



# INDIANA

Journal of the Indiana Library Federation & the Indiana State Library

# LIBRARIES

Volume 22, Number 2, 2003

Place: Recruiting and Retaining Librarians in Indiana

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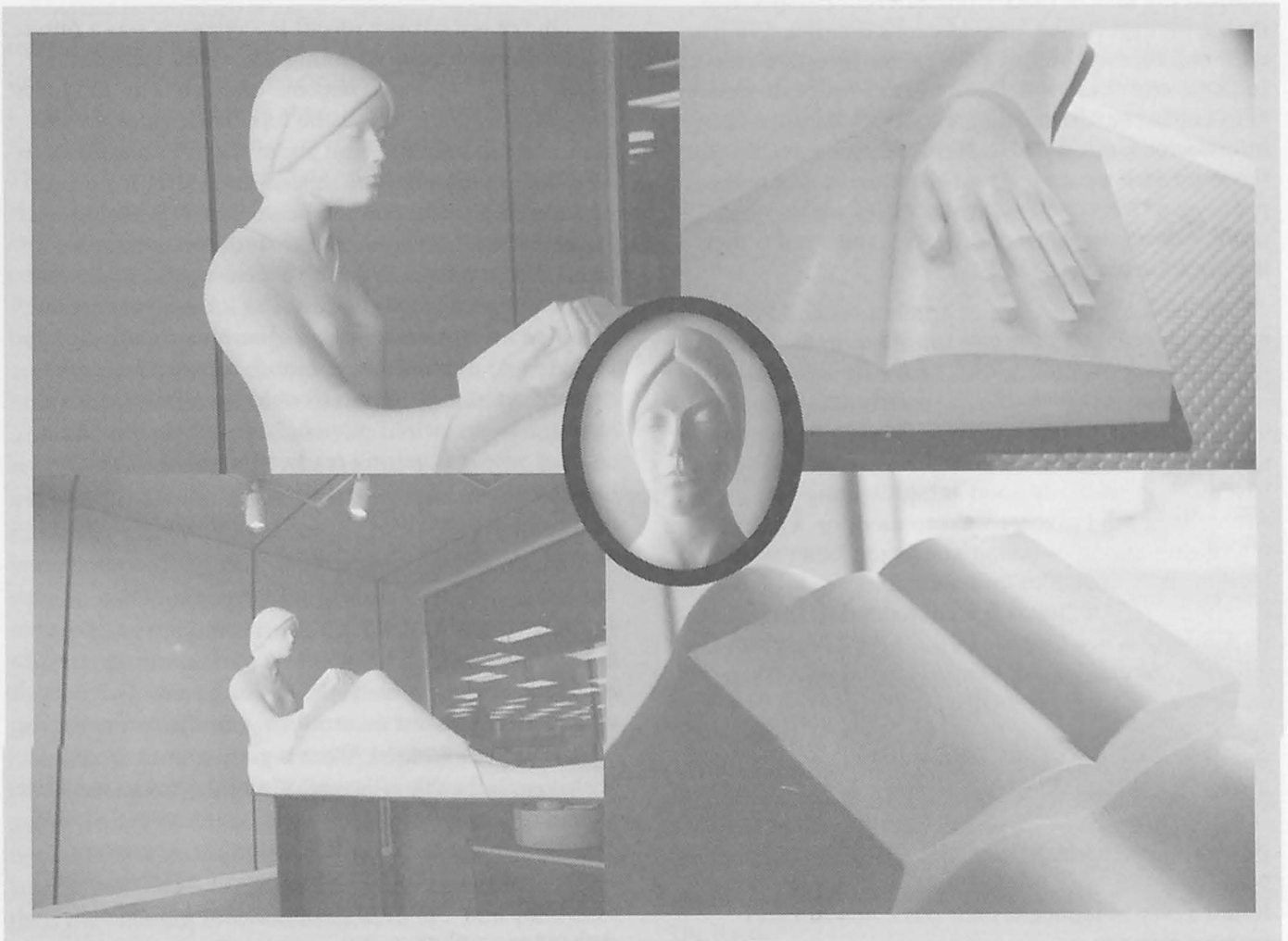
## *Place: Recruiting and Retaining Librarians in Indiana*

The “Reader” is a seven foot sculpture located in the north window of the Lake County Public Library. It depicts a woman in a semi-reclined position with a book in her lap and another book close at hand.

The sculpture is made of pure white cement, steel reinforcement, acrylic strengthener, and marble powder. The steel at the base of the sculpture was donated by Bethlehem Steel. The artist, Mr. Herman Gurfinkel of Valparaiso, Indiana has exhibited his work at art museums both here and abroad.

The sculpture was a gift from the Friends of the Lake County Public Library and was dedicated on March 25, 1984. (Courtesy of the Lake County Public Library website)

Photos taken by Margaret and Neil Gambow, Evanston, Illinois.



Photos taken by Margaret and Neil Gambow, Evanston, Illinois.

## PLACE: RECRUITING AND RETAINING LIBRARIANS IN INDIANA

*by Rhonda Spencer,  
Indiana University SLIS,  
Bloomington Indiana*

**T**his issue is a collection of articles gathered to help us think about the idea of "place." If we understand the concept of place physically and metaphorically, we can better encourage new people to join our field. Place can connote a sense of belonging as shown in phrases such as: "This is my place" or "I belong at this place." There can be changing places, new places, unique places, dangerous places, imaginary places, forgotten places, unknown places, curious places, and more. We have invited writers to help address the idea of place from different perspectives: their own experience, their library's building as a place, their community, unique collections, historical views of Indiana, etc. There is an underlying wish or theme to help encourage the next generation of librarians and information professionals. We hope readers will leave the issue with a sense of pride in Indiana and in the profession. We hope readers will think about what is unique about their place (of work), and what is their own unique place in the field.

In my role as Director of Admissions and Placement for the School of Library and Information Science (SLIS), Bloomington campus, I have spoken to a number of librarians and information officers about hiring SLIS graduates. Many ask: how do I get students interested in working at our place? Several libraries have been particularly good at highlighting the strengths of their place. I want to mention a few interesting examples. Librarians from Collier County, Florida came to SLIS to interview students for job openings. Part of their day included being available for walk-in questions. Outside of the room they placed an inflatable green alligator (about 4 feet long). Once inside the room you were given a brochure, a pencil, and a small baggie with sand and seashells. They had me sit down and close my eyes for a minute - then proceeded to open a bottle of suntan lotion for me to smell. Granted, it helped that it was snowing outside in Bloomington that day - and, that visions of beaches and water and sun were especially appealing - still, they found a way to highlight their place in a fun and creative manner.

The Toledo-Lucas County Public Library (Ohio) staff came to Bloomington one day. Their approach was different, but also appealing. They presented an information session for students on interview skills. Students were grateful for the tips and advice. The session included an informal time to talk about the Toledo Library, too. Students left the session with both contact names and with helpful interview guidance. One of the scariest parts of the graduate school is "will I find a job?" when I graduate. Help in understanding the job search process means a lot.

One of my favorite recent interviewers was a public library director from Wyoming. He asked me what would help students to become interested in his library or place. I told him about the folks from Florida - and the inflatable alligator; and about the guests from Ohio who did the interviewing tips session. Well, for props, he showed up with cowboy boots and a fly-fishing rod. He held a multi-purpose information session with interviewing tips, a Wyoming overview, and highlights on job openings at his library. The job ads he posted included tourism information about his area that included, "...historic Oregon trail, rodeos, fishing, theater, symphony, access to outdoors (20 minutes to skiing)... a city rich in pioneer history." He did hire a student who was getting ready to graduate. The soon-to-be-graduate was excited about the library, about having a supportive director, and about moving to an interesting place.

Indiana is a state rich in history, natural resources, sports, music, and art. Each town is unique and has interesting elements to offer to a person who is considering a job. As we write job announcements, we need to consider both our institutions, and the communities where they are located. What is your counties' equivalent of an inflatable alligator? We are happy to welcome Indiana librarians to host information sessions at SLIS. You can email me (Rhonda Spencer) at: [spencerr@indiana.edu](mailto:spencerr@indiana.edu) or call (812) 855-2666 or toll-free: (888) 335-7547. Our Indianapolis campus (317) 278-2375 welcomes employers, too.



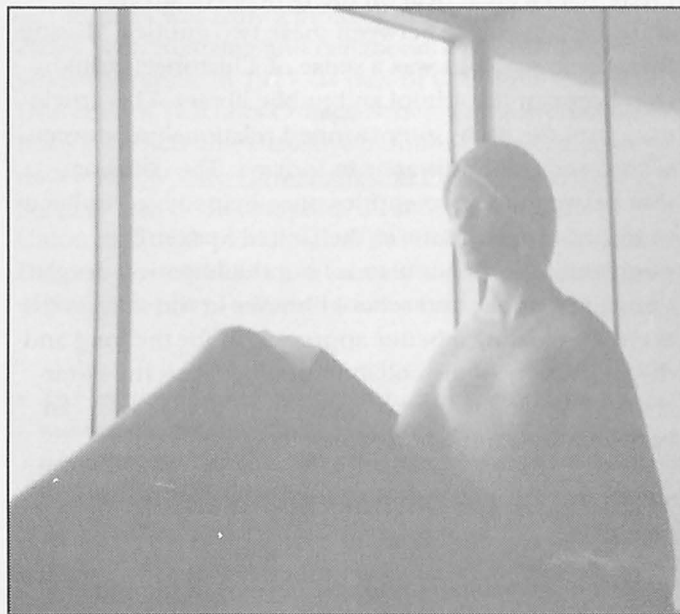
“The Reader”

Photos by Margaret and Neil Gambow, Evanston, Illinois.

Other than physical places, Indiana can be proud of the professional associations and networks available for librarians and information professionals in this state. Continuing education is abundant. Conference workshops at the local, district, and state level are available. There are opportunities to develop a professional niche via conference presentations, articles, committee work, etc. Librarians need to think about place from this context too. Where do I fit in? What can I contribute? Where is my place in this field? Philip E. Agre wrote a helpful article on developing a professional niche. His article “How to be a Leader in Your Field: A Guide for Students in Professional Schools” (<http://dlis.gseis.ucla.edu/people/pagre/leader.html>) offers meaningful reflections that can help all of us. He opens this article with: “A profession is more than a job — it is a community and a culture. Professions serve society by pooling knowledge among their members and creating incentives to synthesize new knowledge. They also help their members to build networks, find jobs, recruit staff, find collaborators, and organize around the issues that affect them.” Each of us brings to the field unique backgrounds and experiences. How we build upon our own histories helps to give us a sense of place personally. Libraries and organizations can attract employees by guaranteeing continuing education and professional networking opportunities as a part of their job ads. If you can establish a network of colleagues in the state, then the changes involved in moving to a new job - or even starting your first job are not as overwhelming.

One of my personal niches is the reading of mysteries, particularly ones with themes of art, books, academia, archaeology, and libraries. I am delighted that one of the articles in this issue includes a list of books about libraries and librarians. I close with a quote from a good mystery, *The Caravaggio Books* by Bernard Peterson:

*“Professor Alardyce Stallings had spent thousands of hours in libraries. Their tall, booklined walls and long rows of publications on open racks had always exuded a hospitality that seemed to hug him and hold him snug, even in the coldest of British winters. The volumes themselves were, to him, individual packets of soft delight, immediately responsive to his opening touch and subsequently devoured through greedy eyes and grasping brain. Foreign lands, alien faces, other lives, all surrounded him in libraries. Ships, tastes, cities, thoughts, the sheer naked power of information, were all available to him in libraries. Over the years of his life since the age of seven, when his family had moved from a Cornish fishing village to Bristol, the library had evolved from a place of wondrous discovery to the place of his life’s work. As far back as he could remember, library work had been accompanied by a never-wavering, pervasive pleasure. To this day, his heart rose when he entered a library and, often without realizing it, his face smiled.”*

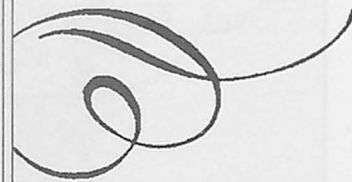


“The Reader”

Photos by Margaret and Neil Gambow, Evanston, Illinois.

## A COLLABORATIVE PLACE: THE ROOTS OF COLLABORATION IN INDIANA PUBLIC AND SCHOOL LIBRARIES

by Jennifer LaMaster,  
Indiana University SLIS,  
Bloomington, Indiana



*Let us suppose that the momentous problem is solved of persuading children to use the library for a more serious purpose than to find a book 'as good as...' and that we are trying to convince children that the library... can furnish information on whatever they wish to know about – whether it is some boy who comes on the busiest morning of the week, to find out how to make a puppet show in time to give an afternoon exhibition, or some high-school girl who rushes over in the 20 minutes' recess to write an exhaustive treatise on women's colleges. –Miss A.L. Sargent, 1895.*

The “momentous problem” of providing interesting, challenging and fun resources for children and young adults rings as true 108 years later as it did for Miss Sargent. As true is the continual challenge for the librarian serving last minute student crises. In thinking about youth services, I was led to wonder about the two library institutions that serve young people: the school library and the public library. In my MLS courses I have read a great deal on the benefits of strong collaborative efforts between these two entities. Missing from these readings was a sense of a historical relationship between the school and public library. This article examines the early, inter-twinned relationship between school and public libraries in Indiana. The collaboration between the two entities once helped lead Indiana to top education status in the United States. The purpose of this paper is to lay out the historical development of public and school libraries in the state in the hopes of creating a better appreciation for the long and diverse history of the collaboration between the libraries. By knowing where we come from perhaps we can better understand where we are going.

### TIMELINE OF LIBRARY DEVELOPMENT IN INDIANA

Even before statehood, the citizens of the Indiana region believed in the value of education. The Northwest Ordinance of 1787 established a system of govern-

ment for the territory including present day Indiana (State Library). The Ordinance of 1787 provided that “school and the means of education shall forever be encouraged” (Cotton 428). The Ordinance of 1785 instructed each township in the territory to set aside land for a free public school (Bulletin 1914 14). Two elements of pioneer independence stood in the way of the ordinances’ success, however. One was the simple fact that not enough money was generated by the sale of lots to fund the building of a public school. Two, the settlers of the area felt compulsory education was not in the vein of free and independent government. The perennial challenges of finances and government boundaries slowed the process of free public schooling. May of 1800 saw the formal creation of the Indiana Territory (State Library).

Library development ran parallel to the schools for the early years of the 19<sup>th</sup> century. The Constitutional Convention of 1816 provided for funding of at least 10% of the proceeds of lot sales (in county seats) to be held for the establishment of a public library (Cotton 429). At the same time, a library company was required to maintain the finances and development of the library. Monroe County and Public School Library of Bloomington, Indiana, was created in this manner. The proceeds collected by June 1818 totaled a little over \$1900 for the library (Henry 20). By 1821, the physical collection was begun by spending \$60 on the purchase of books (20). By 1820, Monroe County had a library building just east of the courthouse. The collection was combined with the school district in 1894 and the joint collection was housed in the Central School Building under the supervision of the city Board of Education (20). Miss Zora Miller, librarian in 1904, was praised for “her intelligence and practical knowledge of the tastes of children in reading” (21).

The State Library was formed in 1825 and by 1850, the national census counted 151 libraries in Indiana with roughly 68,403 volumes held (Cotton 430). According to *Education in Indiana (1793-1934)*, the breakdown of these libraries is as follows:

Public Libraries:	58
School Libraries:	3
Sunday School Libraries:	85
College Libraries:	4
Church Libraries:	1

Indiana gained statehood in late 1816. Considering the population was approximately 988,416 persons and Indiana was just emerging from the pioneer era, 151 libraries was an impressive beginning (430). In 1895, General Assembly modifies the structure of the State Library, bringing it under control of the State Board of Education (Henry 68). This administrative structure ensures collaboration between schools and libraries as both answer to the same leadership.

In 1851, the Constitutional Convention called for a common school system. The 1852 General Assembly provisioned money for a free public library in every township of the state (Cotton 431). There are troubles in the maintenance of this infrastructure though: library collections did not have permanent housing, the township trustees were often in charge of collections with little or no training, and there was no money for the maintenance of the collections (431). Upon the breakout of the Civil War, all discussions for or against free public libraries or schools were halted. The state had bigger tax burdens requiring concentration.

During the war, women’s literary clubs had sprung up all over the state.<sup>1</sup> These clubs realized public and school libraries were terribly important to the development of a literate and educated citizenry (Henry 73). After the war, in 1899, the Public Library Commission<sup>2</sup> is created with the charge of supervising library work for the state (73). About this same time, Andrew Carnegie was beginning his building frenzy in the mid-west. The Public Library Commission and the women’s literary clubs set out to build public sentiment for the library.

Young people had also been working in literary clubs. 1883 saw the rise of The Young People’s Reading Circle (Cotton 436). This group was a collection of various local reading circles that developed around the perceived need for reading guidance among young people. Reading one book a year was enough to gain a young person admission to the reading circle membership. In 1887, the State Teacher’s Association brought the reading circle under their domain to encourage “good” literature (436). The State Teacher’s Association believed that reading was not a task to be mastered, but a life skill to be nurtured. Reading for enjoyment was at the time gaining national momentum. As George Watson Cole, Librarian for Jersey City Free Public Library wrote in *The Library Journal*, April 1895, “As librarians, we believe it to be the first duty of the

teacher to encourage the young to acquire the reading habit...It is the overmastering desire on the part of the young, fed by a lively curiosity and interest, to gain information, which finds expression in reading voraciously everything that tends to satisfy this craving” (115). However, both Mr. Cole and the Indiana State Teacher’s Association would agree that the young person needed strong guidance as to what was appropriate literature.

The philosophy behind reading circles focused on providing good reading material to young people. Often circle meetings and collections were held in the school buildings. The philosophy assumed the youth would take the book home and share it with his or her family. Here are the beginnings of family literacy programming. By 1904, the average county holdings in Indiana for the Young People’s Reading Circle numbered 5071 books (Cotton 438). These books might be housed in various locations: schools, public libraries or churches.

In late 1840, approximately 1 in 7 Indiana residents were illiterate (Bulletin 1914 15). By 1849, the citizens of the now State of Indiana passed tax laws governing the subsidy of free public schools. By 1914, illiteracy rates of residents 10-20 was estimated at .6% of the population and Indiana was ranked 1<sup>st</sup> in the nation for her schools (15). School and public libraries were greatly responsible for this literacy increase. For these reasons, *The Library Journal* of June, 1917, could accurately proclaim, “In library work with schools, now an important part of library activities in many states, the Indiana Commission was a pioneer.” (452).

## INDIANA AS “PIONEER” FOR LIBRARY SERVICES

Indiana was truly a pioneer in regards to incorporating, systematizing and collaborating public and school libraries. In 1927, as part of Columbia University’s Teachers College Series, Frank Hermann Koos collected an exhaustive amount of comparative data entitled *State Participation in Public School Library Service*. This book compares all states then in the Union and their participation in school library service. Digging through lists of information, several elements of the exemplary Indiana system stand out:

- The Indiana State Board of Education elected one member to be in charge of library and historical departments (by this time the State Board of Education controlled the State Library) (19)
- By 1927, every employee in the public schools was issued a license, including librarians who had to participate in specific education to become a school librarian (21-22).<sup>3</sup> In 1927, Indiana was one of nine states to make elementary school libraries a criterion



for state standardization (similar to accreditation) (96).

- By 1927, for an Indiana high school to be standardized it must be inspected for collection content and completeness. Indiana was one of three states that required specified library standards for accreditation. Indiana was one of four states to require standards be met in order to receive state funding (77).
- By 1927, Indiana was one of seven states to provide summer teacher training in library science (78).<sup>4</sup> The National Education Association and American Library Association met in one convention in 1925 setting educational requirements for school librarians (111). Indiana adapted these recommendations accordingly:

A full-time librarian with an amount of training including one year of professional training in an accredited school for librarians equal to that required for teachers in the high school is the ideal. In the larger high schools, this ideal should be realized, but in the smaller schools teacher-librarians will be necessary. To qualify for this work, she should have at least a six weeks' course of training in a summer library school of its equivalent (112).

In February, 1906, Arthur Cunningham<sup>5</sup> wrote a bit about the courses offered at the Indiana State Normal School Department of Public School Library Science. Course I was entitled "Use of the Library in Public School Work" followed by Course II and III entitled "Organization and Management of School Libraries" (Cunningham, 2). The Department of School Library Science at the Indiana State Normal School was established in 1905 (Indiana School, cover page).<sup>6</sup>

## SUGGESTIONS FOR COLLABORATION BETWEEN SCHOOL AND PUBLIC LIBRARIES

The literature of the late 1800s – early 1900s is full of suggestions for successful collaboration between public and school libraries. Some of these suggestions seem to come right out of a Doug Johnson or David Loertscher school media book. Looking to the past illustrates that school children, administrators and librarians are human and human nature has not changed much in 100 years.

As early as 1879, presenters at the ALA annual conference encouraged schools and public libraries to collaborate. Samuel Swett Green of Worcester recommended teachers check out collections for the school term to be housed in their classrooms for student use, classes visit the public library at least once a year and small, specialized reference collections be collected considering age appropriate information needs (Fargo,

15-16). Arthur Cunningham argues in the *Indiana State Library Monthly Bulletin* (1906) that text-books are not enough to inform young people of all there is to know about a subject that sparks their curiosity. Libraries are needed in school to satisfy this youthful curiosity (Cunningham, 1-2). Cunningham also vehemently argues for all teachers to be exposed to library science as part of their required coursework (3).<sup>7</sup>

In 1904, the Public Library Commission outlined their plans to work with schools in Public Libraries. Seven goals were discussed:

1. Create healthy public sentiment favoring library work in schools.
2. Creation of library institutes to discuss library interests in individual communities bringing together citizens, teachers, librarians and superintendents under one roof for discussion.
3. Publish book lists of suggested reading materials monthly to the community.<sup>8</sup>
4. Incorporate library education into the normal schools.
5. Librarians and teachers should confer as to the best reference and children's books for various age levels.
6. For library instruction for school librarians.
7. Encouragement of "child study and psychology" by parents, teachers and librarians as a selection tool for school collections (500-501).

The announcement ends, "The Library commission has therefore decided to centralize and foster the library work with schools in Indiana and has outlined the above plans in which it asks for your cooperation" (501).

Clearly the historical dedication of librarians and teachers in Indiana is to be commended. Faced with governmental intervention, low tax bases, war and educational standards, the public and school library systems of Indiana did manage to get off the ground and to thrive together. As the dawning of the 21<sup>st</sup> century faces similar challenges, Miss Sargent's "momentous problem" of encouraging young people to thoroughly utilize the library and for teachers, parents and administrators to support the library continues. Having met many public and school librarians, I believe we are up to the challenge. Just remember history shows that working together makes for success.

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## FOOTNOTES

1 Most notably in New Harmony, see the Lowe and Stone article of this edition for more information on McClure's Workingman's Institute.

2 Often referred to as the Library Commission in literature of the time.

3 Indiana actually began inspecting teachers as early as 1837 when examiners were appointed by the Circuit Courts to check teacher qualifications in then non-standardized rural schools (Kennedy, 75). Millard Fillmore Kennedy tells the story of one examiner who was hounded by a teacher for a certificate of fitness to teach. To escape the extremely ineffective teacher the examiner wrote, "This is to certify that Mr. Amaziah Smith is qualified to teach a common school in Washington Township, and a damned common one at that." (76). Truer licenses began in 1850 (75).

4 In December 29-31, 1896, Indiana hosted the first Library Institute in the U.S. under the guidance of the Indiana Library Association (Finding List, viii).

5 For more information on Arthur Cunningham, see the article by Mehrens and Muyumba in this edition.

6 For more information on materials covered in the courses, The Indiana Department of Public Instruction Rural Teacher Training and Instruction in the Use and Appreciation of Books and Libraries are of interest.

7 "Science" is the term he uses in 1906

8 Of potential interest to those readers who are currently School Media Specialist in Indiana, the bird reports are mentioned here.

## LAWRENCE COUNTY LIBRARIES

by Joe Voris,  
Bedford-North Lawrence High School  
Bedford, Indiana



Lawrence County, Indiana is probably best known for its limestone. Stone from its quarries has been used in such landmarks at the National Archives, the Empire State Building, the Pentagon, and the National Cathedral. But Lawrence County has another distinction as well.

Lawrence County is the home county to more astronauts than any other county in the United States. Three men, Virgil "Gus" Grissom, Charlie Walker, and Kenneth Bowersox, hail from here. The two public libraries in the county, located in Bedford and Mitchell, have created some special collections dedicated to the space pioneers.

Virgil "Gus" Grissom was one of the original seven Mercury astronauts and is undoubtedly the most famous of the three. He was born and raised in Mitchell, Indiana. Grissom was the first American to go into space twice. He was also one of the first Americans to die in the space program. On January 27, 1967, Grissom and two other astronauts, Roger Chaffee and Ed White, were killed in a launch pad fire while preparing for the first Apollo spaceflight.

Not surprisingly, the Mitchell Public Library focuses special attention on Grissom. His portrait hangs in tribute here. The library's Indiana room contains a collection devoted to Mitchell's favorite son. The collection features newspapers and magazines that explore Grissom's career from its beginnings. Of particular interest are copies of the hometown paper, the *Mitchell Tribune*, following Grissom's first spaceflight and other items of local flavor. The items do not circulate.

Examining the collection is somewhat like going through a family's treasured keepsakes. Amidst the room's local history books and microfiche readers is a plain cardboard box. The items inside are not organized in any particular way. There are tributes, projects, and magazines donated throughout the years by local students and Mitchell residents. Rather than detract, the informality of the collection actually enhances the experience of exploring Grissom's life, as he himself was known to be unassuming and modest.

Mitchell Public Library also has copies of several books pertaining to Grissom. Included in its collection is *Starfall* by Betty Grissom ("Gus" Grissom's widow) and Henry Still; *We Seven*, a collection of essays by the seven Mercury astronauts; and *Gemini: A Personal Account of Man's Venture into Space* by Grissom himself. This book was published just months after his death.

The other two Lawrence County astronauts, Walker and Bowersox, were raised in Bedford, Indiana.

Charlie Walker was born in Bedford and graduated from Bedford High School. He was a payload specialist with NASA and was on three space shuttle flights, spending a total of twenty days in space. Currently Walker works for Boeing and his mother still lives in Bedford, Indiana.

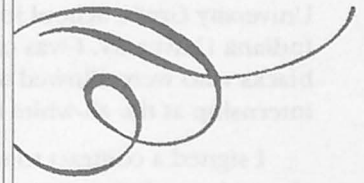
Kenneth Bowersox is also a graduate of Bedford High School. Although he has made several flights into space aboard the space shuttle, he became most well-known for being the only American left in space following the explosion of the Space Shuttle Columbia on February 1, 2003. Bowersox was one of three (and the only American) aboard the International Space Station at the time of the disaster. He spent 5 ½ months on the space station.

The Bedford Public Library gives equal attention to all three men in its collection. Each astronaut has a large three-ring binder devoted to his life and accomplishments. These three scrapbooks contain primarily local newspaper accounts of their respective trips into space as well as their journeys back home. There are also some rare personal insights into the men's lives. For example, the Walker scrapbook contains a personal letter sent to friends and family during Christmas 1984, shortly after his first space mission. Each of the scrapbooks circulates.

One could find more in-depth and perhaps better organized collections devoted to these three American astronauts. But nowhere but Lawrence County, Indiana, could someone find material that shows the personal side of these men as well as the affection their communities have for them.

## THE SMILE THAT HOOKED ME FOR LIFE

by Joyce G. Taylor, Ph.D.,  
Indiana University SLIS,  
Indianapolis, Indiana



In the summer of 1944 when I was nine years old I began to plan my life. Our family had just moved into a fifty-year old house, previously owned by a white family, and I was allowed for the first time to walk the six blocks to the library in the George Washington Carver Grade School #87. My memory of the librarian is very vivid. I cannot remember her name but her smile is forever etched in my mind. This smile said, "This is a special place, only for you." I know there were other children who probably thought the same thing but in my mind she had prepared the collection for only me. That summer I decided that I would become a librarian. No matter what it would take, I would study hard and become a smiling face in the world of information. When I told my parents of my decision to become a librarian, they just looked at me with a curious stare and said, "Well, we'll talk about this when you get older."

I began planning my career that summer with extreme seriousness, watching every move and gesture of the librarian. I thought that if I mastered the "pencil/stamp" procedure, I would certainly have at least half of my library education. (For those of you who are too young to understand this skill—the librarian had a pencil with a stamp attached and when she checked my books out, she would stamp the due date on the book card without getting pencil marks on the card, and then write my name beside the date without getting stamp ink on my name.) I thought this act was the sign of a very intelligent and creative person. Of course, little did I know that the pencil/stamp would fall into the historical maze of technical instruments, never to be seen again.

My parents were avid readers, visiting Indianapolis-Marion County Public Library (IMCPL) Central Branch at least twice a month. My father borrowed how-to and self-education books, while my mother was a reader of fiction. I went along with them each time, but rarely checked out books. I felt the school library had the right mix of books for me, but I still enjoyed going to the "big library" downtown. One of the reasons for my parent's desire to read was that this was one of the few

free entertainment activities available during those years. In 1944, the city of Indianapolis was still segregated. Blacks were not allowed to attend the downtown movie theaters and some of the other entertainment venues. There were theaters in the black neighborhoods but often the films were not as current as the ones in the white theaters. My father continually said that this division in the races would not last forever, and my brother and I should be prepared to live in both the races. He thought that by reading a variety of books and magazines, we would be able to advance our education just as some had done in the white race. Looking back I feel that I was very privileged to attend an all black grade school and Crispus Attucks High School, the high school for black students. In my mind I had the "best of the best" teachers, those black teachers who were not allowed to teach in the white schools.

In January 1952, my last semester at Attucks, I finally attained my goal of working in a library. I had accumulated so many credits toward graduation, I took only one class during that semester and was free after 8:30 in the morning. I was told by one of my teachers that the Indiana State Library was looking for a student to work in the Mending Department. I was simply thrilled, to say the least. I interviewed for the job and was told to report for work that same week. My working hours were from 9:30-5:45 Monday through Friday. My salary began at thirty-five cents an hour and was increased to fifty cents beginning in June. I not only repaired the spines and covers of the books, but also relabeled the spines with titles, authors, and call numbers. Those eight months at the Indiana State Library helped to firmly anchor my desire for a career in librarianship.

When my parents and I talked about my career plans that senior semester, I continued to state that I wanted to be a librarian, but my parents said this was not realistic. The black librarians that were hired worked in the schools and frankly, I had never seen one in Central Library during the years I was growing up. It was decided that I would major in the Education courses at Indiana University. If there were any Library Science (LS) courses, I could minor in those courses.

When I found out that the School of Education offered LS courses, I just couldn't believe it. I not only took the hours necessary for the Indiana Certification of Librarian IV; I also completed an internship at the then University Grade School located on the campus of Indiana University. I was one of a very small number of blacks who were allowed to student teach and library internship at the all-white facility.

I signed a contract to teach elementary school classes in my last semester at IU and at the same time, I received notification that I could be hired as a librarian in most libraries in Indiana. I knew that working in a library was not possible at that time because all the school librarian positions were filled and there would not be any vacancies for many years. I settled into teaching in the fall of 1957 with the idea that someday I would be able to work with books. I loved teaching as much as working in a library and as my parents kept telling me, teaching was an admirable profession and there would be plenty of time to work in a library. I always read to my classes, introducing the classical books as well as the contemporary. I think it was about 1968, with money from a Title I grant, I purchased and cataloged about three hundred books for a library at one of the grade schools in which I was teaching.

It was in 1977 when I was hired by IMCPL as a children's librarian for the Central branch, that I realized my dream from 1944. I believe when I started working in 1977, there was one black staff member who was completing her MLS. I truly loved telling and reading stories to the children. Their faces can speak volumes of emotions. Actually, storytelling for me began when I was seven years old, in second grade, when I won second prize in the school's storytelling contest. I have been trying for years to find the story I told, "Why Daisies Have Pink Tips." I was told by the judges that if I had talked louder and smiled, I would have won first prize. (To those of you who know me—can you believe that I was ever that shy?)

My years at IMCPL (1977-80 and 1984-91) were exciting and rewarding; each year preparing me for the next. Every event or activity I planned or helped plan focused on bringing adults and children together with books. This experience has helped me to encourage my Library Science students to pursue a professional sharing of accurate and complete information with the public.

In 1986, I decided to apply for a position as manager of a small branch. It did not occur to me that my Master's in Education and Librarian IV Certificate were not enough credentials to do this. The LS classes I took in 1954 were outdated and I was told that I should return to school to earn a MLS. I began taking classes first on the IUPUI campus and then driving to Bloomington each semester, ultimately completing the

MLS degree in 1988. I continued taking classes in the spring semester of 1989, talked with a few of my instructors, family members and friends and decided to combine my two loves, teaching and library science. I was encouraged to apply for the Doctoral Program at SLIS and was accepted that same semester. I became one of a small select group when I was hooded at the graduation ceremony in Bloomington in 1993.

Since 1973 there have been only seven African Americans<sup>1</sup> who have earned a PhD from the Indiana University School of Library and Information Science. I was the last of the seven in 1993<sup>2</sup>. Why do so few African Americans and other people of color choose Library and Information Science as a chosen profession? I frankly do not have an answer to that question. I know that I was not thinking about acquiring a job that paid a "king's ransom" or one that was a high profile position. I just wanted to be a librarian and an instructor. I know that library schools will need to target the ethnic diverse segment of the population, and focus on the positive aspects of our profession.

As my scheduled retirement (May 31, 2004) approaches, I look back on my careers and can say without hesitation that being a librarian and more recently an instructor have been the brightest beacons in this eclectic life. For every class I try to instill in my students the fact that this is a noble profession and providing information is our quest for maintaining a firm foundation of our society. Yes, we can read about diversity in our culture, but sometimes a change in ideas does not begin with the written word; more often it is the spoken word that will move mountains of misunderstandings of a diverse population. I challenge every person who is working on a library staff to talk with another staff member or library patron about their beliefs and understandings about differences. I believe you can learn more about a person through verbal communication. Talking to a person of ethnic background can save you a tremendous amount of time and eliminate any tension. More advertisement is needed defining the mission of the library school as one that advocates inclusion not exclusion of the diverse populations. Where do we begin as educators? We begin when the child first holds a book. We can start in the pre-school storytelling sessions by introducing what the librarian does, then adding more information as the child progresses through the grades. By the time that child reaches high school, the term "library science" will have the same prestige as the medical and law professions.

As I mentioned previously, I will be retiring in a few months and I will be leaving with joy and anticipation of reading the books I have collected over the years. Presently my husband Bill and I are writing a book for Scarecrow Press. The working title Revisiting the

Harlem Renaissance: From a Visual Perspective, defines the focus, which is the visual artists of the 1920's and 1930's. These artists were ones who were part of the William E. Harmon Awards for Distinguished Achievement Among Negroes fine art competition. Three such artists lived and produced art in Indianapolis. For the last four years we have been conducting research in several cities: Washington, D.C. in the Manuscript Division, Madison Building at the Library of Congress; Archives of American Art; The National Museum of American Art; The National Archives, and the Moorland-Spangarn Research Center at Howard University. We have also researched in the San Francisco Public Library, Schomburg Research Library in New York City; Amisted Research Center, Tulane University in New Orleans; Woodruff Library, Atlanta; Broward County Public Library, Fort Lauderdale, FL, and Indiana University Main Library in Bloomington. Locally, we have almost exhausted the sources concerning the African American artists and the Harlem Renaissance at the Indianapolis Museum of Art; IMCPL; IUPUI University Library, and the Herron School of Art. It has been an exciting journey, gathering the information and most important and gratifying are the people we have collected as friends along the way. We continue to communicate with all colleagues in these cities, getting current information for the book. Retiring means beginning research for another book, for Scarecrow Press has already expressed an interest in publishing information on one of the African American art movements.

Our problem now, as we look into the future, is finding a vacant wall in our house to put yet another bookcase for our art books and fiction collection. We can't seem to put a period on collecting art books, and we probably won't. Next year we will continue our travels, seeking out more libraries and archives and their collections.

## FOOTNOTES

- 1 The terms black and African American are use interchangeably.
- 2 This information is current as of 12/2002.

## A READER'S ADVISORY PAGE

### AND HOW IT GREW

by Dorothy Bishop,  
Lake County Public Library,  
Merrillville, Indiana

"Why don't we create a Reader's Advisory page?" asked my co-worker, Mary. Our Library system (The Lake County Public Library, Indiana) had just posted its own Web page. Previously, Mary and I had taken an HTML class and we thought that together we could handle it. After all, we had been running theme-based Reader's Advisory Displays for several years. How hard could it be to create a theme-based page every month to complement our display? Hah, were we naïve!

In sketching out a plan for our page, we hit on the idea of using a picture of "The Reader," a statue that had been specifically commissioned for our library. Our webmaster helped us scan the picture and size it. Then the fun began. Actually, it was fun. I enjoyed putting tags into brackets and coding a page to have it appear on the browser as something quite different. Mary was not as enthusiastic about the HTML program as I was, so it came down to her ideas and my keyboard magic. Until I got to TABLES and if anyone remembers all the tags it takes to put in a table, you'll appreciate how I felt when someone handed me a program called "FrontPage." (But that's another story!)

Every month, as we changed our book display, the booklist we created for the display was the basis for the booklist that appeared on our page. We brainstormed for themes - which were not all that hard to come up with. One of the first was "You ought to be in pictures," which referred to books that had translated to the silver screen.

We took our cues from U.S. and world events and, of course, from *Chase's Calendar of Annual Events*. We chose individual states or regions of our country and books that were set in that area, for example, "Mainly in the Plains," referring to the Great Plains states. Foreign countries and their history were also ripe for our picking - "A Little Bit of Ireland," (a March topic, of course) and "So Long, Hong Kong," (when that area reverted to Chinese control). A good source book for geographical theme lists is The Traveler's Reading Guide: Ready-Made Reading Lists for the Armchair Traveler. The Fiction Catalog is very good at listing titles referring to a particular subject, as is the series What Do I Read Next? from the Gale Group, and the Genreflecting Guides by Diana Tixier Herald. For mystery reads, *Detecting Women* (now in its 3rd edition) and *Detecting Men* are invaluable.

We concentrate on books that are on the shelves of our Library system, since one of our goals is to get our books circulating, especially those that have not appeared on Bestseller Lists. Readers, like shoppers, are attracted by displays. Although when we used books that were on the

"weeds" list, and called it "Books you may have missed," they were given a miss on the display, too.

Many times we scan other libraries' Internet pages to see what's going on and that's how we found "Library Lovers' Month" promoted by the Friends and Foundations of California Libraries. We liked the idea of a February/Valentine display on Libraries in addition to the usual Library Week display in April. We started searching for books about libraries and librarians.

The obvious place to begin hunting was our library catalog, the keyword subject area. From "librarians - fiction" and "libraries - fiction," we pulled up titles and eliminated the children's books and duplications, to create a basic list. Checking the Fiction Catalog - several editions - for "librarians" yielded some additions. *Detecting Women* had a few more entries, under "books and libraries." We were lucky enough to have the *NovelList* database to help us search for titles of similar plots. Of course, all these results had to be checked against our collection. We were not just creating a list for the web; we wanted to display these books for our patrons. Sometimes we don't have enough titles for a month-long display, so we must get creative in our search for book titles connected with librarians and libraries. We go to "books," "book collecting," "archive and archivists," and check each one for a mention of library. Often just perusing title keywords "library" and "librarian" will locate a candidate for the list. We also take stock of our own reading history and try to remember a book that may have taken place in a library or involved a librarian. Some science fiction titles were appropriate so they were included.

There are several mystery series featuring librarians as lead characters: Lydia Adamson's Lucy Wayles; Charles Goodrum's sleuth, Dr. Edward George; Charlaine Harris' Aurora Teagarden; Miriam Manfredo's Glynis Tryon; Kate Morgan's Dewey James; Elizabeth Peters' Jacqueline Kirby and Laurali Wright's Canadian librarian, Cassandra Mitchell. We also listed The Name of the Rose by Umberto Eco, Giant's House by Elizabeth McCracken, The Archivist by Martha Cooley, and Stones from the River by Ursula Hegi, to name a few.

With the help of our department's clerk who loves to design signs, we place banners on our display rack with the month's theme artfully illustrated. A poster repeating the theme is displayed on our library bulletin board for the patrons. When we finally posted the list on our web page we titled it: "Where there's a book, there's a librarian." All of our booklists are now links on a page called "Booklists for Bookworms." That's how you find it and here's what it looks like:

WHERE THERE'S A BOOK THERE'S A LIBRARIAN  
 SOME BOOKS FEATURING LIBRARIES OR LIBRARIANS  
 FOR LIBRARY LOVERS' MONTH

Adamson, Lydia	Beware the Tufted Duck (1996) Beware the Butcher Bird (1997) Beware the Laughing Gull (1998)	Mystery series	New York Librarian, Lucy Wayles
Astley, Thea	Reaching Tin River (1990)	Fiction	Australian archival librarian
Berckman, Evelyn	The Fourth Man on the Rope (1972)	Mystery	British archivist
Blackstock, Charity	Dewey Death (1985)	Mystery	Interlibrary loan department
Brookner, Anita	Lewis Percy (1991) Look at Me (1983)	Fiction Fiction	British librarian British medical library
Cooley, Martha	The Archivist (1998)	Fiction	Academic librarian
Eco, Umberto	The Name of the Rose (1983)	Mystery	Medieval library
Gill, Bartholomew	Death of an Ardent Bibliophile (1995)	Mystery	Rare book library investigator
Goodrum, Charles	Dewey Decimated (1977) Carnage of the Realm (1980) The Best Cellar (1987) A Slip of the Tong (1992)	Mystery series	Washington D.C. librarians/sleuth Dr. Edward George
Harris, Charlaine	Real Murders (1990) A Bone to Pick (1992) Three Bedrooms, One Corpse (1994) The Julius House (1995) Dead over Heels (1996) A Fool and His Honey (1999)	Mystery series	Librarian Aurora Teagarden
Hegi, Ursula	Stones from the River (1994)	Fiction	German librarian/historian



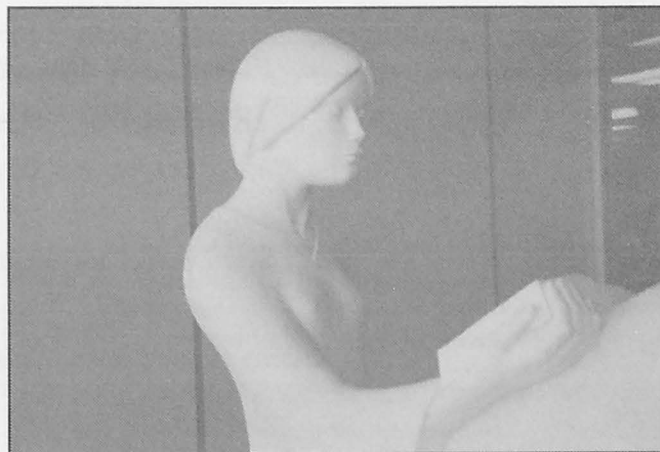
Hersey, John	The Child Buyer (1968)	Fiction	American library Rights
Lively, Penelope	Passing On (1989)	Fiction	British Public librarian
McCracken, Elizabeth	The Giant's House (1996)	Fiction	Reference librarian
Monfredo, Miriam Grace	Seneca Falls Inheritance (1992) North Star Conspiracy (1993) Blackwater Spirits (1995) Through a Gold Eagle (1996) The Stalking Horse (1998) Must the Maiden Die (1999)	Mystery series	Librarian and women's rights advocate, Glynis Tryon
Morgan, Kate	A Slay at the Races (1990) Murder Most Fowl (1991) Home Sweet Homicide (1991) Days of Crime and Roses (1992) Mystery Loves Company (1992) Wanted, Dude or Alive (1994) The Old School Dies (1996)	Mystery series	Small town librarian, Dewey James
Moynahan, Julian	Pairing Off (1969)	Fiction	Boston rare books
Murakami, Haruki	Hard-Boiled Wonderland and the End of the World (1993)	Fiction	Japanese Surrealistic library
Peters, Elizabeth	The Seventh Sinner (1972) Murder Richard III (1974) Die for Love (1984)	Mystery series	Academic librarian Jacqueline Kirby
Smiley, Jane	Duplicate Keys (1984)	Mystery	NY public library cataloger
Spring, Michelle	Every Breath You Take (1994) Running for Shelter (1996)	Mystery series	Librarian side-kick
Wright, Laurali	The Suspect (1985) Sleep While I Sing (1986) A Chill Rain in January (1990) Fall From Grace (1991) Prize Possessions (1995) A Touch of Panic (1994) Mother Love (1995) Strangers Among Us (1996)	Mystery series	Canadian librarian Cassandra Mitchell

Soon, we will have to update this list to add several more recent titles. For example, Sean Russell, a Science fiction author, has produced Souls in the Great Machine and Eyes of the Calculator. Lily Prior has the delicious entry La Cucina: A Novel of Rapture, and there's Jo Dereske's series with librarian Miss Zukas. Titles keep coming to our attention as we keep reading and keep developing our site.

We do not, however, include all the titles we find in our searches on our web page. Lists on the Internet get tedious if they are too long and we are not trying to be all-inclusive. We would like to include summaries of plots but, while they are inviting, it's difficult to provide them for all the titles, so we added another page. (By the way, there are about 65 pages on our site.) We first called it "The Armchair Reader," which featured three books a month with a brief commentary. This page has been expanded and now includes summaries the staff provides on our "Staff Recommended" book display on the library's main floor. In a recent renovation, we pulled the picture of "The Reader" from its initial location and made her the "Reader" of the Staff Recommended books, now called "The Reader Recommends." So there's always something new happening to the site, yet there's always continuity in form and color to retain familiarity.

Our Reader's Advisory Display on the Upper Level of the library has also changed a bit. We first called it "Featuring this Month." Now it is simply "Reader's Advisory Display."

In creating book lists for the web and displays for our patrons, we also add to our knowledge of the library collection - both fiction and non-fiction. We believe that there are countless books in the library that deserve attention. If what we provide adds to the reader's pleasure and incidentally, to the library circulation, we consider it a job well done. Visit our page sometime: <http://www.lakeco.lib.in.us/readers.htm>.



"The Reader"  
Photos by Margaret and Neil Gambow, Evanston, Illinois.



"The Reader"  
Photos by Margaret and Neil Gambow, Evanston, Illinois.

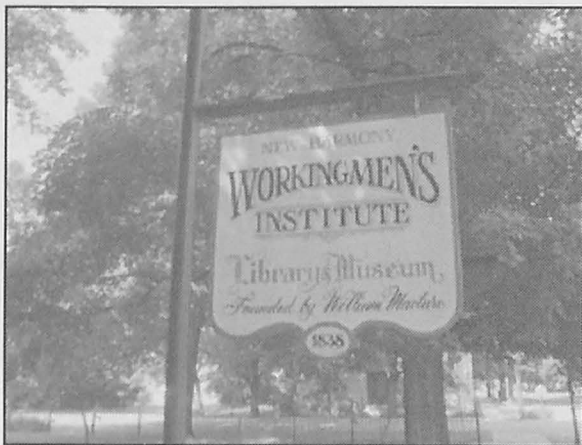
**FOR THE DISSEMINATION OF USEFUL  
KNOWLEDGE THE WORKINGMEN'S  
INSTITUTE, NEW HARMONY, INDIANA**

*by Sara Lowe, Indiana University, Bloomington, Indiana*

*&*

*Sean Stone, Indiana University, Bloomington, Indiana*

**S**outhern Indiana holds a treasure, the Workingmen's Institute.<sup>1</sup> Founded in 1838 by William Maclure, it is the oldest continuously operating public library in the state of Indiana.<sup>2</sup> While the origins of the Workingmen's Institute (WMI) and its history in the community of New Harmony are fascinating subjects, they have also been well documented.<sup>3</sup> Rather than focusing on the past, this article attempts to focus on the present and future of the Workingman's Institute as it continues to define its three separate functions: public library, museum, and special collection.



**FIGURE 1.** Sign in front of the Workingmen's Institute, New Harmony, Indiana.

## **PUBLIC LIBRARY**

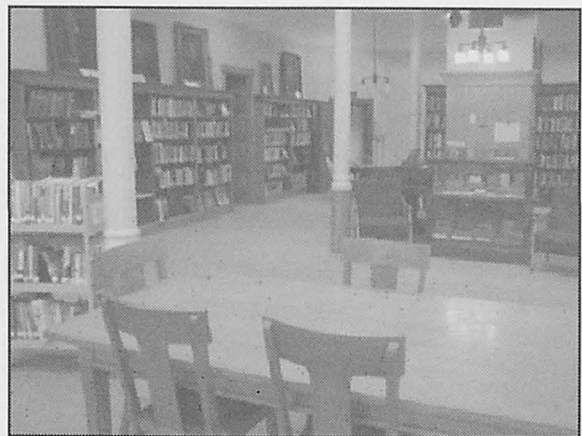
The Workingmen's Institute began as a public library, in the sense that any male laborer who sought knowledge could join. Although the public library is now open to all members of the public, the Library Director, Sherry Graves, still holds the original motto, "the dissemination of useful knowledge" as the ideal to which the institute should aspire.

The Workingmen's Institute serves New Harmony and New Harmony Township, which total about 1,700 residents. Although there are only 150 children in New

Harmony public schools (K-12) and the city itself has the oldest per capita residents in the state, the WMI strives hard to maintain its public library status. Not only because of the funding received from the state for being a public library, but also because of the original mission of the Institute which no one wants to abandon. Recently, the WMI received two Gates Foundation computers, which have enabled it to provide computing and Internet facilities to patrons. In addition, the WMI provides computer classes to older patrons wishing to tackle the new technology. Unfortunately, the older population and lack of children in New Harmony have led to tough choices. Story time had to be abandoned because there were not enough participating children to allow the program to continue. However, despite these setbacks, Director Sherry Graves does have long-term goals for the growth of the public library. Especially interesting to her is the reformation of reading and lecture programs that were extremely popular at the WMI up until the 1930s.<sup>4</sup>

## **MUSEUM**

The museum is the second aspect of the WMI as it functions today. The museum collection, consisting of over 30,000 artifacts, is an interesting mix of objects of local and specific interest, as well as items that have a much broader and universal appeal.



**FIGURE 2.** Public Library Section of the WMI

Thanks to its notoriety as an early scientific institution, the Workingman's Institute has received (and continues to receive) numerous donations of artifact collections of scientific interest. The museum houses several natural history collections of both native and exotic flora and fauna. Of particular note is their collection of mollusk shells, which has been rated as one of the best in the world. They also maintain an excellent collection of local specimens from the Wabash River and Southern Indiana.



FIGURE 3. Mollusk shells on display at the WMI

The museum is also home to an extensive collection of historic artifacts of the groups that have populated the region of New Harmony. These include collections of Native American artifacts as well as those related to the two utopian communities who populated New Harmony, the Rappites (Utopian Harmonists under Rev. George Rapp, 1814-1825) and the Owenites (a scientific collective under Robert Owen, 1825-1826). The WMI has amassed an impressive collection of interesting items related to these two groups that give New Harmony much of its distinctive history and appeal including everything from period items of daily use to scientific instruments to art collected and produced by members of these early communities. Of particular note is the textile collection at the WMI, which, according to Sherry Graves, is one of the oldest and best in Indiana, as well as an impressive collection of early American dolls. There are also artifacts relating to the regional history of the Wabash Valley.

### SPECIAL COLLECTIONS

The WMI maintains two major archives, the Branigan Archive and the Lilly Archive (made possible by a grant from the Lilly Foundation). The Branigan Archive was the first archive built at the WMI and primarily houses the personal papers of residents and people related to the history of New Harmony. The

Branigan Archive also includes papers and manuscripts of research done in and on New Harmony. Of note is the Vreeland collection, which consists of the notes and raw data of two sociologists who studied the town and its inhabitants in the 1930s but never published the information. The Archive also includes the papers of Caroline Dale Snedeker, a well-known children's author, and those of the Golden family. The Lilly Archive contains books including the collections Robert Owen and his descendants, as well as other inhabitants of the communities of New Harmony. Although small, the Lilly Archive maintains a varied and excellent



FIGURE 4. Mollusk shells on display at the WMI

collection of unusual and rare books. Of note are their collections of books related to theology, engineering, travel, geology, paleontology, chemistry, medical history, mathematics and natural history as well as socialism and utopian societies. The oldest book in the collection, *Nemesii philosophi clarissimi de natura hominis liber utilissimus*, an early work on psychology by Giorgio Valla, dates to 1538. Other notables include the first American edition of *Moby Dick* and first editions of *Audubon's Birds of America* (vols. 1-8) and *Quadrupeds of North America* (vols. 1-3).

### CONCLUSION

Relative to its size, the WMI is a powerhouse of information and history in a small town along the Wabash River in Southern Indiana. It has something to offer anyone who visits it from professional scholars of subjects ranging from history to science to visitors interested in New Harmony's unique place in American history. Like all libraries, they face budgetary and personnel constraints and must prioritize their resources in order to carefully develop each aspect of their institution. The WMI has the added difficulty of dealing with a variety of different projects to serve the public. Given this, it is not always possible for them to maintain facilities and resources that larger, better-endowed institutions might be able to sustain. They are

in the process of putting their holdings online and continue to develop their museum exhibits, while still taking time to run a public library for the community of New Harmony. Receiving upwards of 7,000 visitors a year<sup>5</sup> and with only two employees, the WMI is continuing to carve not one but several niches for itself in a multitude of worlds. It exists as three institutions in one, public library, museum and special collection, and it is committed to filling each role.

## NOTES

<sup>1</sup> Special thanks to WMI Director, Sherry Graves, who was extremely helpful, informative, and welcoming while the authors gathered information for this article. All references to information provided by Ms. Graves refer to: Sherry Graves, personal interview by the authors, 23-24 May 2003, notes in possession of authors.

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<sup>4</sup> For more information on the WMI please visit their website: <http://www.newharmonywmi.lib.in.us/>

<sup>5</sup> Donald E. Pitzer and Connie A. Weinzapfel, "Utopia on the Wabash: The History of Preservation in New Harmony," *CRM* 9 (2001): 18.

<sup>6</sup> See for example: Josephine Mirabella Elliott, *Partnership for Posterity: the Correspondence of William Maclure and Marie Duclos Fretageot, 1820-1833* (Indianapolis, IN: Indiana Historical Society, 1994); Josephine Mirabella Elliott, "William Maclure: Patron Saint of Indiana Libraries," *Indiana Magazine of History* 94 (June 1988): 178-190; J. Percy Moore, "William Maclure – Scientist and Humanitarian," *Proceedings of the American Philosophical Society* 91,3 (1947): 234-249; Jeffrey Douglas, "William Maclure and the New Harmony Working Men's Institute," *Libraries and Culture* 26,2 (1991): 402-414.

<sup>7</sup> Tellingly, in 1910, a full quarter of the library budget was allocated for lectures. These turn of the century lectures were often done by well-known scientists of the time.

<sup>8</sup> Sherry Graves, personal interview by the authors.

## A NEW PLACE - THE LIBRARY

*by Larry L. Cunningham,  
Director, Jennings County Public Library,  
North Vernon, Indiana*



We dedicated our new library in 1997. Our attendance and circulation has increased beyond all expectations. We have more than 10,000 visits per month. This is in a county of just over 28,000 citizens.

Why a "new place" for the library?

We were in an old Carnegie building in the downtown area of North Vernon, Indiana. Many people wanted us to stay in the downtown area. It probably would have been possible if we were not land locked. There was no place for another addition and certainly not enough parking to meet the needs today or tomorrow.

Our first task was to determine why an effort to build a new building in the early 80s failed. This took some time and patience to get people to tell us the "whole story." This was an interesting adventure for a newcomer to the area. Previously, I had been watching developments in the surrounding areas. Living in Columbus allowed me to follow failed efforts in three surrounding communities.

Early on, I decided the problem might be that everyone was looking at the wrong type of place for a library in a rural community. When I had the opportunity to take the Director's position in Jennings County I decided to take a fresh new look at the library as a place, the politics of the library community and the needs of the community.

We did not bring in consultants, do a feasibility study, etc. We first asked a lot of questions of every group that I had a chance to identify. We looked at all the studies that had already been done regarding the future of the community. I did not think it was necessary to do another study when so many had already been done. No need to re-invent the wheel when one was already running!

We talked to many farmers in the community. What did they expect from the library? Would they object to a new library building? If so, what would cause them to become supporters?

Basically, it came down to make it affordable, practical, flexible and functional. We did not need a "community monument." I looked carefully at all the buildings that you see on the farm. What do they build? Pole buildings. You get more building for the dollar with pole buildings.

When in Rome do as the Romans! Therefore, we began to look at the design/construct concept. Why had this concept not been used in public buildings? What are the possibilities? Would this concept work for a library?

We decided that it would work for the library. We wanted to get the building firms to develop a library plan from the corporate offices. No one seemed to understand. So we went to a local distributor and architectural firm to have the building designed. This was a long process. We were not in a hurry.

We had a lot of selling to do. We needed to market the library. We had to work hard to make the old building work as successfully as possible. I decided that it was best to be rewarded for doing a good job and running out of space, than to make things look impossible. If we do not know how to take care of an old building, why should the public trust us with a new one?

We had to sell the library board on the concept that we could get a beautiful building using the design/concept or design systems approach to get a building that the community would support. We worked many hours with a local architect. He took the various requirements that we thought should be included in a library – today and most importantly what it might look like in the future. We focused on the future. It was the future that decided where the building should be located. Where will the center of the community be in the next 25 years? The library, the new place, should be built in the center or near the center of the new community.

Where is this new center? Let the others decide. Where is the new Wal-mart? Where are the new shopping centers located? Where do you find the fast food places? These corporations have studied the community

very carefully to determine if there is a large enough market to support the new services. I decided that these studies would help locate the new library. We are sharing the same market place and the same citizens. If they will come to the new Wal-Mart, they will come to the new library located nearby. Again, why re-invent the wheel?

One of the most important things that we did was have an artist rendition of the building exterior and the interior made. This became the selling tool. This helped the citizens to see the "vision" of the new building. People began to see the potential and what was possible for the community. After a time, we decided to petition for a general obligation bond to raise the money to build the building.

The petition drive was a success. We worked the county fair. The Library Board and Friends of the Library were essential to sell the project. (Having a picture and letting people imagine what the new library would look like and what the community could do in it.) The citizens of Jennings County signed the petition.

We wanted to be known as a "tax friendly place". This meant that we had to be up front with all that we knew. How much it would cost? What the tax rate might be? Hide nothing. Do not promise more than can be delivered; deliver more than promised. We were able to do it. In fact, we were able to build a bigger building because the bids came much lower than anticipated. What a deal!

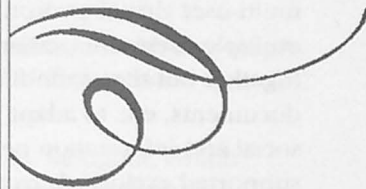
The building is unconventional. But it works. And most important of all, the citizens appreciate the building and the services. We have become the "tax friendly place" we intended. We have also become the "community center".

A "new place" was built. The "new place" is being used. And now we are in the process of making plans to change the "new place" to better accommodate the new needs and requirements of the community.

All library projects must be evergreen. Libraries are always in a state of change, always becoming better. We are always looking for and exploring new and better ways to serve the community. The library is only as successful as the community. Our job is to make sure our community is successful.

## BUILDING SOCIAL DIGITAL LIBRARIES

*by Katy Borner,  
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### INTRODUCTION

The accelerating rate of scientific and technical discovery, typified by the ever-shortening time period for the doubling of information – currently estimated at 18 months [1] – causes new topics to emerge at an increasing rate. Large amounts of human knowledge are available online – not only in the form of texts and images, but also as audio files, movies, software demos, etc.

In parallel, economic, organizational, and societal pressures, as well as the desire to reach shared goals more efficiently and effectively, are driving an increase in collaborative research. Research collaborations frequently occur among participants separated by temporal, geographical, organizational, disciplinary, and cultural boundaries. Increasingly complex collaborative projects focus attention on the question of how to enable researchers to more easily share expertise [2].

However, digital libraries (DLs) are very lonely places. Your best friend may query, e.g., the ACM library, with the identical search term and sift through the potentially large set of retrieved documents at the very same time. However, there is no way you will ever find out this happened. There is no means to annotate articles so that others can capitalize from your expertise; no indication how many people have read an article (besides page access counters or citation counts); nobody to ask for help.

In comparison, real world (public) libraries are really social places – crowded with people looking for a specific book, browsing audio-visual material under a certain topic, attending author readings, hanging out with their kids. There are multiple cues that aid social navigation. Among them are crowded parking around the library, a higher density of people during events in certain areas of the library, usage signs on books, tapes, toys (e.g., dog ears, annotations), and last but not least reference librarians providing assistance.

How can we create social digital libraries that provide easy access to massive amounts of data but also human expertise?

Today, search engines are our primary means to access data in digital form. However, search interfaces lack the ability to support information exploration, making it increasingly difficult for scientists and practitioners to gain a “big picture” view of DLs, to locate germane resources, to monitor the evolution of their own and other knowledge domains, to track the influence of theories within and across domains, etc.

Information Visualization (IV) techniques [3-7] have been applied to facilitate access to online data and to digital libraries. Visual interfaces to DLs exploit powerful human vision and spatial cognition to help humans mentally organize and electronically access and manage large, complex information spaces. The aim is to shift the user’s mental load from slow reading to faster perceptual processes such as visual pattern recognition. The recently published book on “Visual Interfaces to Digital Libraries” [8] provides an overview of major work in this area.

Diverse data mining and visualization algorithms [9] have been applied to extract salient semantic structures and/or co-citation relationships among documents and to layout documents spatially; helping users to visualize, locate, and remember documents more quickly. Sample systems are Orendorf & Kacmar’s 2-D map proposed as a method to structure DLs and their content and to ease document location and access [10]; Populated Information Terrains [11]; VR-VIBE [12]; and Bead [13], which use statistical techniques to analyze and group documents based on their semantic similarity and create visualizations of bibliographies. Crossley et al.’s Knowledge Garden [14] aims to provide an environment where people can meet colleagues and share relevant information.

Chen (1999a) used Latent Semantic Analysis and Pathfinder Network Scaling to create a semantically organized information space. The approach was implemented in StarWalker, a system that uses Blaxxun’s community platform to display citation networks as a set union of all possible minimum spanning trees (Chen & Carr, 1999). StarWalker is the very first system that uses a tightly coupled spatial-semantic model as focal point in a multi-user environ-

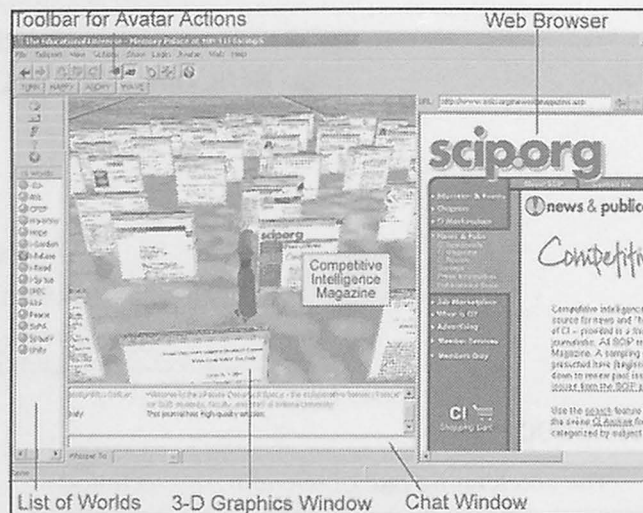


ment. Chen, Thomas, Cole, and Chennawasin showed that the proliferation of IV models can play a significant role in extending and enriching the design of inhabited, multi-user virtual environments [15]. In StarWalker multiple users can examine a complex visualization together but they cannot rate, annotate, or contribute documents, etc. to adapt this space to their changing social and information needs. Social navigation is supported exclusively by the visibility of other participants and the ability to chat.

We suggest going beyond existing efforts by creating collaborative visual interfaces to DLs that users can shape by contributing new documents, annotate them or influence the layout and presentation of documents. The design of collaborative interfaces is facilitated by commercially available 3-D Online Browser Systems such as are Blaxxun's online community client-server architecture,<sup>1</sup> Microsoft's Virtual Worlds Platform,<sup>2</sup> Active Worlds technology by Activeworlds, Inc.,<sup>3</sup> and the new Adobe Atmosphere browser.<sup>4</sup> Each of these 3-D browser systems facilitates the creation of multi-modal, multi-user, navigable, and collaborative virtual worlds in 3-D that are interconnected with standard web pages and that are accessible from standard computer platforms via the Internet, 24 hours and 7 days a week.

We are in the process of developing a shared three-dimensional document space for a scholarly community – namely faculty, staff, and students at the School of Library and Information Science, Indiana University. Upon completion, about 530 people – including about 300 students in Bloomington and 200 students in Indianapolis – will have access to this space.

The space will provide access to an initial seed collection of about 8,000 links to online documents such as text, images, video, software demonstrations, etc. collected from personal favorites or bookmark lists from SLIS faculty and staff. The full text of all documents has been downloaded and semantically analyzed using data mining techniques such as Latent Semantic Analysis [16]. The resulting document-by-document similarity matrix was utilized to group semantically similar documents – see also our work on the LVis – Digital Library Visualizer project [17, 18]. A Semantic Treemap algorithm [19] was developed to layout documents in a 3-D space. Semantic Treemaps utilize the original treemap approach [20] to determine the size (dependent on the number of documents) and layout of document clusters. Subsequently, a force directed placement algorithm [21] is applied to the documents in each cluster to place documents spatially based on their semantic similarity.



**Figure 1.** Desktop Interface to the SLIS Document Space

In the 3-D space (cf. Figure 1), each document is represented by a square panel textured by the corresponding web page's thumbnail image and augmented by a short description such as the web page title which appears when the user moves the mouse over the panel – similar to Robertson et al's, Data Mountain interface [22]. Upon clicking the panel the corresponding web page is displayed in the web browser interface. Users can collaboratively examine, discuss, and will be able to modify (add and annotate) documents, thereby converting this document space into an ever-evolving repository of the user community's collective knowledge that members can access, learn from, contribute to, and build upon. The space becomes a shared Memory Palace representing the knowledge of the community.

## ACKNOWLEDGEMENTS

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## FOOTNOTES

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- 2 <http://www.vworlds.org/>
- 3 <http://www.activeworlds.com/>
- 4 <http://www.adobe.com/products/atmosphere/>

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## LOYAL TO A PLACE: DEVELOPING STAFF AS LIBRARIANS

*by Jeanne Holba Puacz,  
Vigo County Public Library,  
Terre Haute, Indiana*

**R**ecruiting and retaining librarians by exploring the uniqueness of Indiana as a “place” is an innovative and exciting concept. In addition, why not explore the concept of recruiting individuals that have already chosen Indiana as “their place?” Many talented and motivated individuals already staff Indiana’s libraries. If recruitment efforts are focused on developing existing staff members, libraries are likely to be rewarded with professionals that are already loyal to their state, their library, “their place.” The success of this approach in a mid-size public library in Indiana will be explored.

Several times in the recent past, the Vigo County Public Library in Terre Haute, IN, has experienced difficulty in recruiting librarians to fill existing openings. A repeated lack of qualified applicants led VCPL to consider alternative recruitment options. The administration hit upon the idea of evaluating their own support staff, seeking employees that might have the potential to fill existing openings, even if they did not have the appropriate advanced degrees. These motivated staff members were approached with a proposition: they would be given the opportunity to tackle the responsibilities and challenges of librarians’ positions with the title of associate librarians, with the understanding that they would return to school to pursue advanced degrees in library and information science. Upon completion of their degree programs, they would continue in their positions and their accomplishments would be rewarded with the title, salary, and prestige accorded fully accredited librarians.

As many of us working in libraries know, it is often difficult to properly compensate staff members for their hard work and dedication. There is little money available for raises, particularly for support staff. Entrusting quality support staff with the responsibilities of librarians and encouraging them to pursue advanced degrees provides administrators an opportunity to recognize and reward exceptional support staff with both the respect and the salary they deserve. This option also steers support staff toward one of the few paths to advancement within the library. The library itself also

benefits from this process. Instead of searching for outside talent that may or may not be loyal to the area or the library, this method helps to guarantee that new librarians are dedicated to their library and their locale. Ultimately, the staff, the librarians, the administrators, and the library will all benefit from the promotion and retention of those people who are already attached to the institution.

Going back to school while working can be quite challenging, particularly if a simultaneous promotion to a new position as an associate librarian is also involved. Administrators must remember to allow flexible scheduling in order to ensure that classes are attended and assignments are completed. VCPL has allowed staff various scheduling possibilities, including the option to work fewer hours while classes are in session or the option to work nights or weekends to make up for regular work time missed due to class schedules.

Support from co-workers can have a tremendous influence on your staff members who are pursuing advanced degrees. Regardless of whether the support comes in the form of on the job mentoring, schedule swapping, or help with homework, students should know that they can turn to their colleagues for assistance. Support might even come in some very unexpected forms. VCPL’s staff has held several successful fundraisers to help supplement the Staff Association’s Scholarship Fund so that additional opportunities would be available to their co-workers. Our library wide cook-off fundraisers, with blue ribbons and much notoriety going to the winners, are successful, popular, and fun.

In addition to identifying staff for promotion, it is vital to continue to recognize these new librarians and nurture their professional development after they have completed their degrees. A positive atmosphere will encourage happiness and loyalty and, as a result, aid in retention. Providing continuing education opportunities and sponsoring conference participation will go a long way towards helping your new professionals evolve into competent and confident librarians. It is important to note that offering such development

opportunities to all professionals, new or otherwise, will enhance creativity, enthusiasm and retention. VCPL endorses participation in the Indiana Library Federation and supports, when possible, participation in additional professional organizations and conferences. Continuing education requests, via such avenues as the INCOLSA classes, are also sanctioned by the administration.

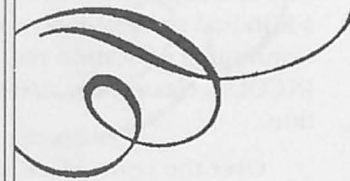
Over the years, VCPL has successfully guided no less than twenty staff members through masters of library and information science programs and into professional positions. Most of our new professionals were former support staff members that had been at the library and in the area for many years. They are dedicated to "their place" and loyal to their library. VCPL is excited to report that an additional seven staff members are pursuing degree programs at this time. Such internal recruitment has proved to be highly effective and rewarding for the professional and support staff, the administration, the patrons, and the library itself.

#### **ABOUT THE AUTHOR**

Jeanne Holba Puacz is a Systems and Reference librarian at the Vigo County (Indiana) Public Library. Additionally, she is the library Webmaster and is responsible for the majority of the public computer training. She received her M.L.S. from the University of Illinois-UrbanaChampaign and is teaching reference at Indiana University's School of Library and Information Science as an Adjunct Lecturer. Her e-mail address is [jpuacz@vigo.lib.in.us](mailto:jpuacz@vigo.lib.in.us).

## THE NCAA LIBRARY: OUR PLACE IN THE AMATEUR SPORTS CAPITAL OF THE WORLD

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*"A library offers more than information. It offers a place to think and ponder, to develop long-term goals and visions by consulting with the greatest minds of the past, to seek perspective in a setting devoted to ideas and discovery. It offers a place to meet, to share and to be alone—but not lonely."* — Virginia M. McCurdy

Regardless of size or type, libraries have always been special places for me. Growing up, going to the local public library once a week with my mother (and how long those weeks seemed then!) was a treat. The library was a magical place where new worlds were discovered each time I opened a book. That branch library and my school libraries saw me through my secondary education. Later in college, the university library became a place not only to learn and research, but a good place to meet new people and occasionally escape a hot summer day in my un-air conditioned dorm room.

Now as a librarian at the National Collegiate Athletic Association (NCAA) Library and Archives, I have the opportunity to reflect everyday on the place my library has, not only in our national office, but also in the community at large. Known as the amateur sports capital of the world, Indianapolis welcomed the NCAA to beautiful White River State Park in 1999 from Kansas City. The NCAA became part of a broad-based sports community that includes the Indiana Sports Corporation, National Art Museum of Sport, IU Natatorium, Indianapolis Tennis Center, USA Gymnastics, USA Track & Field and United States Diving—just to name a few.

Founded in 1906 and originally named the Intercollegiate Athletic Association of the United States, the NCAA grew from the original 39 colleges and universities members to over 1,200 today. The national headquarters was officially formed in 1951 and a formal

library established in 1994. Despite the number of years between these corporate milestones, early records do exist and are now housed in the archives.

Historical holdings include 1906-2003 NCAA Convention Proceedings, football guidebooks from 1896, complete meeting minutes of the NCAA Executive Committee from 1939 to the present day and Championships Records from over 80 NCAA sponsored sports in Division I, II and III today. Our archives also contain the invaluable papers of our former presidents: Walter Byers, Richard Schultz and Cedric Dempsey. We are fortunate to hold copies of nearly every NCAA publication as well.

As a special library, the staff of three librarians serves 330 of our fellow NCAA colleagues, our membership, the media, students, researchers, authors and the general public. Since 1994, over 10,000 items have been cataloged and indexing of two major manuscript collections has been completed. In 2002 alone, the library added 4,000 items to the collection and online catalog. We process 400 reference requests per year as well as support numerous in-library researchers. The library was also one of the first departments to design and maintain a website on the corporate intranet, thereby establishing our place in a virtual environment and increasing materials access to staff.

With the support from our current president, Dr. Myles Brand, our mission to collect, protect and preserve intercollegiate athletics records remains constant. Our long-term goals include expanding access to library materials, creating a championships records database and writing a comprehensive document management and records retention policy for the national office. We look forward to the future and our place within the NCAA.

## PLACE: THE CUNNINGHAM MEMORIAL LIBRARY OF INDIANA STATE UNIVERSITY

*by Valentine K. Muyumba, Cunningham Memorial Library,  
Indiana State University*

*&  
Chris Mehrens, Cunningham Memorial Library,  
Indiana State University*



W

hen one thinks of a library, often the first image that comes to mind is a brick or stone building. However, one should also remember that a library is a gathering place. Within its walls are carefully

gathered or collected resources, whether electronic, print, or sound. Beyond such artifacts, the library is moreover a gathering place for people, be it library faculty and staff, or the patrons which they serve. It is a place for people to work, investigate, socialize, or repose. Indiana State University's Cunningham Memorial Library (CML) embodies both these concepts. Yes, it is a physical structure, but even more so it is a gathering place. What follows is an exposition of the library's rich history, its buildings, its collections, and the means through which it gathers people into its fold – library faculty, staff, and patron alike.

### THE LIBRARY BUILDINGS, THEIR HISTORY, AND THEIR COLLECTIONS

In 1870, Indiana State University began life as the Indiana State Normal School. At that time, one would be hard pressed to say that the school had a library. Given this situation, Chauncey Rose, one of the early benefactors of the community and founder of Rose Polytechnic Institute, gave the Board of Trustees \$4,000 in 1873 for the purchase of books for the library. The State also appropriated \$500. This first library collection was housed in the President's office, and one professor was put in charge and paid \$20 per month for this extra service.<sup>1</sup>

Disaster struck in 1888 when the building of the Indiana State Normal School with all its contents, including the library, was destroyed by fire. The city of Terre Haute immediately contributed \$50,000 and the State appropriated \$100,000 of which \$15,000 was devoted to library purposes. During this period the President's secretary, who was also clerk and registrar, performed the duties of librarian. In 1890, the library gained its first professional librarian. Arthur Cunningham was the Assistant Librarian of DePauw University when he was appointed Librarian of the Indiana State Normal School. Under his tenure the

Indiana State Legislature appropriated \$99,970 for a new building, contracts were signed, and on December 17, 1909, the Board of Trustees received the building. The dedication of the new building, what was to become Normal Hall, was held in June 1910.

The new building was essential to the vision that Cunningham had for the expansion of the library. As a normal school, with its emphasis on the training of educators, he saw the need to expand the number of educational titles on the shelf. It should be kept in mind that Cunningham had a keen interest in the new pedagogical developments of his day and that he made every effort to collect materials that would place the normal school's students at the forefront of their future profession. As related in a collection development policy document for what is now known as the "Cunningham Collection," "Cunningham was recognized for his collection-building efforts in education, building a nationally important resource."<sup>2</sup>

After 38 years of stellar service, Arthur Cunningham retired in 1928 and in 1929 Edwin Fitzroy was appointed Director of the Library. At the time of his appointment, the name of the Indiana State Normal School was changed to Indiana State Teachers College. In 1933, Fitzroy stepped down as Library Director and at that time Hazel Armstrong became the new library director, a position that she would hold until 1954. Throughout this period, the collection continued to grow so that by 1953, the need was seen to add a new wing to the library building.

Growth continued throughout the ensuing decade, so much so that by the late 1960s, it became evident that the University's library building, now called the Cunningham Memorial Library, was not meeting the needs of the growing collection. The legislature appropriated \$6,250,000 for a new library building for what was now called Indiana State College. Construction began December 1970, and the new library opened its doors in January of 1973. As we now write, the library is celebrating its 30<sup>th</sup> anniversary of the current building, and plans are being made to modify the library structure to fit the growing needs of the University's students and faculty. These changes are being made not

only to improve the manner in which we support the curriculum of the University, but also, as we will see later, to make the library a more welcoming structure – one which will compel people to visit and to gather.

### **ATTRACTING AND RETAINING NEW LIBRARY FACULTY AND STAFF**

A library is very much a human place, and because of this quality, its staffing often is in a state of flux over time. Retirement, opportunities for professional advancement, and changes in everyday life deplete the ranks of the library family, and when this occurs, the void is genuinely felt. Such loss is both professional and personal, because the dynamic of an effective library staff is dependent both upon the professionalism of its workers and upon their collegiality. For anyone who has spent time in libraries, it is readily apparent that libraries have distinct personalities. Some libraries may be quiet and reserved, others cold and imposing, and still others warm and ebullient. Because of this, the hiring of a new professional goes far beyond their qualifications and often takes into account the persona of the individual and how they would fit into the outlook of the organization. As in any good relationship, each library has to find a “partner” that is a good fit – someone who will mesh well with other members of the organization. At CML, this is very much the case, given that we are “team” oriented.

When we lose a team member, our Dean assesses the needs of the library, and a decision is reached to meet these needs through the recruitment and hiring of new faculty or support staff. Once this decision has been made, the Dean of Library Services contacts the office of the University Provost to obtain a clearance for a job search. After “clearance” is obtained, the Dean then meets our Library Faculty Assembly (LFA) who in turn charges the Library Administrative Affairs Committee (LAAC) to examine a preliminary position description. Upon the finalization of the position description, in the case of professional faculty, the Dean then forms a search committee. In case of support staff, the Dean works closely with the Office of Human Resources in finding candidates who are not only interested in working for the library, but also who are well qualified to contribute its overall operation. Once these individuals are identified, the team leader, or department head interviews them, and recommendations are made to the Dean.

In the case of library faculty candidates, a search committee is formed. This process begins with a call for volunteers who would be willing to serve on the committee. The Dean selects the members for the committee based on their qualifications and their ability to work effectively together. In the past, our search committees were composed of five people. At the present time, however, our committees at CML are

limited to three people only for greater efficiency. The Dean feels that keeping the committee formation to only three people helps the library get a better handle on the tight deadline schedule from the Provost’s office. Of the three members, two are of faculty rank and one is a member of the support staff. By doing so, all individuals who work in the library are represented.

Beyond the formation and composition of the search committee, the search process itself follows common practice: job advertisements are mailed to library schools and are placed in print publications, Listservs and websites; applications are screened and the pool of candidates is narrowed; telephone interviews are conducted to further narrow the field; and finally, three or four candidates are invited for onsite interviews. These final interviews provide an opportunity for the staff to get to know the candidates better and to see if they would be a “good fit” for our organization. Throughout the interview process, library staff fills out evaluation forms, giving their impression of the candidates. These become critical aids to the search committee and the Dean, who will ultimately make the final decision in the hiring of the individual. Once the library has hired a person to fill the position, CML makes every effort to assure that the new librarian or support staff will succeed and want to remain with the organization. One means of accomplishing this is through the assignment of library mentors.

The type of mentoring provided by CML is fairly unique to our University environment, as other departments have not engaged in this practice. Our mentors are usually drawn from senior faculty or staff, so that they may impart to the new person the wealth of their experience derived from working for the library over a period of time. Mentoring at CML comes in a variety of styles: professional, social, and unofficial. Professional mentoring involves helping the new faculty or support staff member to acclimate to their new role, and to help them both succeed and advance in their position. These mentors are identified and assigned by the Dean, and they are paired with the new individual because it is felt that their personalities will be a good match. For library faculty who are expected to fulfill certain requirements that lead them into tenure status – research, publication, presentations, and service – the assignment of a mentor eases the demand of the process.

In addition to mentoring, from day one new faculty or support staff members are made aware that there is an open door policy on the part of the Dean and Associate Dean. Should they have any concerns, they know that both administrators are supportive and open to their ideas. Such openness and availability is largely a result of the Deans taking time to get to know their employees.

Camaraderie is another essential ingredient to retaining new faculty or support staff members. One

means of strengthening staff bonds is through their participation in group activities, whether it takes form in a staff retreat, professional training sessions, parties, or the sharing of meals. For example, every Friday a call goes out via the library Listserv inviting colleagues to order pizza, or to simply join the lunch group. It has become one of our staff's favorite activities. Another means by which we have come together and have shared the wealth of our library experience is through what we call the "Third Thursday Forum." As the name implies, time is reserved on the third Thursday of the month for conference reports, training activities, or the sharing of research on the part of colleagues.

The promulgation of a team spirit within the library ranks has facilitated, to a certain degree, the changes proposed by the new Dean to our library environment. When the Dean determined that the current library structure needed a face-lift, she made a conscious effort to involve all members of our support staff, faculty, and administration in the planning overall process. To this end, a number of brainstorming sessions were held. Two components of these sessions were game activities and the sharing of food, which promoted our working as a team.

Accommodation for the research, educational, and personal needs of our faculty and staff is given in the form of flexible scheduling. Flexibility of scheduling is extremely appreciated by our faculty because of the research demands made upon them. To ensure tenure and promotion, they are expected to publish or deliver papers at professional meetings. Librarians are allotted five days each year for research purposes. Beyond this, accommodation in scheduling for research is given at those times when our students are not present on campus. Flexibility in scheduling is also extended to the support staff that work in technical services. Many of our people arrive early in the morning so that they may leave early in the afternoons. One benefit of this practice is that it allows them to better meet the needs of our patrons through the rush cataloging and processing of materials early in the day.

A final means of retaining faculty and support staff at CML takes form in the tremendous generosity of the University and library administration with respect to opportunities for professional development. Our colleagues are encouraged to participate in professional meetings or training sessions, and to assure they partake in such activities, time is granted with little or no questions. Further, library administration endeavors to see to it that their employees are compensated for a portion of their travel and registration expenses. All benefit from this munificence, particularly the users that we serve.

Our library is a wonderful place in which to work and to grow professionally, and this is due, first and

foremost, to the care exercised by library administrators to assemble people who work well together. In the end, it is the "gathering" of people who work here, their talents, and their personalities that constitute one factor that makes our library the place that it is. However, there is another factor that makes our library the place that it is, the patrons that we serve, and the means by which we attract, or encourage them to gather here takes upon many forms.

## ATTRACTING LIBRARY USERS

As set out in the vision statement of our library, CML views itself as a "partner in advancing the teaching, research, and service missions of the University."<sup>3</sup> Central to this vision are the concepts of service and environment, as both factor into attracting users to the library. We are very aware of our user's needs; therefore we strive to collect the best resources to meet these needs, both print and electronic. Regardless of the quality of these resources, assuring that our patrons have access to information is proportionate to the quality of service that we provide. In this area we are constantly and continually updating our professional skills to meet these demands. Further, we have explored the use of emerging technologies to enhance access.

At the present time, we are building upon the concept of the library as a gathering place by creating collaborative computer workstations. Finding that members of our teaching faculty are increasingly asking their students to participate in "group projects," we responded to this need through the creation of computer workstations that would allow large groups of students to sit together as they access our electronic resources. Relative to this, we also circulate wireless laptops, so that our students may use them in the privacy of our group study rooms. Should students desire to use wireless technology with their own laptops, wireless cards circulate from the information desk and are installed by our systems people. It should be noted that our library had the first wireless network on campus.

Even though we have these wonderful resources and provide valuable service, we still have to attract students to the library. Over the past two years, we have tried to make our new students, especially our international students, more comfortable with what could be called the "library experience." Welcome back student events draw both new and returning students into the library through the use of door prizes and food. Once within the library, they are offered mini tours of the building, and as part of this process they are introduced to our various service points and our resources. For returning students, this is a valuable means of introducing them to new resources and services. As we now write, plans are being made for the expansion of this



experience, an event called the "Library Extravaganza." Using the model of a carnival, tables will be set up in various parts of the library, showcasing the services and resources that we offer. Food, games, prizes, and music will also factor into the event.

Another means of attracting users to our library is through creating a comfortable study environment. One means of achieving this will be through the creation of an onsite coffee shop. Through the collaborative efforts of the library and a local coffee shop (The Coffee Grounds), our users will soon have a place to enjoy a good cup of coffee, a sandwich or pastry, and a good read. In addition, we are now expanding our first floor browsing collection to include current periodicals and "popular" media materials such as video games, DVDs, and CDs. Further, new furniture is being selected to enhance this area and to create a more relaxing study environment.

In conclusion, we believe that not only is our campus unique and attractive, but that our library is a terrific place to work and explore our ever-changing world. This is due, in large part, to the dedicated individuals who work in this environment, librarians and users alike, who make the Cunningham Memorial Library truly a "gathering place."

## ENDNOTES

1 The historical background of the library has been principally derived from the "History of Indiana State University Libraries" found in Indiana State University Library, *Indiana State University Library Staff Handbook* (Terre Haute: Indiana State University, June 26, 2000). Online. Available: <http://odin.indstate.edu/level1.dir/staff.html#HISTORY>. Accessed: May 28, 2003.

2 Rare Books and Special Collections Department, "Collection Development Policy CDP-14: Cunningham Collection" (Terre Haute: Indiana State University, March 30, 1995/rev. April 27, 1995). Online. Available: <http://panther.indstate.edu/irdac/documents/SpecialCollections.htm>. Accessed: July 10, 2003.

3 Indiana State University Library, "Library Vision Statement" (Terre Haute: Indiana State University, January 28, 2002). Online. Available: <http://odin.indstate.edu/level1.dir/library.dir/vision.html>. Accessed: July 10, 2003.

# Indiana Library Federation General Information

The Indiana Library Federation is a statewide organization for library and media center professionals and supporters. It is the largest organization of its kind in Indiana, boasting more than 3,000 personal, institutional, and library trustee members. The Federation is also fortunate to have individual and corporate contributing members who support the organization's work.

The Federation is devoted to fostering the professional growth of its members and the promotion of all libraries in Indiana. It accomplishes its goals through statewide continuing education, public awareness, and library advocacy. The organization works to create a strong sense of unity within the library community. Members have the opportunity to become organized advocates for Indiana libraries. The Federation also offers members a number of opportunities for library leadership, professional growth, networking, and community service.

The Federation is governed by an executive board which is elected by the membership. The board is responsible for establishing direction, goals, and policies for the organization. The programmatic activity of ILF is performed through units established by the Executive Board as Committees, Associations, Divisions, Sections, or Districts. These units are defined below.

To achieve its stated purpose, the Federation participates in partnerships with other organizations. A long standing partnership with the Indiana State Library has resulted in joint publication of *Focus on Indiana Libraries*, the newspaper of the Indiana library community, as well as trustee education and training. The Federation has also worked with the Indiana Literacy Foundation, Indiana Health Science Library Association, Friends of Indiana Libraries, and The Children's Museum.

## Committees

Various committees -- supported by a small professional staff -- do the administrative work of the Federation. These committees include: Archives; Awards & Honors; Budget and Finance; Annual Conference Planning; Constitution & Bylaws; Continuing Education; Financial Development; Insurance & Benefits; Intellectual Freedom; Legislative; Long-Range Planning; Membership; Nominating; Organization, Evaluation & Structure; Personnel; Public Awareness; Publications; and Scholarship.

## Associations

The Federation is made up of five library associations. Members of the Federation may choose one or more associations with which to affiliate. The five associations are the Association for Indiana Media Educators, Indiana Academic Library Association, Indiana Corporate & Network Library Association, Indiana Library Trustee Association, and Indiana Public Library Association.

## Special Interest Divisions and Sections

Federation members may also join special interest groups, called divisions and sections. Each group is centered around a particular topic of interest to its members. Some of these groups plan workshops, meetings, and conferences that address their particular interests.

## Districts

The Federation separates statewide membership into eight geographic districts. Each district elects officers and has their own organizational structure and schedule of events. Annual district conferences are held to provide an opportunity for local library staff to exchange ideas.

## Legislative Program

The Federation has a legislative advocate on staff and a legislative network that keeps state and federal lawmakers informed of the concerns of Indiana's library community. Past legislative efforts have been instru-

mental in securing funding for Indiana libraries and protecting intellectual freedom. The Federation organizes opportunities for members to get to know their elected officials.

## Publications

Federation members receive two major publications: *Focus on Indiana Libraries* and *Indiana Libraries*.

*Focus on Indiana Libraries* is ILF's newspaper. Published eleven times a year in cooperation with the Indiana State Library, it keeps members up to date on news and information of interest to the library community.

*Indiana Libraries* is a professional journal, which is also published jointly by the Federation and the Indiana State Library.

## Conferences

The Indiana Library Federation's conferences provide an excellent opportunity for professional networking and serve as a forum for the exchange of ideas. Conference workshops and programs offer up-to-date information on a variety of library-related topics.

Federation members receive reduced registration rates for the annual conference as well as many other continuing education conferences and workshops throughout the year.

## Endowment Fund

The Federation has established a general endowment fund to provide money for programs, services, and public awareness efforts that cannot be supported by the Federation budget. These programs and services include special events, lectures, seminars, providing funds to promote library services, and granting scholarships and awards for achievement in the library field.

The ILF Endowment also maintains two memorial funds. The Esther Schlundt Fund was donated in the memory of a Lafayette woman and is to be used for general scholarships or programs. The Sue Marsh Weller Fund is dedicated to the memory of Sue Weller, who was a children's librarian at Morrison-Reeves Public Library in Richmond. Money from this fund provides scholarships for future children's librarians.

The Endowment Board works in conjunction with the ILF Scholarship Committee to see that funds from the endowment go to worthy recipients.

## Insurance Program

The Federation has a wide range of insurance and other financial benefits that can be offered to its members. Currently, institutional members can participate in a comprehensive Indiana Library Federation Group Health and Life Insurance program. In 1997, ILF hired Richard Sutton, D.B. Englehart & Associates, as the organization's insurance agent of record. The ILF Group Health Insurance program began coverage on January 1, 1998 with coverage offered through Anthem Blue Cross & Blue Shield. More than 50 libraries currently participate in this program.

In 1999, the Federation began offering:

- A directors' and officers' insurance program to trustee members
- A long- and short-term disability insurance program to institutional members
- A long-term care insurance program to personal members

In 2000, the Federation began offering:

- Homeowner and auto insurance to personal members

# *Indiana Libraries:* Instructions to Authors

*Indiana Libraries* is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, and researchers are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library system in Indiana.

For information and to discuss ideas for article topics, contact *Indiana Libraries* editor:

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## Indiana Libraries: Instructions to Authors

**Style.** Manuscript should follow the Chicago Manual of Style, 14<sup>th</sup> edition. References should appear at the end of the manuscript; footnotes should not be used. The article should be double-spaced throughout with good margins. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

**Length.** Contributions of major importance should be 10-15 pages double-spaced. Rebuttals, whimsical pieces and short essays should be 2-7 pages, double-spaced. (Graphics, charts and tables not included in page count.) Charts and tables should be submitted separately from text.

**Graphics.** Authors are responsible for obtaining permission to use graphic materials (illustrations, images, photographs, screen captures, etc.). Submit camera-ready artwork for all illustrations. Black and white only.

**Submitting manuscripts.** Authors should be identified by a cover sheet that contains the author's name, position, address and e-mail address. Identifying information should not appear on the manuscript. Manuscripts should be submitted electronically in one of two ways:

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2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC compatible) attached to an e-mail message addressed to both [cgallion@ifonline.org](mailto:cgallion@ifonline.org) and [okada@Indiana.edu](mailto:okada@Indiana.edu)

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within twenty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.

# Indiana Libraries

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# Indiana Library Federation

## Publication Subscription Information

### ***Focus on Indiana Libraries***

*Focus* is the Federation's newspaper. Published 11 times a year in cooperation with the Indiana State Library, it keeps members up to date on news and information of interest to the Indiana library community. Included are articles about innovative programs, upcoming conferences, continuing education opportunities, and legislative issues. A current listing of job opportunities in Indiana libraries is also included.

Publication Schedule: Monthly (April/May issues combined)      Subscription: \$15.00/year

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*Indiana Libraries* is a professional journal for librarians and media specialists. It is also published jointly by the Federation and the Indiana State Library.

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