

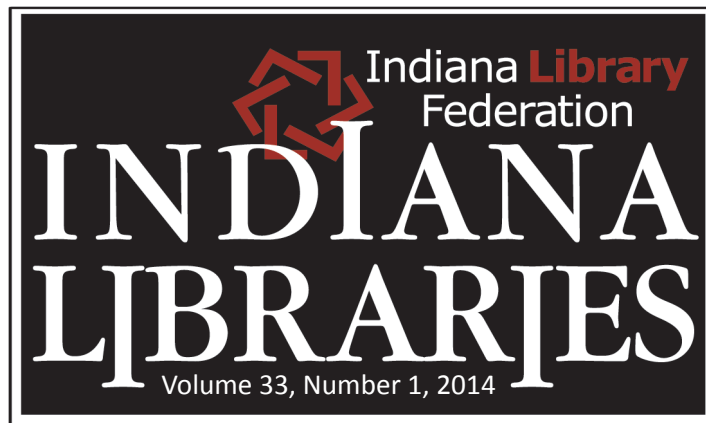


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# INDIANA LIBRARIES

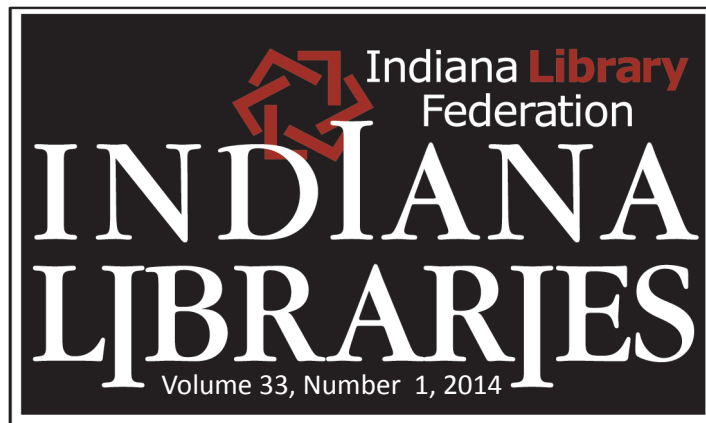
Volume 33, Number 1, 2014

The image features a central white rectangular box with a black border. Inside the box, the text is arranged as follows: at the top left is a red logo consisting of four stylized arrows pointing towards a central point. To the right of the logo, the words "Indiana Library" are written in a sans-serif font, with "Library" in red and "Indiana" in black. Below this, the word "Federation" is written in a smaller black font. The main title "INDIANA LIBRARIES" is prominently displayed in a large, white, serif font. At the bottom of the box, the text "Volume 33, Number 1, 2014" is written in a smaller white font.



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*Indiana Libraries* (ISSN: 0275-777X) is the professional journal of the Indiana Library Community. It is published two times a year by the Indiana Library Federation (941 E. 86th Street, Suite 260, Indianapolis, IN 46240).

*Indiana Libraries* is indexed by *Library Literature*, a publication of The H.W. Wilson Company, Inc.

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Indianapolis, IN 46240  
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Website: [www.ilfonline.org](http://www.ilfonline.org)  
E-mail: [askus@ilfonline.org](mailto:askus@ilfonline.org)

**Annual Print Subscription Rate:** \$20.00

E-Version openly accessible at:

[www.indianalibrariesjournal.org](http://www.indianalibrariesjournal.org)

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# From the Editor's Desk:

By Kristi L. Palmer

After a string of guest edited special issues, *Indiana Libraries* publishes its first general issue in nearly two years, making this my first opportunity to share my thoughts with you as editor. First, the run of guest-edited issues speaks volumes of Indiana librarians. While working in Indiana is not a prerequisite to guest editing it is typically the case and I'm thrilled that so many have been interested in and skilled at, editorship. Guest editing typically begins with an individual or group passionate and informed about a specific topic. The guest editor(s) propose the topic to the *Indiana Libraries* editor and upon acceptance determine the publication schedule (including deadlines for: call for papers, submission, response to submitter, revision requests, copyediting and formatting, and finally publication). The special issue topic will be announced through various venues to encourage submission and typically the guest editor(s) will directly contact individuals known to have expertise/interest on the topic. The process is at times intense but always educational and rewarding. Kudos to *Indiana Libraries* 2012-2013 guest editors for developing excellent issues and making my introduction to editing a great one. I encourage all readers to consider guest editing on a topic about which you are passionate.

The Spring 2014 issue of *Indiana Libraries* covers a diverse range of topics. Michele T. Fenton presents an historical piece on one of Indiana's first African American librarians, Lillian Haydon Childress Hall. Fenton tells the story of a driven, passionate professional whose work made important contributions to Indiana libraries and whose sheer presence as a minority in the profession at that time (and I would suggest even today) is inspirational. Rodney Freeman's article reviewing the Indiana State Library's *Indiana Librarians Leading in Diversity* program reflects the need for continued librarian role models from diverse populations. Zaira R. Arvelo Alicea, Ileana Cortés Santiago, Dr. Luciana deOliveira Lori speak to libraries intentionally and purposefully engaging and serving diverse and in this instance, bi-lingual communities. They highlight the benefits of culturally and linguistically tailored literacy programming. Lori Dekydtspotter's sharing of hidden Slavic treasures at Indiana University's Lilly Library reminds us of the wonderful unexpected surprises that can be found in Indiana libraries. And finally Christopher Shaffer provides readers with one librarian's analysis of Patriot Act paying particular attention to applicable solutions for library administrators facing tough information sharing situations.

# Stepping Out on Faith: Lillian Haydon Childress Hall, Pioneer Black Librarian

By Michele T. Fenton



As the fourteenth session of the Indiana Public Library Commission Summer School for Librarians commenced on Saturday, July 24, 1915, 37 new graduates (all women) were to enter the world of librarianship. One of them, Lillian Haydon Childress Hall, would make history as the school's first African American graduate and the earliest known formally trained African American librarian in Indiana

(NAACP, 1915; Jones, n.d.; "Summer School 1915," 1915; "Hall, Mrs. Lillian Childress," 1944).

Lillian Haydon Childress Hall was born Lillian Sunshine Haydon in Louisville, Kentucky on February 24, 1889. She was the youngest child of George and Elizabeth Wintersmith Haydon ("United States Census, 1900," n.d.). Hall attended Fisk University, a historically black university founded in 1866 in Nashville, Tennessee by the American Missionary Association. She was a student in the university's Normal School Division, taking classes to become a teacher. Hall also studied voice ("Hall, Mrs. Lillian Childress," 1933; "Catalogue of the Officers and Students of Fisk University, 1905-1906," 1906). While at Fisk, she met William Hobbs Childress. The two married on February 8, 1910 in Nashville, Tennessee and moved to Washington, D.C. that same year. The couple's son, William Jr. was born on April 6, 1911 ("Tennessee Marriages, 1796-1950," n.d.; "United States Census, 1910," n.d.; Robinson, 1998). After William, Jr. was born, Hall and her family returned to Nashville, Tennessee where William, Sr. worked as a chemist at the U.S. Food and Drug Administration's Pure Food Laboratory (he had received a Bachelor of Science degree in chemistry from Fisk University in 1909). The family later moved to Evansville, Indiana ("Catalogue of the Officers and Students of Fisk University, 1908-1909," 1909; "Catalogue of the Officers and Students of Fisk University, 1911-1912," 1912; "Childress, Lillian H.," 1922).

In January 1915, Hall began work as an apprentice at the Cherry Street Branch of the Evansville Public Library (now Evansville-Vanderburgh County Public Library) under the supervision of Fannie C. Porter, the branch librarian. This branch was a Carnegie library built to serve Evansville's African American residents. In June 1915, Hall was sent to the Indiana Public Library Commission's Summer School for Librarians in Indianapolis (Evansville Public Library, 1915; Evansville

Public Library, 1916; Goldhor, 1962; Fenton, 2011). She was the first African American student admitted to the school (NAACP, 1915; "Hall, Mrs. Lillian Childress," 1944). Classes were at Butler College (now Butler University) that year and taught by staff from the public library commission and the Indiana State Library. College Residence, a woman's dormitory, served as housing for the students ("Summer School," 1915). Hall's attendance made her one of a handful of African Americans during that period to receive a formal education in library science. Fourteen years earlier, Edward C. Williams became the first African American to receive a formal education in library science and was the first African American graduate of the New York State Library School (the school merged with the Library School of the New York Public Library in 1926 to become Columbia University School of Library Service) (Josey, 1969; Latimer, 1994; Dawson, 2000; "Williams, Edward C.," 1936; Wilcox, 1951).

After graduation, Hall returned to the Evansville Public Library and was promoted by director Ethel McCullough to manager of the Cherry Street Branch (Fannie Porter had resigned) (Evansville Public Library, 1916). As the new manager of the Cherry Street Branch, Hall worked very hard to provide the best service possible to the library's patrons. Part of her service included outreach to the community and helping those in need. Each year Hall and her staff held a Christmas party at the library for the poor residents of the neighborhood. She also reached out to the teachers of the schools through invitations to visit the library, and with the help of student volunteers, contributed to the War Fund which aided soldiers during World War I. Hall also helped start a literary club for girls and a club for boys called the Sons of Daniel Boone (Evansville Public Library, 1919).

On May 18, 1919, tragedy struck. Hall's husband, William, Sr. died in Chicago, Illinois from peritonitis following surgery for appendicitis. He was only 30 years old. After this, Hall stayed with her aunt and uncle, Robert and Maggie Franklin who also lived in Evansville. Her son, William Jr. stayed with his paternal grandparents, John B. and Mattie Hobbs Childress, in Nashville, Tennessee where he attended private school. He went on to graduate from Fisk University, fought in World War II, and served one term in the Kentucky General Assembly. William, Jr. passed away in 1993 ("United States Census, 1920," 1920; "Illinois, Cook County Deaths, 1878-1922," n.d.; Robinson, 1998).

In 1921, Hall resigned from the Cherry Street Branch Library. The Indianapolis Public Library (now Indianapolis-Marion County Public Library) was opening its first branch in an African American neighborhood and wanted Hall to manage it (“Personals,” 1921; Rose, 1922). This branch was the Paul Laurence Dunbar Branch and was located inside Indianapolis Public School #26, an elementary school for African Americans on the corner of East 16th Street and Columbia Avenue (Downey, 1991; “Among Librarians,” 1921; “News from the Field,” 1922; Cain, 1933). In its early years, the Indianapolis Public Library had branches housed in some of the city’s public schools. These branches however, were for use by everyone, not just students. The Dunbar Branch served the residents of the Martindale-Brightwood area, a predominantly African American neighborhood on Indianapolis’s east side:

“The Paul Laurence Dunbar branch, the first library in the city organized to serve colored people exclusively has opened in Indianapolis. It is located in one of the most thickly populated colored districts in a corner room of the largest, newest and most modern school for colored children in the school system. The room is on the ground floor, spacious airy and light, with an outside entrance of its own. It is simply but attractively furnished. The book collection, though small, is well balanced, particular attention has been given to books by colored authors and about the Negro race. Mrs. Lillian Childress, formerly of the Evansville Public Library, is branch librarian. The response so far has been most gratifying but a great deal of pioneer work among the grown-ups will be necessary before the branch will become as important as it should be.” (“News from the Field,” 1922)

In early 1927, Hall received and accepted an invitation to attend the First Negro Library Conference. The conference was held March 15-18 at the Hampton Institute in Hampton, Virginia (the school is now Hampton University) (“Personals,” 1927; “Prominent Woman Returns,” 1927). Rev. Thomas Fountain Blue, the first African American public library director in the United States and the director of the Western Colored Branch of the Louisville Free Public Library, was the conference organizer (Jordan, 2000; Dawson, 2000; Jones, 2002; Blue, 1920). A total of 40 librarians attended the conference. Hall’s conference expenses were paid for by the Rosenwald Fund, a fund created by Julius Rosenwald, a philanthropist and businessman responsible for the success of Sears, Roebuck and Company (Dalín, 1998). The goal of the conference was to bring together librarians from across the country to discuss ways to improve library service to African Americans and to improve education and training for African American librarians. Keynote speakers included Edward C. Williams, the first professional African American librarian; Florence Rising Curtis, director of the Hampton Institute Library School; Herbert S. Hirshberg, state librarian of Ohio;

Louis Shores, Fisk University; and Rachel D. Harris, children’s librarian at the Eastern Colored Branch of the Louisville Free Public Library. The conference was such a success, that a second one was planned for the near future (Curtis, 1927).

In July 1927, Hall resigned her position at Dunbar to accept a new appointment at the newly built Crispus Attucks High School located at 1140 N. West Street (“Personals,” 1927; “News of Indiana Libraries,” 1927; Warren, 1998; “Mrs. Lillian Childress, Librarian,” 1929; “Help Comes from the Library, Clinic,” 1956). The Indianapolis Public Library decided to open a branch on the first floor of the high school and appointed Hall as the library’s first head librarian. Ruth Coleman was her assistant (“Library Has Formal Opening,” 1927; Downey, 1991). Coincidentally, Florabelle Williams Wilson, the first African American to head an academic library in Indiana, was a student at Attucks during Hall’s tenure. They more than likely knew one another (“Florabelle Williams,” 1944; “Black Librarian Heads Department at I.C.C.,” 1971; “Names in the News,” 1971; “Governor Names Wilson to Historical Board,” 1983; “Wilson, Florabelle,” 2008).

In June 1928, the American Library Association held its 50th Annual Conference in West Baden, Indiana. The West Baden Springs Hotel served as the conference headquarters. The conference had an estimated total of 2,000 delegates. Hall was among several notable African American librarians that attended (“West Baden,” 1928; “Fiftieth Annual Meeting Advanced Attendance Register, May 27-June 2, 1928, West Baden, Indiana,” 1928; “West Baden Conference May 28 to June 2, 1928,” 1928):

Lillian Childress Hall	Indianapolis Public Library	Indianapolis, Indiana
Hallie Beachem Brooks	Indianapolis Public Library	Indianapolis, Indiana
Othella Roberts	Evansville Public Library	Evansville, Indiana
Etka F. Braboy Gaskin	Gary Public Library	Gary, Indiana
Rebecca M. Bond	Chicago Public Library	Chicago, Illinois
Rev. Thomas Fountain Blue	Louisville Free Public Library	Louisville, Kentucky
Rachel Davis Harris	Louisville Free Public Library	Louisville, Kentucky
Elnora McIntyre Roy	Atlantic City Public Library	Atlantic City, New Jersey
Edward C. Williams	Howard University	Washington, D.C.

Because of the segregation laws of the time, African Americans were not allowed to stay at the West Baden Springs Hotel. However, accommodations were available at the Waddy Hotel and Bath, a resort built in 1913 specifically for African Americans. The owners were George and Nannie Waddy, a prominent African American couple in West Baden. Although it can’t be confirmed (the hotel was destroyed by fire in the 1950s), African American attendees at the ALA Conference more than likely stayed at the Waddy Hotel and Bath. There’s also a possibility the attendees stayed in the homes of African American families in West Baden (this was a common practice during the Jim Crow Era) (Foster, 1999; DeBono, 1997;

“Waddy Hotel,” 1949; Lane, 1991).

On June 6, 1929, Hall married widower and postal worker John Wesley Hall (“Childress-Hall Nuptial,” 1929).

In 1930, Hall attended the Second Negro Library Conference (“Hall, Mrs. Lillian Childress,” 1944). Approximately 71 librarians attended this conference. It was held November 20-23, in Nashville, Tennessee at Fisk University to coincide with the dedication of the university’s new Erastus M. Cravath Memorial Library (Shores, 1931). This library was built with a grant of \$400,000 from the General Education Board (GEB), an organization founded by John D. Rockefeller, a philanthropist and entrepreneur. The mission of the GEB was to provide grants to academic institutions without regard to race or gender (Wheeler, 2004).

The Second Negro Library Conference’s keynote speakers were Wallace Van Jackson of Virginia Union University; Tommie Dora Barker, regional field agent for the American Library Association; Robert M. Lester of the Carnegie Corporation; Arthur Schomburg of the New York Public Library; Monroe N. Work of Tuskegee Institute; Louis R. Wilson of the University of North Carolina, and Adam Strohm, president of the American Library Association. Returning lecturers included Thomas Fountain Blue, Rachel D. Harris, and Herbert Hirschberg. During the business portion of the conference, a proposal was made to request that the American Library Association establish a section for Negro library service (Shores, 1931). However, this section didn’t become a reality until 1970, the year Dr. E.J. Josey founded the Black Caucus of the American Library Association (BCALA) (“Black Librarians Caucus,” 1970).

In 1932, Lillian made a visit to Evansville for a party given in her honor by Hallie Tidrington. Attendees at the party included: Anna Cowen Buckner (wife of U.S. Diplomat George Washington Buckner), Salena Buckner, Thelma Rochelle (wife of noted educator Charles Rochelle), Lillian Mitchell, Ruth Haynes, Mae Hendricks, Mayme Hastie, Bessie King, Agnes Mann, Buena Vista Bell, Carrie Long, Margaret Taliaferro, Pauline Cheeks, Alberta Fauntleroy, Georgia Williams, Vera Morpin, Fannie E. Snow, Rena Warfield, V.T. McElroy, and Mrs. Robert Arnett (“Naptown Society Matron Honored,” 1938; “Guests at Mrs. Tidrington’s Party,” 1938; “Indianapolis Visitor Honored with Party,” 1938).

In 1947, during the Conference of Public Librarians held at Atlanta University, Ms. Hall gave a lecture, “Administrative Methods Which Tend towards Better Services in the Combination School and Public Library.” The Conference of Public Librarians was funded by the Atlanta University Library School and the Carnegie Corporation. Virginia Lacy Jones, the second African American to earn a PhD in library science and the director of the Atlanta University Library School, served as the conference’s chairperson. Attended mostly by African American public librarians from the Southeast and some from

other parts of the United States, the conference provided a venue for minority librarians to share and discuss their expertise and concerns in relation to the needs of the libraries and patrons they served. Notable speakers at the conference included Dorothy G. Williams, Annie L. McPheeters, Charlemae Rollins, Hallie Beachem Brooks, Carrie Coleman Robinson, Sadie P. Delaney, Mollie Huston Lee, Ray Nichols Moore, and Annette Hoag Phinazee. Poet and author Langston Hughes was the speaker at the conference dinner (McPheeters, 1980; Dawson, 2001).

Though Hall was recognized as a trailblazer among African Americans in the library profession, she was also known for her generosity and desire to see others succeed. Hall demonstrated this as she passed on what she learned to ten library assistants she referred to as “her girls” (“Hall, Mrs. Lillian Childress,” 1944; “Lillian C. Hall, Former Librarian, Succumbs in Home,” 1958). One of these “girls” was Hallie Beachem Brooks. Ms. Brooks was born October 7, 1907 in West Baden, Indiana to Hal and Mary Bowden Beachem, and was an alumna of Shortridge High School in Indianapolis (“Brooks, Hallie Beachem (Mrs. F.V. Brooks),” 1955; Miller, 1977; “United States Census, 1930,” n.d.; LeMon, 1932). In 1922, Ms. Brooks was hired as a library assistant at the Paul Laurence Dunbar Branch of the Indianapolis-Marion County Public Library. Ms. Brooks, like Hall, was a graduate of the Indiana Public Library Commission’s Summer School for Librarians (“Summer School Students Accepted for 1924,” 1924; Miller, 1977). Brooks later served as manager of the Dunbar Branch. During her tenure as branch manager, Brooks along with Hall hosted a tea for poet Countee Cullen when he visited the Dunbar Branch in 1927 (“Gives Tea for Mr. Cullen,” 1927; “News of Indiana Libraries,” 1927).

After leaving the Dunbar Branch, Ms. Brooks attended Butler University, Clark College (the college later merged with Atlanta University to become Clark-Atlanta University), and then the University of Chicago, where she earned her Master of Library Science (MLS) in 1947. She was also a library science professor at Clark-Atlanta University, retiring in 1977. Ms. Brooks passed away in 1985 (Totten, 1980; Woodson, 1991; “Indianapolis Girls Leaves for Positions in South,” 1930; “Social Security Death Index,” n.d.).

Besides her duties as a librarian, Lillian Hall was also a community activist. She helped organize the Indianapolis Chapter of the American War Mothers; was president of the Phyllis Wheatley Branch of the Young Women’s Christian Association (Y.W.C.A.); served on the boards of the Cancer Society and the Alpha Home (formerly the Alpha Home for Aged Colored Women); worked with the Indianapolis Interracial Committee; and was president of the Book Lovers Club (“Local Chapter War Mothers Organized; Lillian Hall, President,” 1943; Hall, 1939; “Y.W.C.A Notes,” 1935; “Society and Club Notes: Club Notes,” 1930; “Alpha Home Sponsors Annual Open House Tea Sunday; Program,” 1941; “Clubs,” 1932; “Booklovers Observe 16th Anniversary, Guest Day,”

1939). In addition, Hall was a lover of music and was a friend of Lillian LeMon, former president of the National Association of Negro Musicians and noted director of the Cosmopolitan School of Music and Art (McGinty, 1997; “National President,” 1930; “Noted Music Teacher’s Rites Held Here Wed.,” 1952; LeMon, 1932).

After 29 years of service, Hall retired as head of the Attucks Branch Library in 1956 (McGuire, 1956). Betsie Lou Baxter Collins, a graduate of the Atlanta University Library School, was her successor (Downey, 1991; “Collins, Betsie L.,” 2008; “Main Office, Clinic, Library Give Aid,” 1957; “Collins, Mrs. Betsie Lou Baxter,” 1955). On May 27, 1956, the Indianapolis Public Library Staff Association honored Hall with a retirement tea. The tea was held on the campus of Butler University at the Holcomb Garden Home. Three other retiring librarians from the Indianapolis Public Library were honored as well: Wilma E. Reeve, Frieda Woerner, and Florence B. Schad. Together the retirees had a combined total of 151 years of library service (“Tea Party Sunday to Fete 4 Retiring Librarians,” 1956).

On April 23, 1958, Lillian Sunshine Haydon Childress Hall passed away at her home (“Lillian C. Hall, Former Librarian, Succumbs in Home,” 1958; “Necrology,” 1958). A funeral service was held on Saturday, April 26th at Second Christian Church where she was a member (the church is now called Light of the World Christian Church) (Hale, 1994; “Mrs. Hall Succumbs; Ex-Attucks Librarian,” 1958).

Ms. Hall is buried next to her second husband, John Wesley Hall, at Crown Hill Cemetery in Indianapolis (her gravestone incorrectly shows her birth date as 1892) (Crown Hill Funeral Home and Cemetery, n.d.).



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#### About the Author

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# A Snapshot of Indiana's Librarians Leading in Diversity Fellowship Participants After the Program Has Concluded

By Rodney Freeman, Jr.

*In 2008, the Indiana State Library and Indiana University received a million dollar grant from the Institute of Museum and Library Services to recruit, educate and fund minorities for the library profession. The fellowship program was called Indiana's Libraries Leading in Diversity (I-LLID) and produced four cohorts with a total of 31 graduates. Since the conclusion of the program, many participants have gone on to retain jobs in the library profession as librarians and some are in leadership positions. This paper serves as a brief snapshot of several fellowship members who are in leadership positions and how their ethnicity has impacted their careers.*

According to the 2012 Diversity Counts survey produced by the American Library Association (ALA), the number of African American, Asian and Pacific Islanders, Native American, and Latino credentialed librarians account for 12 percent of librarians in the United States (Morales, 2012). ALA's Diversity Counts survey pulls from several disciplines within librarianship ranging from academic to special libraries (Morales, 2012). The Diversity Counts survey was cited in an intriguing web article, "Diversity Never Happens: The Story of Minority Hiring Doesn't Seem to Change Much," by *Library Journal* Editor-in-Chief Michael Kelly, Kelly argues for more representation of minority librarians based off of the increasing use of libraries by minorities (Kelly, 2013). Kelly cites programs that are helping to change the landscape of librarianship such as ALA's Spectrum Scholarships, and the Association of Research Libraries' Initiative to Create a Diverse Workforce (Kelly, 2013).

With the afore mentioned programs in mind, in 2008 the Indiana State Library's Development Office Special Services Consultant, Marcia Smith-Woodard, and the Indiana University School of Library and Information Science at Indianapolis (now merged with the School of Informatics and Computing) Executive Associate Dean, Dr. Marilyn Irwin, undertook a massive effort to diversify Indiana's libraries. Together they created Indiana's Librarians Leading in Diversity (I-LLID) (Holliday & Fenton, 2012). In 2008, the Indiana State Library and Indiana University received a one-million dollar grant from the Institute of Museum and Library Services as part of the Laura Bush 21st Century Librarian program (Holliday & Fenton, 2012). The grant's purpose was to recruit, educate, and fund minorities into the library profession in Indiana. The program resulted in a total of 31 participants broken down into four cohorts (Holliday & Fenton, 2012) with individuals with the following ethnicity and gender identities: five Asian, 23 African American, one Hispanic, and two Native American, comprised of 24 women and seven men

(Holliday & Fenton, 2012). In May 2010, the first nine I-LLID students graduated into a dejected job market. Some graduates were able to gain positions while others continued to look for employment. The I-LLID program produced its last graduate in December 2012. Since the program concluded in 2012, we wanted to see where some of the fellows are now, to record their perspective on librarianship, and ascertain whether their ethnicity contributed to any changes at their library or institution. To date, the program has already produced an Up-and-Coming Emerging Leader featured in ALA's *American Libraries* Magazine, a doctoral student who was recently named director, and other successful professionals.

For the sake of brevity, we are highlighting seven alumni who gained employment as librarians, then advanced to become department heads or to run their respective library, exceeding the grant's original mission. They were willing to open up and share their experiences about library school and the workforce, as well as their experiences in leadership and how their diversity has impacted their librarianship. To this end, several questions about their graduate school, career, and leadership experience are asked. Also asked is how their ethnicity has impacted their librarianship. While this paper does not propose to extrapolate any proven conclusions on the impact of the fellowship program, it is germane to the discussion of diversity to highlight and produce a snapshot article of fellows who are in leadership positions. The hope is that sharing this information will lead to greater discussion and research on diversity in libraries.

## I-LLID FELLOWS:

**Veronica Henderson** (cohort 2) is the Head of Archives and Special Collections at Alabama A&M Resources Center in Normal, AL. Veronica is in charge of the University Archives and the State Black Archives Research Center and Museum. She also assists with coordinating the weeding and selection of FDLP/ Government Printing Office publications. Veronica believes that by her working at a Historically Black University that her ethnicity may not be a factor in her librarianship. She cites that one of the most significant impressions of the MLS program was the camaraderie shared with all of the cohorts. Veronica does mention that one of her dislikes about the program was the treatment by non-I-LLID graduate level students in the MLS program. She states that while some students had knowledge of the program that sponsored her education, the lack of sharing critical information might have damaged many professional connections. Veronica was just recently named

the Head of Archives and Special Collections. Prior to this appointment she was a Technical Services Librarian. She is looking to pursue her PhD in the future.

**James W. Wallace Jr.** (cohort 3) is the recently appointed Director of the Office of Diversity, Equity and Multicultural Affairs at Indiana University Northwest. He has oversight of the campus Diversity Library: A collection of print material, research, and electronic resources. James states that his experience in the MLS program was thoroughly enjoyed. He was highly pleased with the amount of online course options that the program offered which was a must as he commuted from northwest Indiana. Even though the classes were challenging, he felt that faculty were attentive to his needs as a student. He also mentioned that his presence at work has brought a greater appreciation for the dimensions of diversity including race, age, sexual orientation, and physical disability. James recently announced that he will be attending IUPUI to pursue a PhD in Urban Education.

**JoAnn White** (cohort 2) is the associate director of the youth services department for the East Chicago Public Library. She is responsible for two additional youth services departments and oversees a staff of ten employees. JoAnn believes that some of her youth services staff (who are minorities) were and are inspired by her success at completing the degree. She shares that they have started taking classes towards completing an MLS degree. JoAnn states that the lack of minorities in the library field is unfortunate; however with more information circulating about librarianship more minorities will get on board. JoAnn attended the SLIS program on the Indiana University (IU) Bloomington campus. She enjoyed the program and states that the faculty were very professional. The IU Bloomington program was a big hit with JoAnn because of the internship that she had with the Neal-Marshall Black Cultural Center under the direction of Deloice Holliday. JoAnn was able to pick up valuable skills that aided her in passing one of her hardest classes, cataloging. JoAnn stated, "One of the greatest experiences I had with the program was meeting the I-LLID Project Director, Ms. Marcia Smith-Woodard. She had to work with every cohort group's personalities, faults, and imperfections. During the two and a half years I worked with her I never witnessed her losing her professional and caring personality. I will never forget her kindness, patience, and expertise in fulfilling her job duties in assisting me through this educational journey."

JoAnn believes that most of her experiences went well. However, as a commuter from northwest Indiana, she felt that her stipend was not sufficient to cover all of her living expense costs while on the IU Bloomington campus.

**Nichelle Hayes** (cohort 3) is a library media specialist at Challenge Foundation Academy of Indianapolis. Nichelle is the sole library media specialist and is in charge of collection development. Her graduate experience was favorable and she remarks that the opportunities to network and

attend conferences were memorable. Nichelle believes that the fellowship program would have also benefited from professional guest speakers who are engaged in entrepreneurial and other facets of librarianship. She has stated that her ethnicity has impacted her librarianship by encouraging her to broaden the diversity of material to which her students have access. Even though she is at the beginning of her career, she sees career opportunities outside of school librarianship. Nichelle is trying to create her own niche through professional speaking opportunities.

**Kisha Tandy** (cohort 1) is assistant curator of history and culture at the Indiana State Museum, Indianapolis. Kisha states that the MLS program was an excellent experience. "I improved my research skills and became aware of additional databases. I really enjoyed exploring the skills needed to be a research librarian." In an *Indianapolis Star* article entitled "Q&A with curator Kisha Tandy," she explains how her ethnicity has impacted her work. She states that she really is trying to make sure she is representing African-American history accurately. Kisha remarks, "I will continue to develop as a curator and researcher. I am in a good place. I am able to participate in a wide variety of activities from researching historical markers to leading post-show discussions for theatrical performances." Kisha says that one day after her museum curator days are done she will consider going into a library setting. For today, she is a curator.

**Elizabeth "Nikki" Johnson** (cohort 4) is the sole librarian at the International Business College in Indianapolis, Indiana. Entering her second year of working in the library profession Nikki believes her ethnicity urges her to raise cultural awareness at her library. This option may have otherwise gone overlooked due to the institution's narrow concentration on specific academic programs. She states that her, experience in library school was both enlightening and rewarding. "I feel that I gained a wealth of knowledge about the role that a library plays in facilitating the information seeking process, and the urgency for libraries to continuously and consistently adapt to the changes that technological and digital advancement make on how information is sought and understood." Nikki will eventually pursue a PhD in order to explore disciplines that will compliment her personal interests in library science.

**Dayna Masih** (cohort 1) was the first and only African American to be hired as a teacher at the Indiana School for the Blind. She initially started as a librarian for the School for the Blind but recently has been transitioned to the classroom. Dayna is passionate about helping students who often shy away from research and the library. A few highlights of her MLS program experience include opportunities to network with classmates and presenting at the Indiana Library Federation Annual Conference. Being able to benefit from attending the American Library Association's annual conference in New Orleans was also a great learning experience.

**Kirsten Weaver** (cohort 1) is a Teen Services Librarian for Frankfort Community Public Library in Frankfort. She was also selected to the ALA Emerging Leaders program for 2013. Kirsten states, "I and others like me fill a vital and needed role working with teens. They often get left behind and forgotten. The most proud I've ever been was having a teen I've worked with tell me later that I made a difference in what they have become. I'm sure that there are, have been and will be many opportunities for leadership but I will never be more proud than the one I participate in every day working with my teens." Kirsten has varying views on how her ethnicity has impacted her librarianship. She says,

"I personally don't think my ethnicity has impacted my librarianship. I'd like to think that I am me and the job I do would be the same no matter my ethnicity. Of course, in a realistic world, that statement is untrue because my ethnicity is a part of who I am. It is part of what makes me 'me'. I think that who I am definitely impacts my librarianship, but it is not limited to my ethnicity. My ethnicity involves where I'm from, how I grew up, where I've been, what I do for fun, and so much more. All of it plays its part and influences and impacts my style of librarianship. It provides a rich background upon which I get to paint a picture of who I am and say this is me, I'm a librarian and I am here for you. I don't care if you're not like everyone else or if you're a cookie cutter image of the rest of the world. I'm YOUR librarian and I'm here to help YOU! So if I had to choose one way my ethnicity impacts my librarianship I would have to say that it allows me to look at those around me and see and embrace the differences that make them who they are without judgment."

Kirsten was able to gain a lot from her MLS program experience. She was encouraged by, and learned a lot from, her fellow students and professors. Kirsten states that she is doing what she went to library school for and that she loves her job as a teen librarian and her library as well. She states that, "...everybody has something they are good at; something that makes them happy to get up in the morning and face the world. Working in my library field is that thing for me. Having a person, be it teen or adult, stop in and get excited about the library, reading, and the many opportunities we provide for them is one of the greatest feelings in the world and I couldn't see myself doing anything else!"

After a glance of past fellows and only showing a fraction of participants that are in leadership positions, demonstrated is that these fellows value the diversity they bring to a generally homogenous setting, and in turn, this difference is used to aid them in their career and decision making. Nikki has been able to raise cultural awareness which she believes might have gone overlooked. JoAnn has inspired her employees to go to

college and to complete their degrees toward a MLS. James was able to talk about the dimensions of diversity: race, age, sexual orientation, and physical disability. While Kirsten has been able to see that her ethnicity, being an integral part of herself as a person, is influential, she also acknowledges that it allows her to appreciate and embrace the difference in people without judgment.

In addition to paving the way for underrepresented minorities, all 31 fellowship participants have opened up new doors for their devoted patrons and their diversity has empowered them to provide underutilized resources to their profession. These strides should not be underestimated. Their diversity has brought up issues that would not traditionally be considered. Their diversity has started a conversation across Indiana libraries about the value of diversity and why libraries should value diversity. The hope is that this article sparks people to continue conducting research on the importance of diversity in Indiana libraries working towards an Indiana library that reflects a realistic portrait of society.

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### About the Author



A former Indianapolis Library assistant and digital projects coordinator has been appointed Manager of the Spades Park Branch of The Indianapolis Public Library, 1801 Nowland Avenue.

Rodney Freeman, Jr. returns to head one of the two remaining Carnegie libraries in Indianapolis following a 15-month stint

as a branch manager with the St. Louis, Mo. Public Library. From 2009-2011, while receiving a Masters of Library Science from IUPUI, Freeman served as a library assistant at the Lawrence Branch of The Indianapolis Public Library and intern for digital projects highlighted by the digitization of images of the historic English Opera House as part of the library's expanding digital collection. He also participated on the Johnson County Public Library's digital project's team.

"Being able to show patrons the importance of obtaining a library card, how it can help to open up a wide range of opportunities through recreational reading, and how a library card can provide adults with the tools to obtain the information they need to improve both their personal and professional situation is both rewarding and gratifying," said Freeman. Since 2009, Freeman has supplemented his library work by serving as Executive Director of the Indianapolis Book Festival.

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# Witty Latina Grandmas, Silly Skeletons, and Birthday Cakes: A Library Program Focused on Bilingual Literacy

By Zaira R. Arvelo Alicea, Ileana Cortés Santiago,  
& Dr. Luciana deOliveira

*In this article, we present a series of recommendations to increase the patronage of Latino/a families in Indiana libraries. We briefly describe a collaborative effort to develop a bilingual program at a public library in the Greater Lafayette area in Indiana, which was funded by a small service-learning grant from Purdue University. We focus on five lessons learned in this initiative and its implications for improving library services for culturally and linguistically diverse families. In particular, we encourage libraries to establish partnerships with local institutions that may help in recruiting patrons and securing funds for library programs.*

## Libraries' Role in Larger Conversations on Literacy and Reading

Our initiative responded to national level concerns with the literacy development of culturally and linguistically diverse communities in the United States and the libraries' role in providing feasible opportunities for them. Since the 1970s, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA) has highlighted the value of bilingual literacy for families who utilize English and Spanish and has advocated for their equal access to library services (Position on Language Rights, n.d.). Similarly, national and international professional associations have joined efforts to encourage rewarding literacy practices among individuals, including reading to raise awareness about "themselves, and of the cultures of the United States and the world" (NCTE/IRA Standards, 1996, p. 3). The need for advocacy efforts towards linguistic and racial minorities has also been echoed at the state level in Indiana. In a recent publication, Garcia-Febo (2013) reminds us that multilingual community members deserve equitable access to information and library services as these "reflect fundamental democratic values by which our society operates" (p. 45). In short, organizations and institutions at multiple levels in the US are promoting literacy and reading to develop citizenry and awareness of diversity. As language educators, we embraced these larger conversations and framed a library program to meet the literacy needs of our local community.

## An Overview of the Library Program

The library program "¡Feliz Cumpleaños a Todos los Niños! Happy Birthday to All Children!" took place in the spring of 2011. On this occasion, 43 community members visited the



Children and parents decorated masks together

West Lafayette Public Library for a culturally themed birthday celebration. Graduate and undergraduate students from Purdue University facilitated the bilingual read-aloud of Yuyi Morales's "Just a minute: A trickster tale and counting book where a clever abuela/grandma cheats death." They also carried out a craft making session and the culminating birthday celebration that included singing "Las Mañanitas," the "Happy Birthday" song, and "Feliz Cumpleaños." The Children's Collection activity room

was transformed into a festive space where bright balloons, a piñata, colorful cakes, and artifacts used in Latino/a birthday celebrations, such as the game pin the tail on the donkey, welcomed the Latino/a patrons to the activity. At the end, the children shared their enjoyment by playing tricks on participants using their self-created masks while adults engaged in conversation and explored library services.



Children played tricks on the attendees

## Five Lessons Learned

In light of our engagement efforts with our local public library, our affiliation to the university, and our partnership with a community organization, we share a series of lessons learned upon carrying out this library program for Latino/a families. We draw on and hope to contribute to the larger conversation about successful library services for Spanish-speaking patrons. Librarians play a key role in creating a welcoming environment for Spanish-speaking families.

During our program, the librarians' knowledge of available reading materials and the library's layout served to create a hospitable atmosphere for these community members. We are indebted to the wonderful children's librarians, Pam Knoehler



and Linda Klein, for making this initiative a great success. Their knowledge of multicultural literature by multilingual authors and their welcoming disposition helped make this an inclusive program. The library served as an amicable space for all families. Such impressions are of importance for Latino/a families who may otherwise feel excluded due to the perception that reading materials are for English-speaking library users (Villagrán, 2001). For the program, our partner librarians identified prominent places to display age-appropriate cultural materials for the children and young adults. They selected outstanding young adult novels and appealing picture books featuring Latino/a characters and themes and placed them on tables or shelves that showcased their covers. By strategically positioning these selections for the patrons, librarians create inclusive spaces that welcome who they are and extend an overt invitation to peruse and enjoy the resources (see Ewers, 2009, for a thorough discussion on book positioning in libraries). Such approaches also provide access to relevant literature, e.g., alternative canons, while recognizing the cultural and linguistic assets of Spanish-speaking families.

#### **Libraries can promote high quality award-winning Latino/a literature.**

By preparing collections of such titles, libraries can share with patrons the significant contributions made by Latino/a authors and illustrators. Identifying these books as a special collection moves them beyond the language-bound section labeled “Spanish” or “Other languages” and towards a list of sources selected and endorsed by professionals with an expertise in the field of Latino/a literature. The creation and labeling of collections of award-winning Latino/a literature, such as the Pura Belpré Award and the Américas Book Award for Children’s and Young Adult Literature, bring prestige to a relegated group of books that tends to be overshadowed by mainstream titles. These awards are of special relevance to Latino/a families because several of these books are available in English, Spanish, and bilingual editions. As Gangi (2005) explains in her critique of literary awards such as the Caldecott and the Newbery Medal, “there is no reason, given the pools of talent available, that [culturally and linguistically diverse] children cannot find people who look like themselves in books and cannot find writers and illustrators who look like themselves in book jacket photographs” (p. 257).

#### **Non-Spanish speaking librarians can serve Spanish-speaking patrons.**

Serving patrons from diverse backgrounds can be a challenging task for librarians (de la Peña, St. Lifer, & Rogers, 1993; Meltzer Frostick, 2009), especially those whose typical staff comes from racially homogenous backgrounds (Smith-Woodard, 2013). Members of the library and information science field have suggested the creation of frameworks for advancing librarian’s cultural competence (Montiel Overall, 2009). In our case, the librarians in the WLPL already demonstrated this multicultural competence and were eager to sponsor the program. They also expressed the desire to learn about and from the local community, a practice recommended by Flores

and Pachon (2008). By gathering knowledge from specific community groups, librarians familiarize with their patrons’ cultural nuances, language preferences, and information needs and can draw on this knowledge when selecting library materials and providing services.

#### **Librarians should rely on the ability of community partners to recruit Latino/a patrons for library programs.**

Latino/a families in Greater Lafayette actively volunteer and participate in community centers and other local organizations. In our experience, the families tend to develop relationships and establish trust in them. Therefore, organization leaders would be ideal contacts to develop community efforts in other venues because they know the families and have suitable ways of approaching them. One of the many lessons we learned from our community liaison was that Latino/a patrons might not learn about library programs through regular media, such as local newspapers and library websites, because these are predominantly in English. To address this disconnect, community partners generously volunteer to distribute flyers among local businesses and offices of federal government sponsored services frequented by Latinos/as. They can also include this information on their printed Spanish newsletters or other periodicals that circulate locally.

#### **Libraries can partner with community centers.**

In addition to recruiting families, community centers may have transportation that can be used to pick up participants and take them to the library program. As mentioned earlier, the library may be a new and unknown place for Latino/a patrons, and group visits and the guidance of a community liaison could make them feel more comfortable. Trust and comfort, we have learned, are essential when working with these families.

Community leaders can also provide valuable information about the families’ characteristics, including language use, children’s ages, and countries or cultures of origin. In our case, the community liaison’s familiarity with the group was key when developing various aspects of the program. For instance, we learned that most children were well versed in English while their parents were more proficient in Spanish. Thus, we chose books, games, and songs in both English and Spanish, and prepared materials in the predominant language variety of our prospective patrons.

#### **Final Remarks**

During our program, various groups came together with a set of common goals for an event: a growing excitement of meeting and sharing, an expectation for establishing rapport, and a desire to promote bilingual literacy. The funds allocated for our library initiative served to expand the Latino/a children’s book collection of the library, to create learning opportunities about literature written and/or illustrated by prolific Latino/a writers, and to host a cultural celebration for these patrons. As a result, the library became a wonderful middle ground for the integration of community, libraries, and university students.

We hope the information presented here can be of service to those planning bilingual literacy programs in and for their local communities.

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# Slavic Treasures in the Midwest: The Lilly Library's Czech Language and Literature Collections <sup>1</sup>

By Lori Dekydtspotter

You might not expect to find one of the most comprehensive Czech language and literature collections outside of the Czech Republic in the Midwest, but it resides and continues to flourish at Indiana University's Lilly Library in Bloomington. The collection is widely consulted by local and visiting scholars and is used by professors from a variety of disciplines for classroom instruction. The rich Czech literature and political history materials are often showcased in Lilly Library exhibitions as well—such as the book cover art of Josef Čapek that was featured in the exhibition, “Translating the Canon: Building Special Collections in the 21st Century” (May 21-Sept. 1, 2012), curated by Breon Mitchell. The artistic genius of the Čapek brothers, Josef Čapek (1887-1945) and his younger brother Karel Čapek (1890-1938), was celebrated in a special exhibition curated by Indiana University MLS graduate student, Julie Cismoski, at the Lilly Library in 2011. The Lilly is fortunate to be able to partner with specialists across the Indiana University (IU) campus, such as Slavic & Central Eurasian Cataloger, Carl Horne (Cataloging: Area Studies Cataloging Section, Wells Library, IU Bloomington), to draw on the language and subject expertise necessary to describe fully these rich collections.

The Masaryk manuscript collection consists of correspondence, papers and ephemera from Alice Garrigue Masaryk (1879-1966)—teacher, sociologist, politician and daughter of Tomáš Garrigue Masaryk. There were many firsts for the Czech philosopher, sociologist and legendary statesman, Tomáš Garrigue Masaryk (1850-1937). Not long after the fall of the Austro-Hungarian Empire, on November 14, 1918, Masaryk became the first president of Czechoslovakia, an office to which he would be re-elected three times (1920, 1927, and 1934). In 1927, Masaryk, then 70 year old, became the first president of a democratic state to travel to Palestine, albeit on an unofficial visit. Purchased in 2009, the Lilly Library's collection of 291 black and white photographs chronicles this historic voyage (Figure 3).

In order to describe this collection of travel photographs, it was necessary to draw clues from the pictured landmarks as well as the brief descriptions printed or typed on the backs of the images. Searching several names (i.e., Masaryková, Benzoni, Mladějovská) that were written on the backs of some of the photographs led to an article by Miloš Pojar in

which the author details Masaryk's 1927 trip to Palestine: “It was the very first visit of any head of a democratic European state to Mandatory Palestine” (p. 160). Taken as a whole, the photographs provide an unusually detailed record of a journey that began in France and continued on to such destinations as Egypt, Jordan, Palestine, and Greece. In his article, Pojar explains that Masaryk and his entourage departed from Southern France on March 9, 1927, on a three month adventure that would take them to the Middle East. Masaryk was joined in his travels by one of his daughters (Dr. Alice Masaryk), the Marquise of Benzoni, Dr. Mladějovská, Dr. Maixner, and his secretary, Dr. Kučera, as well as four others (security personnel and a staff member). The photos in the Lilly Library collection are dated from March 11 to April 29, 1927. Since these particular photographs have been numbered in pencil on the backs, one can surmise that the collection is lacking some of the photographs in the series (i.e., the beginning of the trip (Mar. 9-10) and the last leg of the voyage (Apr. 30-May 25)).

The photographs provide contemporary glimpses of the destinations that Masaryk visited. Among the photos of Egypt, for example, are several which include archaeologist Howard Carter (taken with President Masaryk) on the site of the Tutankhamen excavation (“Tut-Auch-Amonova”) and several of British Egyptologist, Cecil Mallaby Firth (taken at “Sakkâra u Kahýry”) (Figures 3 & 4). The photographs of Jerusalem feature historic sites and cities such as Bethlehem, Nazareth, the Dead Sea, and the Mount of Olives. Other shots document Masaryk's stops in Jordan, Palestine, and Greece (pictures include Athens, Delphi, Corinth, Mycenae, and Olympia).

In addition to the Masaryk papers, which were donated to the Library by Masaryk's daughter, Alice Garrigue Masaryk, the Czech holdings include related material from Ruth Crawford Mitchell (1890-1984), former Treasurer of the Masaryk Publications Trust. Special collection libraries such as the Lilly Library benefit greatly from the subject-expertise and careful planning of collectors such as Mitchell. The Lilly Library has held outstanding Czech literary collections for many years, including extensive collections of such authors as the Romantic

<sup>1</sup> Special thanks goes to two former Lilly Library Directors, William R. Cagle and Breon Mitchell, for providing information on how the Czech collections were first acquired. Photography by Zach Downey, Lilly Library.

poets Karel Hynek Mácha and Petr Bezruč. The first Czech collections came to the Lilly Library in the early 1960s largely through collector Hannah Beneš (daughter-in-law of Edvard Beneš, President of Czechoslovakia from 1935-1938), IU Professor Robert Burns, and IU President Herman B Wells. Later, Ruth Crawford Mitchell donated the Alice Garrigue Masaryk papers; next the papers of Sir Robert Hamilton Bruce Lockhart (1887-1970), a major figure in post-World War II Czechoslovakia and close acquaintance of Tomáš Garrigue Masaryk, Jan Garrigue Masaryk and Edvard Beneš, were purchased.

Over the past decade, the library has added significantly to its Czech holdings, building further upon the Masaryk papers and focusing in recent years on Karl and Josef Čapek, Jaroslav Hašek, and Nobel-Prize winner, Josef Seifert. The Lilly Library now holds one of the best collections in America of all of these authors. Contemporary Czech authors particularly well-represented include: Václav Havel, Miroslav Holub, Milan Kundera, and Bohumil Hrabal. The growing collection of material from literary translators at the Lilly Library includes several archives of Czech interest—in particular the papers of the Catbird Press, which specializes in translations of Czech literature, the papers of poet and translator David Young, which include significant correspondence and manuscripts by Miroslav Holub, and the literary archive of translator Michael Henry Heim, which includes significant correspondence with Milan Kundera about the translation of Holub's novel, "The Joke."

In addition to serving the needs of scholars both near and far, the Lilly Library offers cultural enrichment opportunities year-round and is open to anyone interested in its collections. For more information, visit the Library website ([www.indiana.edu/~liblilly/](http://www.indiana.edu/~liblilly/)). One can also read about new acquisitions and current exhibitions on the "Lilly Library News & Notes" blog at <http://www.indiana.edu/~liblilly/blog/>.

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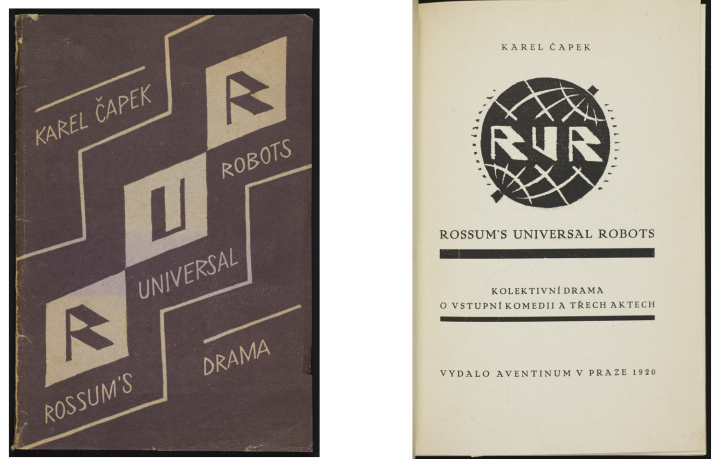
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Tomáš G. Masaryk travel photographs, Mar. 11-Apr. 29, 1927 (DB217 .M3 Lilly mss.)

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### Figures:



**Figure 1.** Cover and title page of the first edition (1920) of the Karel Čapek's science fiction play, R.U.R. (Rossum's Universal Robots). The play introduced the word robot (robota, or forced labor, in Czech).



**Figure 2.** Cover art of *Továrna na absolutno* (1922) written and illustrated by Karel Čapek.

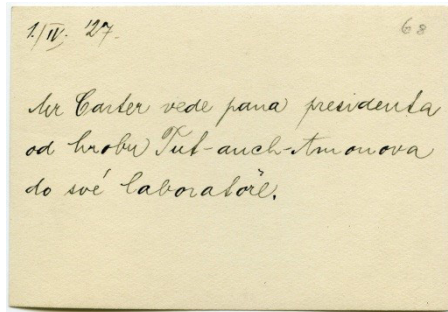


**Figure 3.** Lilly Library's collection of 291 black and white Tomáš Masaryk 1927 travel photographs (DB217 .M3 Lilly mss.)

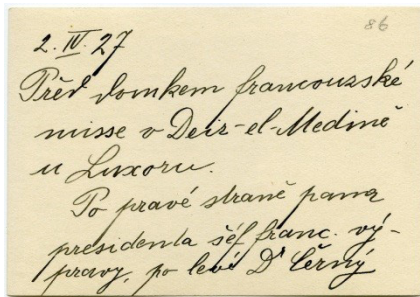
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**Figure 4.** Front and Verso. Tomáš Masaryk pictured in 1927 with English archaeologist and Egyptologist Howard Carter (right) visiting the Tutankhamun site (DB217 .M3 Lilly mss.)



**Figure 5.** Front and Verso. Masaryk (center) and Carter with Czech Egyptologist Jaroslav Černý (left) (DB217 .M3 Lilly mss.)

# The Patriot Act a Decade Later: A Literature Review of Librarian Responses and Strategies

By Christopher Shaffer

## Introduction

The Patriot Act was passed as a result of the 9/11 terrorist attacks on the World Trade Center and the Pentagon. Although the law was passed in a spirit of cooperation between Democrats and Republicans, it was also rushed through both houses of Congress in an effort to show that the government was swiftly addressing potential terrorist threats within the United States. The bill was passed into law on October 26, 2001, only six weeks after the 9/11 attacks.

For librarians, Section 215, stating that authorities are provided greater access to any tangible item through the Foreign Intelligence Surveillance Act, has been troubling. Under the guidelines of the Code of Ethics put forth by the American Library Association (ALA), librarians uphold the principles of intellectual freedom and resist all efforts to censor library resources. The ALA further asserts that librarians should protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted (The American Library Association, 2012). Set to expire at the end of 2005, the Patriot Act was reauthorized in February, 2006, and again in May, 2011. This article will examine librarian responses to the Patriot Act that exist within the literature while also considering appropriate responses to the Patriot Act for practicing librarians currently in the field.

## Literature Review

Articles concerning the topic of the Patriot Act tend to be either direct and practical in nature, meaning they explain the law and provide coping strategies to deal with it, or they tend to be more historical in outlook, explaining the history of the Foreign Intelligence Surveillance Act (FISA), and how an arm of the government intended to be used to investigate foreign crime suspects is now being used to secretly investigate American citizens. Both perspectives of study are critical for librarians, who need to both understand the nature and background of the Patriot Act as well as how to cope with the day to day concerns surrounding it.

The Patriot Act is in conflict with some of the most basic tenants of librarianship (Jaeger, Bertot, & McClure, 2003;

Wheeler, 2005, and Matz, 2008). The official name of the Patriot Act is "The Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (Patriot Act)." As Jaeger, Bertot, & McClure (2003) point out though, a large part of what the Patriot Act actually succeeds in accomplishing is reopening an ugly chapter in American history known as the Red Scare. In 1954, the authors explain that the Federal Bureau of Investigation (FBI) was given the authority to "conduct covert, warrantless searches and seizures whenever FBI agents believed national security might be involved" (Jaeger, Bertot, & McClure, 2003, p. 296). A wide variety of people were investigated that included White House policy advisors, Congressional staff members, civil rights organizations, anti-war demonstrators, the Democratic Party, and many more.

FISA was intended to do the exact opposite of what the Patriot Act has caused it to do. FISA was supposed to serve as a concrete demarcation line between foreign and domestic intelligence gathering. By creating this dividing line, FISA protected the fourth Amendment rights of American citizens in criminal investigations. Probable cause was required in order for search warrants to be obtained, which protected against unreasonable searches and seizures (Jaeger, Bertot, & McClure, 2003, p. 297).

Bowers (2006) further asserts that FISA actually came into being to protect American citizens from inappropriate government intrusions into their affairs. The law was created in response to improper government spying on Vietnam protestors and activists such as Martin Luther King, Jr. (Bowers, 2006, p. 380). Bowers also points out the irony that so many other types of records are deemed as sacrosanct by the federal government and cannot be violated without due process, but there are no such laws for libraries. She asserts that while "federal legislation grants privacy rights regarding video rental records, cable records, banking records, and health records, there is still no federal legislation that provides protection for library records (Bowers, 2006, p. 378).

The Patriot Act was rushed through Congress in only 45 days, far different from the typically lengthy process that most legislation is subjected to. According to Matz (2008), it was a "hasty and emotional response to a crisis situation (Matz,

2008, p. 71). Of particular concern to librarians, was Section 215 of the law, which severely modified guidelines for searching third party records of client transactions, such as those held by libraries on their patrons (Matz, 2008, p. 74).

As it became time to renew the various provisions of the Patriot Act, more concerns arose. The definition of foreign power was extended to include anyone thought to be affiliated with a terrorist organization, meaning that American citizens could be viewed as suspects eligible for a FISA warrant. The requirement that the subject under investigation be in potential violation of a federal law was dropped, and as with the first version, there was a gag order in place, that prevented United States citizens from knowing that their government had ever investigated them (Jaeger, Bertot, & McClure, p. 301-302).

The Patriot Act seeks to destroy the very liberties that its authors claim are defended by the law (Wheeler, 2005, p. 80). Wheeler's article takes a thorough look throughout American history at the numerous times in which the United States government has abridged the rights of its citizens in the name of safety. Examples range from John Adams and the Alien and Sedition Acts, passed at the beginning of the Republic, to government abuses during two Red Scares, to the more recent actions taken by the government against civil rights and anti-war protestors during the 1960s and 1970s.

For aforementioned reasons, the Patriot Act causes severe ethical dilemmas for librarians who view freedom of access and freedom of privacy as fundamental to their profession (Fifarek, 2002 and Trushina, 2004). Many librarians view the *ALA Code of Ethics* as a set of absolute rules, and that the librarian is a neutral agent connecting users with information (Trushina, p. 418). In this light, the librarian has no obligation to report to authorities any suspicious searches by patrons. Unfortunately, when working within an ethical code, it must be realized that ethics and the law are not the same. Should officers of the court demand information on patron records, the *ALA Code of Ethics* will do little to prevent a librarian from running afoul of the law if he or she refuses to provide the demanded information. Keeping this in mind, librarians may want to consider developing a policy stating that patrons have no expectation of privacy, and then educate users about the government's ability to investigate their records without their knowledge. It is also possible to use technology to the patrons' advantage and set workstations to regularly reboot, thereby clearing their caches and erasing patrons' browsing histories (Fifarek, p. 371).

As a consequence of the Patriot Act, librarians have developed procedures to cope with requests and demands for user information by the government. Typically, these policies call for rejecting any informal requests by government officials for patron information. If information is demanded in an official manner, such as with a court order librarians will then turn the matter over to the director, who with the benefit of legal counsel can make the appropriate judgment as to whether the

order is legitimate, and what or how much information must be released to authorities. It is worth noting that even when complying with court orders, many librarians still strongly disagree with disseminating information about their patrons. In Falk's (2004) discussion of the subject, the sub-heading reads: "legal invasions of privacy" (Falk, 2004, p. 283). This would seem to indicate that whether the act is deemed legal or not, it is still inappropriate.

Somewhat ironically, the very individuals librarians are trying to protect from actions of the United States government are often remarkably unconcerned about the protection of their information. In responses to questionnaires, patrons frequently indicated they were not anxious about matters affecting privacy and few indicated they had been victims of a governmental invasion of their privacy. Furthermore, which should not be considered particularly shocking with the manner in which social media has convulsed both the United States and the world; respondents indicated they felt comfortable providing substantial personal information to websites. In an ironic twist though, patrons also indicated that they expected librarians to maintain the security of their personal data, and reject the exploitation of that data (Sturges et al., p. 49). These viewpoints appear to be in conflict, but may indicate a need for further education of the public regarding the sharing of information in an online environment. Patrons seem to want privacy, based on their responses that they expect their privacy to be protected by libraries. However, they do not seem to realize that they are surrendering their privacy through many of the activities they are engaging in via the Internet.

One reason librarians may hold the right of privacy so dearly is that they genuinely view themselves as democratic institutions that are fundamental to the concept of liberty. Byrne (2004) calls on libraries to support democracy by "creating community spaces in which community members can learn, imagine, and discover" (Byrne, 2004, p. 15). In so doing, patrons are able to learn about and question current issues of the day, free from worry about government intrusion. This, in turn, leads to discussion both inside and outside of the library in the form of informed debate, which can then lead to an informed electorate that can influence policy decisions by elected officials. In order for freedom to flourish, especially intellectual freedom—the freedom to read and be informed—citizens need to know they can pursue their intellectual interests without being persecuted. To deny the opportunity for an informed electorate to develop destroys freedom itself (Judith Krug as quoted by Martorella, 2006, p. 110-111). A further example of the government secrecy following 9/11 can be found in its obstruction of the Freedom of Information Act (FOIA). Martorella points out that the strength of FOIA stemmed from the belief that "all government records are open to the public except those excluded by law" (Martorella, 2006, p. 113). However, in the name of national security, following 9/11 the Bush administration began to clamp down on information the government released, and also withdrew some information that was already

in the public domain (Martorella, 2006, p. 118-119). The Patriot Act lends itself, particularly in librarian circles, to Orwellian comparisons. The problem created by the Internet is that it is a reflection of society, and because it is so new, individuals and governments are continuing to develop systems to manage it. As with any society there are those who do good and those who do bad. This rings true throughout cyberspace. As a result of the first pedophilia rings and later concerns over terrorists developing plots similar to 9/11, governments have developed a particular interest in the searching habits of some individuals. Attempts to circumvent constitutional freedoms because individuals are using a computer rather than a telephone are not only illogical, but illegal and are a clear threat to freedom of expression (Nijboer, p. 257).

The extent to which Section 215 of the Patriot Act has been used to gain access to patrons' library records is the subject of considerable debate. Some have argued that in spite of the media attention the law has received, it is "only a relatively small issue as it related to the act as a whole and has never been used in a real-world case in the years since the act was passed" (Martins and Martins, 2005, p. 58). However, since there is also a gag order in place concerning FISA court orders, it is actually impossible to know the extent to which the Patriot Act has been used to gain access to patrons' private information. Estabrook, as cited by Albitz (2005), found that six percent of public library respondents and five percent of academics indicated that an authority of some sort has requested information from them concerning patron records since September 11, 2001 (Albitz, 2005, p. 285). In an environment of secrecy it is impossible to truly know the extent to which the Patriot Act is being utilized.

Plucky librarians have found legal methods by which they can circumvent the gag order component of the Patriot Act. As of 2003, the Santa Cruz County, California library director began each board meeting by announcing simply that "the FBI has not been here this month" (Drabinski, 2006, p. 77). In creating this tradition, the board would know that if those words were never spoken at the start of a meeting that a request had been made from the FISA court. While such acts do not prevent the sharing of patron records, they do at least eliminate some of the secrecy that surrounds much of the Patriot Act, thereby casting a ray of light onto the constitutionally murky actions of the government.

Concerns surrounding stress rates among informational professionals relating to librarians coping with government intrusion into the online lives of their patrons specifically has led to the coining of the term "technostress." Fleet and Wallace (2003), assert that the new legislation forces librarians to ask several different ethical questions in order to cope with the new normal. These questions include considerations regarding the professional obligations librarians have regarding patron privacy, for example, "Are librarian professionals at odds with the public and the profession's views on balancing privacy and security," "Are statements assuring the public that all

measures will be taken to ensure their privacy actually true," "To what extent does the librarian-patron relationship change now that once strictly verbal transactions are now recorded data as a result of virtual librarianship?" (Fleet and Wallace, 2003, p. 190). These questions include considerations regarding the professional obligations librarians have regarding patron privacy. All of these questions are important ethical dilemmas for librarians as they continue to try to provide the same level of service in not only a new virtual environment, but also in the face of the Patriot Act.

## Conclusion

To some degree, libraries and the government may always be in a certain degree of conflict over patron privacy. There may be occasions when the government has a legitimate interest in investigating patron records, and there are undoubtedly members of the library profession who will always disagree with divulging any patron information under any circumstances. These facts though, fail to properly demonstrate the current dilemma the Patriot Act presents to American citizens. If records are to be perused by an arm of the State, certainly due process should be followed. By extension, certainly citizens should expect to be informed that they are suspected of a crime and are consequently having their records examined. The FISA court, originally intended to protect Americans from such abuses is now being misused so that it eliminates the very protections it was meant to provide.

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# Indiana Libraries

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