high and broad levels of interest and simplistic vocabulary. This was an exacting job which required that some manuscripts be rewritten three to four times. Patricia Jones, the juvenile editor for *COFAS* from 1938 to 1955, subjected the books to rigid revision. The editors selected as subjects, statesmen, soldiers, explorers and scientists, who they believed had and would continue to have real influence in the years ahead.

The usefulness of the books said Chambers "developed in ways not originally contemplated." School authorities began to term these offerings as low-vocabulary level, wide-interest range books. They proved to be remarkably helpful to so-called retarded readers even through their high school years. Practically all of the books have been reproduced in braille.[9] Several titles have been translated into foreign languages. By 1949, Stevenson's *Buffalo Bill: Boy of the Plains* had been published in Germany, purportedly to help in the denazification of Hitler youth. Turkish and an Iranian translations of her *George Carver: Boy Scientist* were in print by 1949. The biography about George Washington Carver made Bobbs-Merrill one of the early publishers of books about Black Americans.

COFAS are not high in the favor of some critics, but have started many an active youngster on the road to loving books. The series is reputed to "have launched, in 1932, the biography fever

with both children and publishers."[10] Zena Sutherland in *Children and Books* (HarperCollins, 1991), describes *COFAS* as high-interest, low-vocabulary books, rigidly patterned and quite often determinedly merry.[11] The series editors contracted with a group of writers of varying abilities, and the criticism of their works ranges from " thin and pedestrian," to of "major importance."

As stated at the beginning of this paper, Indiana author Augusta Stevenson was the major contributor to this series of biographies which brought her international fame, but through the years there have been questions about Miss Stevenson's adherence to essential facts. The fact that ten of her *COFAS*s were still in print in 1992, plus the fact that many libraries own them (according to OCLC), are unquestionable documentation of their appeal to young readers and perhaps to those who work with children. However, this popularity does not obscure the question — did she write marketable biographies while violating essential truths? And if so, is there any evidence, correspondence between editor and author for example, indicating tampering with reality? Is it fair to preclude that over simplification distorts reality?

Critics of biographies have noted that when comparisons between biographies for children, and biographies for adults and reference books were made, differences in facts often surfaced. A study by Ann W. Moore published in Donna Norton's *Through the Eyes of the Child...* (Merrill, 1991) showed that errors in contemporary children's biographies fall into one of three categories:

> 1) inaccuracies in numbers, dates, and names
> 2) incomplete, unclear or misleading statements caused by attempts at simplification
> 3) patently false, incorrect information [12]

Since it is almost impossible (particularly in Indiana) when talking about *COFAS*, to get a negative response about the series or a comment from some adult who read every one when they were young, I decided to study two titles by this most prolific author in the series. The *COFAS* manuscripts at Indiana University's Lilly Library allowed me a first-hand look at correspondence between the author and others involved in the publication of her books. The nations' current interest in multiculturalism indicated a need to look at biographies

and histories about minorities. I selected one title that has been in print for almost fifty years, and another, for thirty-seven years.

Miss Stevenson was one of the first juvenile authors to write biographies about Native Americans and African Americans. Adhering to historically correct terms used when the books were written, I will, as did resources used for this paper, use the terms Indians and Negroes. The two biographies are *George Carver: Boy Scientist* (1944) and *Tecumseh: Shawnee Boy* (1955).

George Carver: Boy Scientist

Augusta Stevenson's fictionalized biography of George Carver is a good example of how the series used "all the element of invention essential to good storytelling."[13] In this case the author kept George a "boy" for too many years. The omission of dates suspends the reader in space and time. At the beginning of the story Mrs. Carver, the wife of George's owner, spoke of the border warfare that broke out in 1860 and addressed a problem with the infamous night riders. The time of the unfolding events was 1861, yet Stevenson did not specifically mention the civil unrest in the United States or that Abraham Lincoln was president. Mentioning that slavery was abolished would have given more historical truth to the text. Readers are not able to gain a real sense of time. Stevenson informed her readers that George was ten years old when he left the Carver home to go to school. Then she said George was fourteen and a half, then fifteen, then a famous scientist, and finally an old man. There were no statements since the first comments by Mrs. Carver indicating in what years these occurred. George traveled from Missouri to Kansas, but young readers were given no geographical bearing.

In her dedication in this book, Stevenson acknowledged her indebtedness to Rackham Holt, author of *George Washington Carver : An American Biography* (Doubleday, 1943), who was a valuable source of information for her biography of George. Although she named Holt as a source she did not document Holt's date for George's birthday as 1860. The *Encyclopedia Americana* (1992) gives Carver's birthday as on or about July 10, 1861. Holt had checked census records for his date. Although birth certificates were not then issued to slaves, slave-owners usually documented the births.

Stevenson's lack of adherence to historical fact is also evident in her

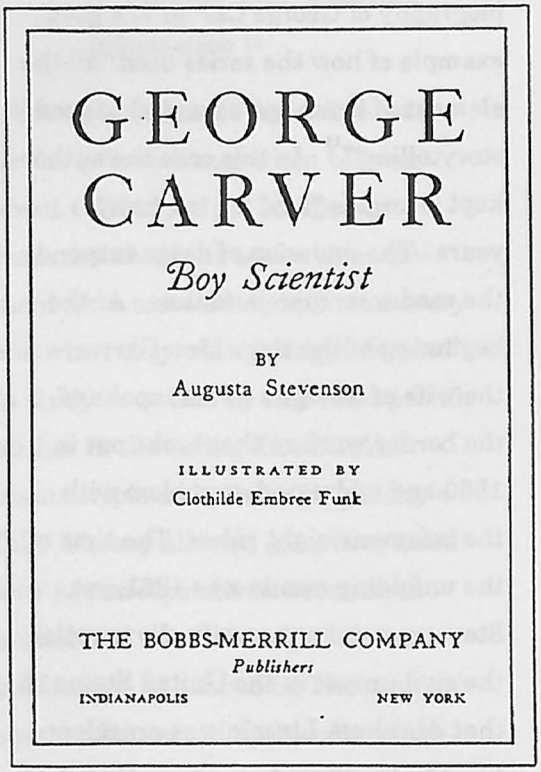
invention of new settings for events in George's life. She described a time when George was traveling around working his way through school and living with various people who gave him shelter and work. While in Fort Scott, Kansas, he witnessed the death of a Negro prisoner who was torn from the jail by an angry mob. Stevenson recounted this incident by having George become a victim. In her account, George was grabbed by a mob as he locked the shop one night for his employer, Mr. Simms, the town cooper. Simms, summoned by another man, arrived on the scene in time to save George.

Stevenson took three other actual events in George's life as told by Holt, and weaved them into a story about his high school graduation.

1. According to Stevenson, George sent money he had saved for a suit to wear to his graduation exercises to his brother Jim. Holt reported however, that Jim was dead by the time George finished high school.

2. Holt also described George's impersonation of a foolish female as having occurred sometime during high school days, but Stevenson wrote that the act was part of the graduation exercise.

3. The third event, according to Holt, illustrated the real reason that receiving the new suit was of such importance in George's life. In 1892 some of George's friends purchased a new gray suit, shoes and other trappings, plus a railroad ticket for him, so that he would be well-dressed when he presented his paintings at the exhibition of Iowa artists in Cedar Rapids during December 27 to 30, 1892. The judges chose four of the paintings to be shown at the World's Columbian Exposition in Chicago the following summer. Stevenson invented these other episodes to inform readers that George painted beautiful pictures.


GEORGE CARVER

Boy Scientist

BY
Augusta Stevenson

ILLUSTRATED BY
Clothilde Embree Funk

THE BOBBS-MERRILL COMPANY
Publishers
INDIANAPOLIS NEW YORK

In spite of the differences in the contents of their two manuscripts, Holt wrote to Stevenson:

> I want to thank you most sincerely for the faithfulness with which you have depicted this most extraordinary boy and its promise of the great man he became.[14]

Three other individuals, Evelyn Sickels, Cleo Blackburn and Elsie Stokes read the unpublished manuscript and recommended its publication with some prescribed changes.

Evelyn R. Sickels who headed the Schools Division of the Indianapolis Public Library called the narrative a very interesting and informing account. She suggested some changes and omissions and a check of the published text indicates that Stevenson was amenable. Sickels wrote, "I believe I would omit the incident of 'A Terrible Night' or tone it down a little." That incident tells how George is mistakenly thought to be a thief. Sickels suggestion to omit the term "nigger" from seven pages is probably responsible for its deletion.[15]

Cleo Blackburn who was director of Flanner House, a large Negro community center in Indianapolis, criticized Stevenson's writing style and content. Some comments from his review are: "'he said' and 'she said' appear with monotonous regularity, and 'ha,ha' is rather overworked as an index of something funny." Along with the negative criticism Blackburn included some praise. He thought the:

> ..narrative a laudable and timely effort to focus the light of reason on that distorted area of human relations, interracial understanding. The style and presentation are simple, direct, and should appeal to the youth of all races. The manuscript is worth while and reveals knowledge of the subject and deep convictions on the race question without preaching a sermon.[16]

Elsie Stokes, a Nashville, Tennessee bookseller, was asked to read the Carver manuscript and comment from the southern point of view. Stokes' letter to Rosemary York, April 20, 1944, explains:

> ... that it would have been incorrect for George and his brother Jim to call the Carvers, "Aunt Sue" and "Uncle Mose". White children called negro men and women "uncle and aunt". It was a regular custom and a mark of respect. Stokes maintained that George and Jim would have addressed the Carvers as "Mis Sue" and "Marse Mose".[17]

Stokes expressed her enjoyment of the book. Stevenson changed her book to conform to the southern point of view and used "Mis Sue" and "Marse Mose." (Mr. Carver's name was Moses.) The dialogues, however, seldom had anyone addressing another person by name. (This is one of Blackburn's criticisms).

William L. Patterson, Director of the Abraham Lincoln School in Chicago, wrote:

> It is deeply gratifying to find from the pen of a white writer so warm and sympathetic a treatment of one of the black sons of America. I should like to see it in print and to have the opportunity to call it to the attention of my friends. As a Negro and an American, I want to thank you for this generous American act and the democratic spirit behind it which gave you to see the importance of such a subject as this. [18]

The book was well advertised in the Negro community. A memorandum in the manuscript files referred to a George Washington Carver Week with special displays in the three negro branches of the public library. It also stated that "the branch at School 87 has just been named the GWC branch." Miss Evelyn Sickels was to make arrangements for Miss Stevenson to speak at the school. [19]

Tecumseh: Shawnee Boy

Bobbs-Merrill published Stevenson's *Tecumseh: Shawnee Boy* in 1955. Juvenile editor Patricia Jones wrote a lengthy critique to Chambers about Stevenson's rough draft. She insisted that the author:

> ...needs to settle on one clear point to make about Tecumseh at least; to rework the inci- dents to show his character better to find out more about Indian life and times; to give us a better job of writing - both dialogue and narrative. [20]

In a memorandum dated May 23, 1955, Jones wrote:

> A lot of these incidents Augusta has used before in different settings. At least they have been tested and proved successful. I think that more study of the source material might have suggested some fresh and individual action - but I believe we have to take Augusta Stevenson as merchandise, not as historical research. [21]

Several lengthy memoranda indicate that Jones and Chambers were very concerned about the *Tecumseh*.. manuscript.

Anne E. Schraff wrote a biography, *Tecumseh: The Story of an American Indian* (Dillon, 1979) for a more advanced audience, (about fifth or

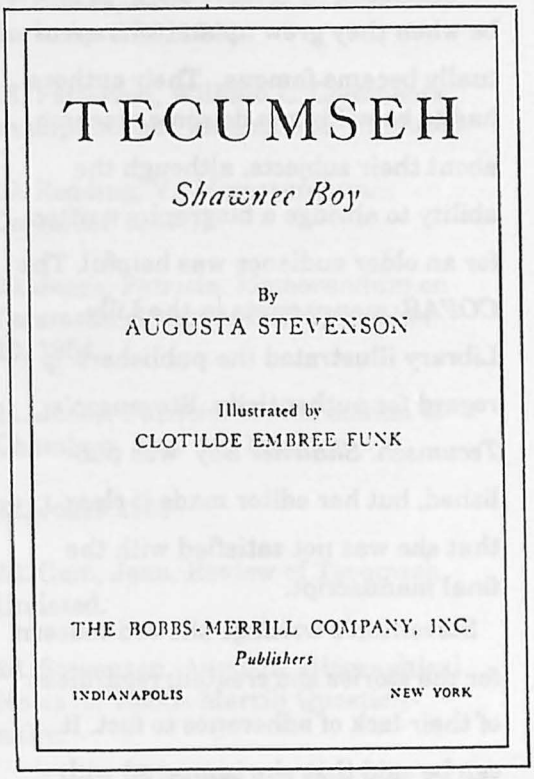
sixth grade), that received favorable reviews. Her biography was compared with the Stevenson text. Schraff recounted Tecumseh's life with limited use of dialogue, mostly undocumented Tecumseh speeches. A set of triplets which are important in the Stevenson manuscript are not mentioned in Schraff's biography. Jones accepted the triplets as "artistic license with a fair basis of historical legend, if not fact." [22]

Among the Stevenson manuscripts is a critique by Jean Cain. She referred to *Tecumseh: Shawnee Boy* as a series of disconnected and often pointless anecdotes rather than a book. She became much harsher with:

> The historical background also seems a big [bit] shaky. From any source that I can find Tecumseh was the twin brother of the Prophet, yet here he appears as the older brother of three ha-ha-ing triplets, one of whom was later the Prophet. [Stevenson's use of "ha,ha" in the Tecumseh manuscript received scathing criticism.] As a matter of fact I don't follow the reasoning of the whole manuscript and am inclined to wish Augusta had stayed in Virginia.[23]

The book nonetheless went to press with the ha-ha-ing triplets, Daniel Boone (maybe not *the* Daniel Boone) as a Shawnee prisoner, an unnamed drug-producing tree, and Lolo the Prophet, who was one of the triplets. Schraff gave the name Laulewasika to Tecumseh's younger brother, his mother's last child. The *Encyclopedia Americana* (1981), however, gives the name Laulewasika as the Prophet's name. No documents proposed that Stevenson's Lolo could be a derivative of Laulewasika, although the similarity to the first part of the name is suggestive. Patricia Jones thought that the Daniel Boone story was absurd. She states:

> This whole Daniel Boone story seems absurd to me. What a silly reason to have Daniel Boone captured! To help Indians learn to hunt and trap!!



TECUMSEH

Shawnee Boy

By
AUGUSTA STEVENSON

Illustrated by
CLOTILDE EMBREE FUNK

THE BOBBS-MERRILL COMPANY, INC.
Publishers
INDIANAPOLIS NEW YORK

Correspondence and the final text verify that Stevenson kept a tenacious hold on her manuscript despite pages of biting criticism from her editor.

Conclusion

Both of Stevenson's titles were highly successful *COFAS* publications. They were easy to read books about famous people and they satisfied young readers. No general statement can be made about the factual accuracy of the *COFAS* volumes that would be equally true for each title. The stories are formulaic. They are written for readers who like stories, especially stories about children who dreamed about what they wanted to be when they grew up and who eventually became famous. Their authors had to be willing to do some research about their subjects, although the ability to abridge a biography written for an older audience was helpful. The *COFAS* manuscripts in the Lilly Library illustrated the publishers regard for authenticity. Stevenson's *Tecumseh: Shawnee Boy* was published, but her editor made it clear that she was not satisfied with the final manuscript.

Stevenson's writings showed concern for the stories she created, regardless of their lack of adherence to fact. It can be said that she tampered with reality, moving people through space and time to create the excitement she wanted. Letters on file in the Bobbs-Merrill manuscripts at the Lilly Library further illustrate that Stevenson's creativeness gave the publisher some very trying moments. The titles discussed in this paper do show evidence that Stevenson's biographies had some errors in the three categories outlined by Ann W. Moore. Was the elimination of certain facts harmful to young readers? Did they need to understand the true climate of the United States during the early years of George Washington Carver's life? And what about Tecumseh? Is it critical that his family relationship's were inaccurate or that his encounters with Daniel Boone are questionable? It is not possible to check with the readers of these biographies to determine if their sense of history was lost by the misrepresentation of facts. One thing they did learn, which is perhaps all Miss Stevenson hoped to achieve, is that these were stories about people who became famous.

Stevenson wrote in a Bobbs-Merrill questionnaire:

> In my work as a teacher in the Indianapolis Public Schools I saw the necessity of

developing patriotism in children if we expected to meet the communistic plan of treating our American heroes with ridicule and contempt. And so.....I have endeavored to give the child ideals, and to create enthusiasm for these [people]. All of my twenty-three books for the *Childhood of Famous American Series* were written with one purpose...to develop in young children a feeling of patriotism or love of country, through childhood stories of great American patriots. [24]

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We, the Teachers: High School Teachers and Their Library Connections

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What is wrong with this picture? It was discovered that 85% (102) of one district's high school teachers visited their school library at least once a week. Yet, only two teachers brought their classes to the library for instruction (McCoy et al. 1979).

Library use is one activity that undergirds students' study skills and habits, and also supports life-long learning. Two different research studies (Lubans, 1972 and Blazek, 1975) both affirmed: teachers have an influence on students' use of libraries. The formula is very simple: The more teachers promote libraries, the more students will use them.

Although one report (McCoy et al., 1979) found that most teachers used their high school libraries, it was not determined how frequently they gave their students library-centered assignments. Indeed, as we move through our "age of information", how often do teachers connect with libraries other than their own school libraries? In essence, what are high school teachers' library connections? Further, what visions do teachers hold for the public library's connections to the students?

The intent of my research was to examine a group of Indiana high school teachers' library connections to answer those questions. I explored the teachers' use of several libraries, in and around Bloomington, Indiana, focusing particularly on the Ellettsville Branch Library. While my survey data analysis highlights some issues, my goal was to let the teachers' voices come through and speak as "We, the Teachers". Thus, a segment of this report incorporates their comments and visions.

LITERATURE REVIEW

Teachers and their library connections have been examined from varied perspectives. For example, one study (Wilkins, 1992) explored faculty use of an education library. From another angle, the cooperative efforts of elementary school teachers and school library media specialists have been documented by many scholars including a study in Texas by Bell and Totten (1992). My brief review section primarily considers results of studies dealing with: 1) high school teachers and their interactions with school libraries; and 2) high school teachers' involvement with public libraries.

High School Teachers and School Libraries

Two reports (McCoy et al. 1979), and (Griffin and Lamb, 1987) illustrate high school teachers' use of high school libraries. In McCoy's report, a Canadian research study measured the frequency, among other factors, of school library use by high school teachers. The survey data revealed that 85% (102) of 120 teachers visited their school library at least once a week. However, only two teachers brought their students to the library for instruction (McCoy et al. 1979, 6). My research differs from McCoy's, in that I wished to determine: to what extent do teachers give students assignments requiring them to use libraries?

The second report was authored by Griffin (a junior high school social studies teacher), and Lamb (a library media specialist). They were disturbed by teachers' lack of use of the library for instruction, and comments such as "your library is dull, dull, dull. I enter, look at motionless bodies..., and yawn." So moved were they to create the right environment, that Griffin and Lamb presented solutions and put forth a model emphasizing positive elements to build communications' connections, thereby fostering improved library and classroom teacher relationships.

High School Teachers and The Public Library

While looking at teachers and public library connections, several studies illustrate utilization dimensions. In an analysis of 452 University of Michigan faculty, one study discovered that only 24% (108) owned public library cards (Marchant, 1969, 446). In another Michigan study which reported on statewide reference and research needs, 47.7% of 1,440 queried elementary and secondary teachers used public libraries (Nelson Associates, 1966, 36).

A recent investigation, which explored occupational groups and public library use in Indiana, confirmed from a sample of 395 teachers that 45.3% (179) used the public library (Kim, 1990, 13). Teachers used the public library approximately four times more than other occupational groups. (Kim, 1990, 15)

Summarily, the research literature conveys that high school teachers are connected to libraries in varying degrees of underutilization.

METHODS

Almost all previously cited research studies gathered information through surveys. Fittingly, the method of data collection for my study is a survey questionnaire administered to a purposive sample of Edgewood High School teachers in May 1991.

Background

I chose to survey teachers at Edgewood High School in Ellettsville, Indiana because it was nearby, and because of its proximity to a public library branch. In fact, the school's entrance is about 1/5 of a mile from the Ellettsville Branch of the Monroe County Public Library. Moreover, the library had only been operating in its newly constructed facility for about nine months when I conducted this study so this seemed like fertile ground for research.

The Sample

In the Spring of 1991 there were fifty teachers instructing 723 high school students from Ellettsville and from two unincorporated townships. Although I had planned to administer the survey instrument to each teacher, I was unable to do so because of the school's political climate at that time: the administrative stance was to deny outsiders access to the faculty. Therefore, acting upon a referral from the Monroe County Public Library's Youth Services Librarian, Dana Burton, I obtained a purposive sample of twelve teachers.

These seasoned teachers averaged 12.6 years of teaching experience, ranging from seven to twenty-nine years. Collectively their teaching experience totaled 152 years. There were nine female and three male teachers in this sample. Their subject disciplines represented a cross section of traditional library-oriented fields, such as English and History; and also some fringe library user disciplines such as physical education. In all, thirteen subject departments were represented, with some teachers specializing in several subjects. The subject departments included:

°English °Home Economics
°French °Physical Education
°German °Driver's Education
°History °Health
°Current Events/Social Studies

The Survey Instrument

The survey instrument consisted of thirty questions in four parts, including a "comments" section for open-ended responses. My pretest survey questionnaire was based largely on *A Planning Process for Public Libraries* (Palmour, Bellassi and DeWath, 1980), whose survey instruments have been tested for validity and reliability. All returned questionnaires were usable.

THE ANALYSIS

The analysis included a partial set of findings divided into three segments: 1) Teachers' Connections with the High School Library, 2) Teachers' Connections with the County Public Library Branch, and 3) Views and Visions.

I. Teachers Connections with the High School Library Materials

- 75% (9) of the teachers believed that adequate teacher support materials were housed in the high school library

On Giving Assignments

- No teachers gave weekly assignments requiring use of the library
- 41.7% (5) gave monthly assignments to their students which required use of the high school library
- 16.7% (2) seldom gave assignments using the high school library
- 16.7% (2) never gave assignments using the high school library
- 24% (3) did not answer this question

II. Teachers' Connections with the County Public Library Branch

Teachers' Personal Use of the County Public Library Branch

- 33.3% (4) teachers used the county library branch for non-school personal affairs (e.g. programs, recreational purposes, reference sources)
- 58% (7) of the teachers were not aware of young adult materials in the branch library for their subject areas
- Only one teacher checked the branch library before giving assignments

Referral of Students to the Public Library Branch

- 33.3% (4) referred their students to the public library branch

- 50% (6) did not give referrals to the library
- 15.7% (2) did not respond to this question

III. VIEWS AND VISIONS

Views of General Activities

- 75% (9) of the respondents supported having a librarian with sole responsibility for young adults
- 58% (7) of the respondents thought class trips to the library would be useful; whereas, 33% (4) disagreed
- In response to the survey question which asked if it would be a valuable experience if the public library's youth services librarian visited classes on a continuing basis with booktalks, information, etc.:

25% (3) answered "yes"
25% (3) answered "maybe"
33% (4) answered "no"

Homework Assistance

In a survey question which asked if the public library should provide homework/assignment related programs and services, most teachers thought the library should do so for English and science subjects, but writing and research skills subjects had the lowest priority.

Young Adult Publications

Information about the library's role in producing young adult oriented aids was sought in one question which asked if it would be valuable for the Ellettsville Branch Library to help produce publications for young adults?. Nine respondents ranked the following as possible publications:

1st place	hot topics lists
	special bibliographies
	newsletters
2nd place	bulletin boards
3rd place	book reviews
	bookmarks

High School and Branch Library Coordination

One question asked if the Edgewood High School librarians and the Ellettsville Branch Library should work together to offer activities and services for young adults? Areas in which they agreed they should were ranked:

1st place	homework/assignment related activities
	volunteer opportunities
2nd place	coordinated resources
	information and communication skills
3rd place	personal interest/ hobbies
	reading motivation
4th place	computer software availability

Student Attitudes

Respondents were asked how they wanted their students to view libraries. The teachers ranked:

1st place	useful
2nd place	friendly
3rd place	educational
4th place	non-threatening
5th place	entertaining; and up-to-date
6th place	available place to be
7th place	broad-minded/comprehensive

We, The Teachers Respond

Other views expressed by the teachers were:

Teacher #1:

"Since I've not been able to visit the Library in Ellettsville, I do use the main Monroe County Branch. I think the library here can be very helpful, not only in materials, but its location. That is why I feel that if the library can build itself up in materials that many students will use the library here and not have to travel to Bloomington."

Teacher #2:

"The library needs to be open longer for those students whose parents do not get home from work till 6 pm. By the time they eat supper and get to the library it would be 7 pm or later giving them only an hour. The library does not need to be open as early here since many are working outside this area and not home till later. I'm not sure on weekends but they need to be longer to accommodate the new trend on parenting. Sunday evening many students need to be at the library finishing projects."

Teacher #5:

"The Ellettsville Branch is a great addition to our school and community. Its' use will grow more and more with each year."

Teacher #9:

"-I would make class available for booktalks.
-Many students are apathetic.
-One student said the Ellettsville branch needed more reference books."

Teacher #11:

"I haven't used the Ellettsville Library personally because I live in Bloomington. Probably, I will use it for myself and my students as I become more used to its being here right on the way home!"

SUMMARY

From the survey questionnaire data, I found that this group of Indiana high school teachers had weak connections to their public library branch. The

data demonstrates rare use of checking the public library's collections before giving students assignments. Yet, approximately one-third of the teachers referred students to the library. Further, a tenuous link was revealed between the high school teacher and the library, by survey findings indicating that 58% (7) of the teachers were not aware of library's holdings in their subject areas.

Nonetheless, 90% (11) of the teachers wanted their to students to view the library as useful. 58% (7) of those surveyed believed class trips to the library branch would be valuable. However, 25% (3) did not want a librarian to visit their classes and 25% (3) had reservations.

In our current information age, the public library is a key resource. As indicated by the survey data, the connections between high school teachers and a near-by resource, the public library branch, need building and strengthening. It rests with the public library to reach-out and form bridges to bring in the teachers, and make them aware of library services and collections. When the teachers are reached, the students will be better served as well.

In the past, both the public library and the school library have been operating under a cloud of misconception. "Although both institutions [public library and school systems] possess related missions, there has been a perception in the library profession that the public library's active participation in the schools might hinder the development of strong school libraries." (Sager, 1992, 11) As more local area networks and state-wide networks expand (Epler and Tuzinski, 1991), cooperation between high schools and public libraries will prosper.

The road to connection and cooperation with schools is not easy for the public library whose mandates are multiple. One librarian (O'Brien, 1992) addressed this "crossroad" between service and the marketing of public libraries. The awareness of the need for services to children is great. In a recent poll concerning future directions, library directors ranked "group programs for children in the library" as a service priority (McCrossan, 1991, 13). By extension, I infer programs for young adults. If high school teachers are reached and become connected to the public library, the potential for positive change in work with young adults will perhaps augment.

As indicated in my survey data,

there is much room for change concerning high school teachers and their public libraries. Future research might involve:

1) studies of experimental designs placing high school teachers and librarians in cooperative arrangements
2) investigation of high school teachers' electronic connections with their public libraries
3) a follow-up or re-study of, "We, the Teachers"

All of these future research ideas can be viable endeavors, working to promote stronger connections between high school teachers and public libraries. Thus, as a forecast, teachers and students will be actively involved with libraries, and nothing will be wrong with the picture.

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Indexes to Volumes 1-11

Compiled by Steven J. Schmidt
IUPUI University Library, Indianapolis

AUTHOR INDEX

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TITLE INDEX

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