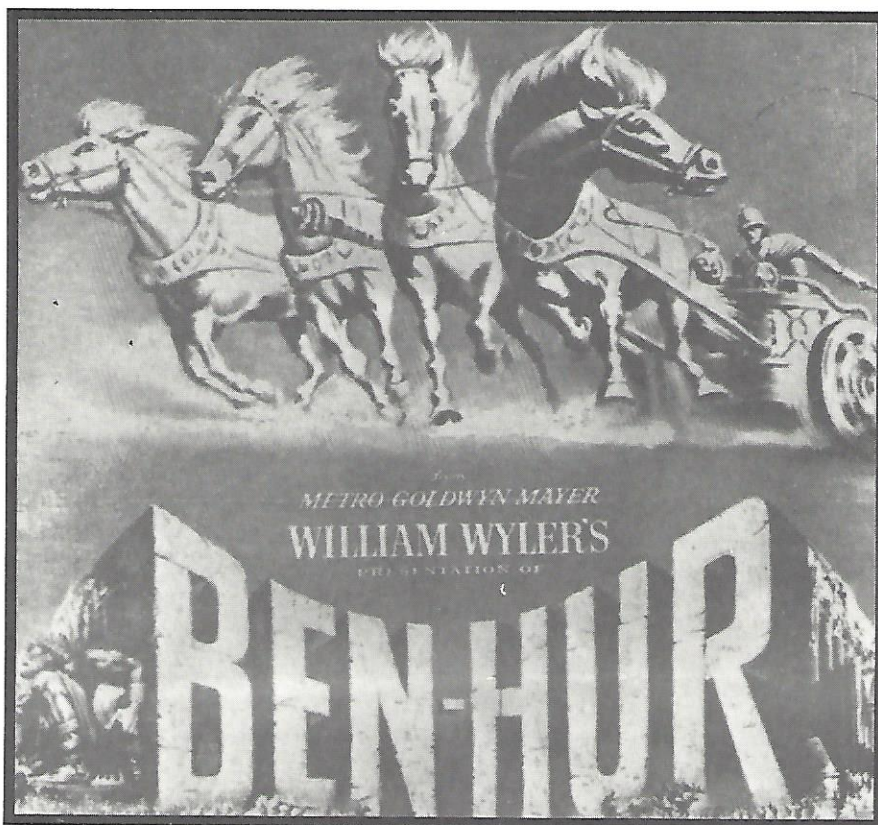


INDIANA LIBRARIES

Volume 7, Number 1

1988



Who was the Indiana author of Ben-Hur?

**Journal of the
Indiana Library Association
Indiana Library Trustee Association
and Indiana State Library**

INDIANA LIBRARIES

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On the Cover:
Posters for the Ben-Hur movie
promoted the chariot race.
Courtesy Lilly Library,
Wabash College.

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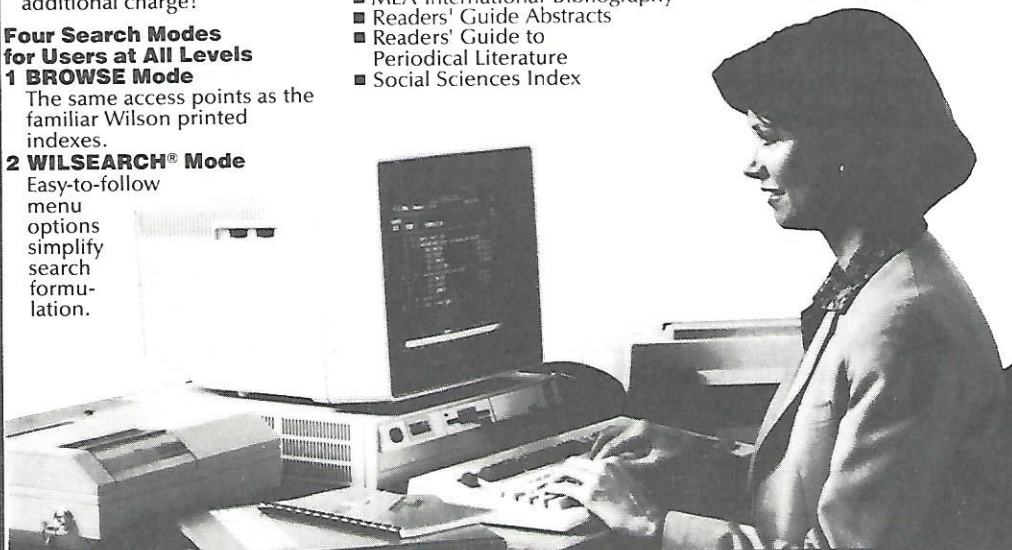
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The Indiana History Project

Making Indiana Materials Accessible to Handicapped Hoosiers

Jeanette Vanausdall
Project Assistant
Indiana History Project
Indianapolis

As director of the Indiana History Project, Carol Horrell realizes that she is in a unique and enviable situation. Though it functions as part of a national service, her program is blessed with private funding, a luxury that few library projects of any kind enjoy.

The Indiana History Project records material about Indiana or by Indiana authors for circulation on cassette tape to the blind and physically handicapped. Abundant general "talking book" titles have long been available to Indiana residents through the Indiana State Library's participation in the National Library Service for the Blind and Physically Handicapped, a program of the Library of Congress. But materials of primarily local interest or by more obscure Indiana authors were unavailable until 1977 when the Indiana Historical Society (a private corporation) began the project in cooperation with the library.

With its recording studio located in the Indiana State Library's Division for the Blind and Physically Handicapped, and with access to the vast resources of the state, the project has blossomed. Established as a memorial to the late Eli Lilly, an active member and patron of the Indiana Historical Society and an enthusiastic user of

talking books in his later years, the project is now in its 10th year. It boasts more than 350 titles and monthly circulation of 1,600 tapes.

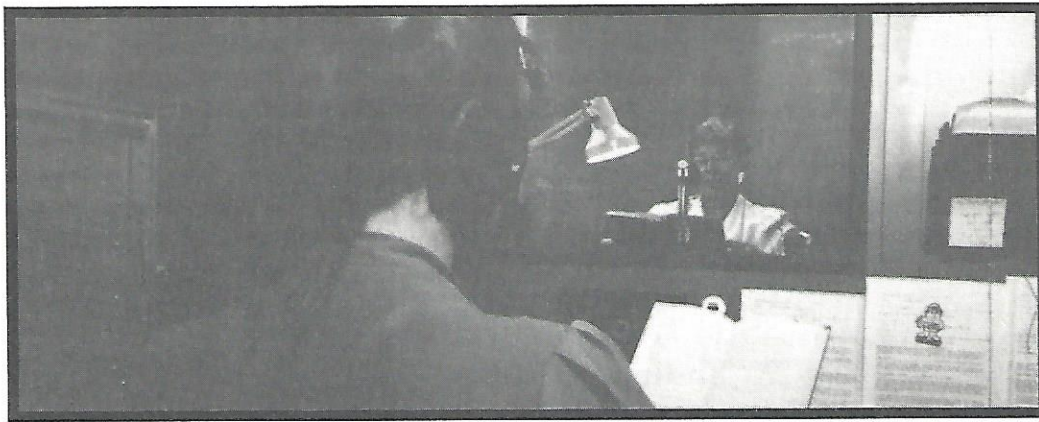
Why (Talking Books)

Ours is a print-intensive society and most of us take our ability to read for granted. But a sizable portion of this state's population, some 82,000 individuals, lack ready access to books and magazines because of visual impairments or physical handicaps that prohibit the use of printed materials.

The Society researched the controversy between proponents of braille and supporters of talking books. Though sensitive to claims that talking books deprive readers of independent interpretation and a degree of visual stimulation, it elected to record for several reasons:

Producing braille books is prohibitively expensive. Statistics from NLS for 1986 reflect total production costs of \$78 per copy for braille books and \$6 per copy for cassette tapes. Another advantage of cassettes is that, once a master tape is recorded, copies are quickly generated and are easily handled in the mail.

A greater number of blind people don't use braille than do. Many



Step One: Volunteers record the "talking books."

newly-blind elderly people, in particular, are not braille users. Sighted patrons with physical handicaps don't always need braille and some handicaps which prohibit use of conventional print automatically prohibit use of braille as well.

Finally, braille requires more storage space than do tapes. The American Federation for the Blind found that, on the average, one page of standard print requires two pages of braille. Horrell's staff averages 50-75 pages of text per cassette.

What (Selection of Titles)

The Indiana History Project operates with a clear collection policy. It records only published materials of historical relevance or cultural significance to the state or materials by Indiana authors, as well as the publications of the historical society. While the project exists to provide materials of interest to Indiana residents, it still has to consider broadness of appeal. Publications of such exclusive local interest that few patrons would request them, such as individual church or county histories, cannot be considered.

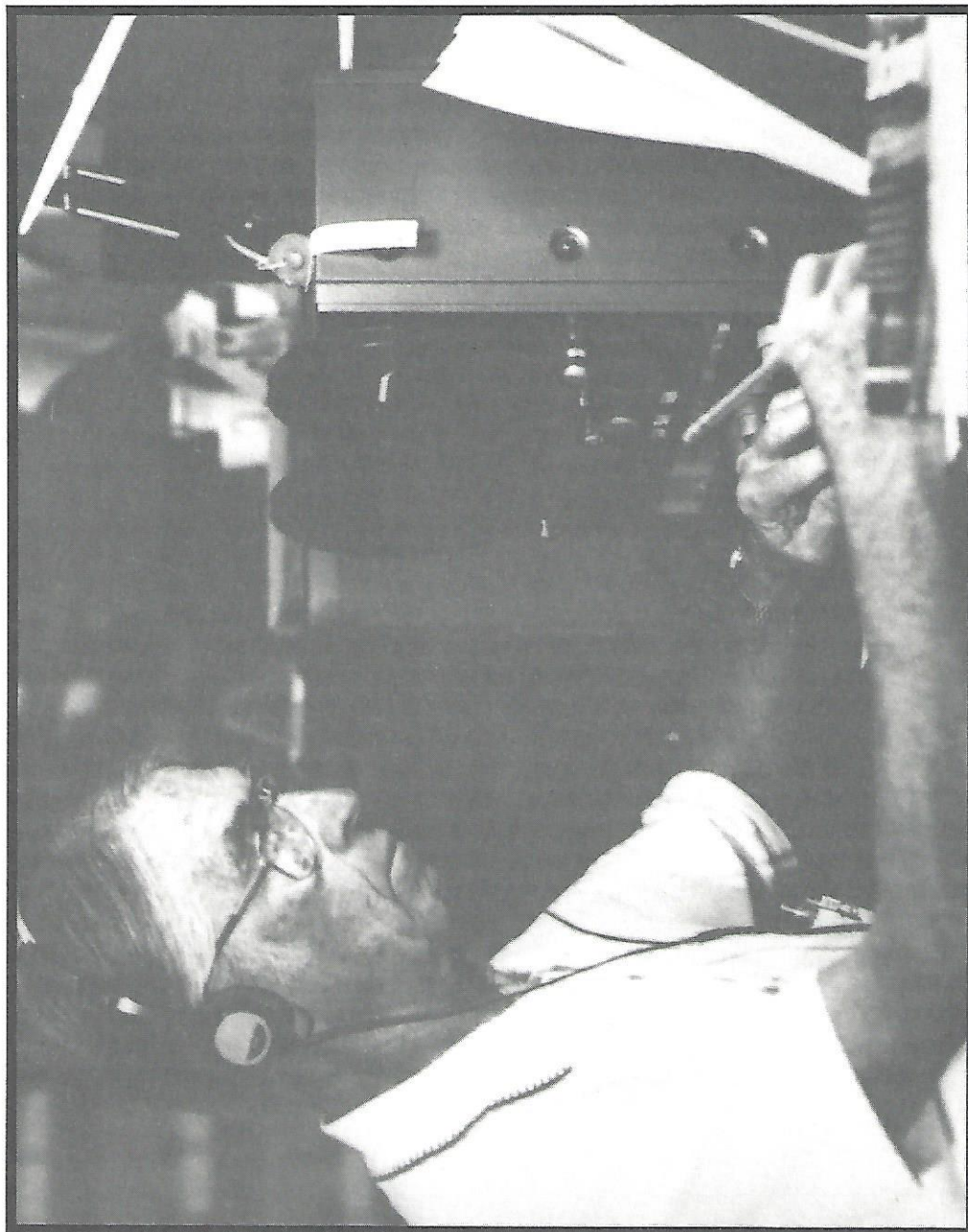
The same concern often causes offensive or propagandistic materials

to be rejected, not because the project "censors," but simply because limited resources necessitate making choices and broad appeal is an efficient, logical and equitable method of determination.

The project routinely surveys patrons to determine majority interests. Biography, fiction, history, and "life in Indiana" are the most popular categories. But available tapes also include such items as an Indiana cookbook, books about Indiana jazz, a trivia book by an Indiana author, and children's books. The project even has one picture book to its credit, recorded because the captions were so informative and masterfully written that they were useful without the accompanying photographs.

Who (Volunteers and Training)

The Indiana History Project depends heavily on volunteers. Two full-time and two part-time staff members coordinate approximately sixty volunteers from all segments of the community. The project also employs a technical support person on an as-needed basis. Volunteers function as narrators, monitors, reviewers, tape technicians, cassette book inspectors, and clerical assistants.



Step Two: Original tapes are edited for best cuts.

Narrating is the most popular job among volunteers, perhaps because the narrator is the person whose voice is captured for generations of patrons to enjoy. Narrating is often perceived as the most immediate, active component of the recording process.

But narrators are only part of a team, and the "silent partner," the monitor, is every bit as critical to a quality product. Monitors operate the recording equipment and follow the text as the narrator reads. Monitors must have an extensive vocabulary and a superior sense of syntax. It is the hardest job to fill because it requires a degree of alertness and control and precision operation of tape machines that can intimidate new volunteers.

After recording other volunteers called "reviewers" proof the completed sound track against the printed text. The tape is then returned to the recording team for correction. Finally, the tape technician duplicates the master reel onto cassettes, and clerical assistants help prepare for circulation by typing labels, brailleing and boxing cassettes.

At the present time there is no accreditation system for projects like Indiana's. But Horrell stresses that a program of this kind can be as professional as the staff and volunteers are willing to make it. She is insistent that the patron deserves a quality piece of material that reflects both sophisticated equipment and sophisticated volunteers.

Horrell demands professionalism from her volunteers and encourages it by providing intensive training sessions and ongoing evaluation. All volunteers attend a mandatory three-hour workshop that covers all aspects of tape production, no matter what their particular job assignment is. The project has learned that perform-

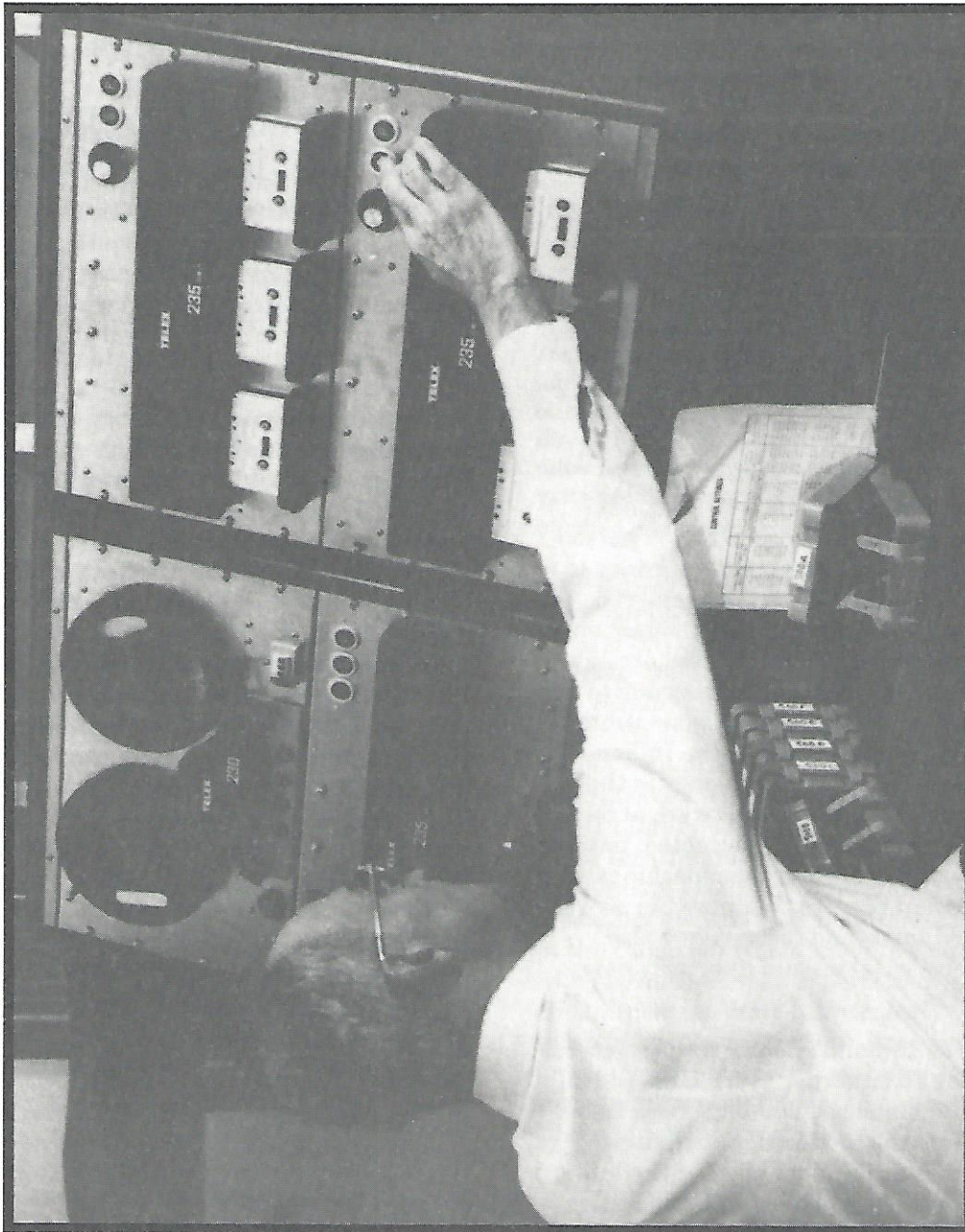
ance is enhanced and communication facilitated by each volunteer's familiarity with the other volunteer positions.

Narrators must pass a strenuous audition. Auditions are taped and evaluated by a review board which includes talking book patrons. Monitors must observe several recording sessions before beginning a book of their own and reviewers are asked to start out with a book that has already been reviewed by an experienced volunteer, so that their error-spotting abilities can be assessed before they become independent "critics."

Monitors and narrators follow the National Braille Association's *Tape Recording Manual*, which contains comprehensive standards and guidelines for the production of recorded material. It is the final authority on form for reading such things as footnotes, symbols and abbreviations, and for communicating effectively the information on graphs, tables, diagrams and maps.

Accuracy is a hallmark of quality recording programs of course. But the concept means much more than just a tape free of stumbles or extraneous noises. It means tireless, almost obsessive attention to detail. Horrell issues a "skeptic's license" to all volunteers, a humorous way of encouraging them to question and confirm at every opportunity.

Average reading vocabularies are much more extensive than spoken vocabularies and often volunteers are surprised to discover that pronunciations they have assumed for a lifetime are not correct. Horrell is quick to ask for help to ensure accuracy. She routinely calls the reference divisions of libraries and contacts post offices and police departments in other cities to check the pronunciations of street names. She has called law libraries



Step Three: Final tapes are duplicated for distribution.

for the proper, spoken format for statutes and codes and the Indianapolis International Center for help with foreign language expressions. She has even called people listed in the phone book who share an unusual surname found in a book being recorded.

How (Equipment, Production, Circulation)

The project records master tapes on reel-to-reel machines for optimum sound quality, and then duplicates onto cassettes. The books are recorded at a special speed that requires special equipment for listening. In this way copyrights are protected and the free service is preserved for qualified patrons.

Eligibility for the free National Library Service is open to any person certified by a competent authority to be unable to use conventionally-printed material. The classification includes physical and visual disabilities and reading disabilities due to organic dysfunction. Patrons submit an application through the Indiana State Library which belongs to the cooperative national network of 56 regional libraries. If accepted, patrons may obtain special tape machines and/or record players that play the slower-speed tapes and discs. They also receive catalogs and quarterly newsletters.

The Indiana History Project records about 25 titles per year. Under ideal circumstances a 200-page book takes six months to record, but circumstances are seldom ideal. Scheduling is always a problem, and some titles are more tedious to record than others because of print size, technical language or obscure pronunciations.

Many patrons allow the project staff to make selections for them based on their stated interests. While some may specify such things as "any

fiction," the fact that so many patrons state no subject or genre preference at all indicates to staff that the hunger for talking books is so great that patrons are eager for *anything*.

In 1982 the Indiana History Project entered 175 titles in the National Union Catalog for the Blind and Physically Handicapped and made its talking books available nationwide. The quarterly catalogue, produced by NLS, is available in microfiche to participating programs. Patrons from outside Indiana acquire the project's titles by process of Inter-Library Loan through their regional libraries.

Because its tapes are distributed nationwide the Indiana History Project is especially conscious of quality. But Horrell keeps reminding her volunteers that quality and the high standards that ensure it, should be "given" in any library service to the handicapped. It shouldn't just be a consideration when promoting the reputation or visibility of a project. Patrons of the Indiana History Project are discriminating readers, consumers for whom a product is being provided. As one volunteer put it, "to think in terms of service might be a *disservice* to our patrons because it's a bit patronizing, and tends to make us complacent. The dignity of both the producers and the patrons should be reflected in a solid product, produced with pride."

The Institute for the Study of Developmental Disabilities Library

Marilyn Irwin
Librarian

**Institute for the Study of
Developmental Disabilities
Indiana University,
Bloomington**

Jennie Van Dyke
Director

**Forsyth Public Library
Forsyth, Illinois**

"My child isn't receiving the proper care at his school. Who can I complain to and get something done about it?", a parent calls and asks. "I want to know about the family's role in caring for a child with a handicapping condition. What journals and books can I turn to for information? It's for a paper I'm writing for a special education class." "I work in a group home and I need to teach appropriate social skills to one of the residents. What curriculum guides do you suggest?" These are representative of typical questions handled by the Library of the Institute for the Study of Developmental Disabilities (ISDD), (formerly the Developmental Training Center). This is a small, specialized library concerned with the dissemination of information and materials about developmental disabilities. Public Law 95-602 defined developmental disabilities as:

a severe, chronic disability of a person which—(A) is attributable to a mental or physical impairment or combination of mental or physical impairments; (B) is manifested before the person attains age twenty-two; (C) is likely to continue indefinitely; (D) results in substantial functional limitations in three or more of the following areas of major life activity: (1) self-care, (2) receptive and expressive language, (3) learning, (4) mobility, (5) self-direction, (6) capacity for independ-

ent living, and (7) economic sufficiency; and (E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.

Mainstreaming and deinstitutionalization have resulted in greater integration of people with disabilities into the community, but they have also resulted in decentralization of sources of information for families of people with disabilities and for the professionals who serve them. The ISDD Library serves as a resource to those seeking information related to substantial disabling conditions. Professionals who may be interested in the collection would include those who provide services to persons with disabilities: teachers (particularly those in special education), speech and language pathologists, psychologists, social workers, and adapted physical educators, to name a few.

Since the parents and siblings of people with disabilities have special roles in the lives of those individuals, an attempt is made to meet the information needs of family members at the ISDD Library. Materials are available for the families of individuals with substantial handicapping conditions including items on specific

disabilities as well as those to assist the family with coping skills, financial planning for the future of the child, and specialized parenting skills.

There are no specific requirements for use of the Library. Anyone wishing information in the area of developmental disabilities is encouraged to make use of the facility. Since the Library's collection is not listed on OCLC or any other network, the staff will develop a bibliography of a specific topic on request. Materials can be requested directly by telephone or through the mail. The Library is a member of the Stone Hills Area Library Service Authority (SHALSA); therefore, materials can also be obtained through the ALSA system.

The Library collection focuses on materials for and about moderately and severely handicapped people. Areas of emphasis include community integration, supported employment, early intervention programs, aging persons with developmental disabilities, legislation and advocacy, and parental involvement. The resources include:

- * Instructional materials and curriculum guides for use with children and adults with disabilities.
- * Multi-media training materials for teachers, parents, paraprofessionals and others.
- * Reference and background information about developmental disabilities.
- * Bibliographies.
- * Directories of organizations and services.
- * Documents published by the ISDD.
- * Newsletters and periodicals.

- * Catalogs from publishers and distributors.

Located on the Bloomington campus of Indiana University, the Institute for the Study of Developmental Disabilities was built in 1969 from funding provided by Public Law 88-164, the 1963 Developmental Disabilities Construction Act. Along with Riley Child Development Center in Indianapolis, the Institute forms the Indiana University Affiliated Program, one of approximately 50 such programs across the country. The mission of these centers is to provide interdisciplinary training, research, exemplary services, and information in the areas of developmental disabilities.

The staff of the ISDD Library also serve a public relations function for the Institute. Tours of the ISDD originate in the Library and are led by Library personnel. In addition, a brochure and an information packet describing the Institute's various programs were developed by the librarian and are available from the Library.

The Library is also responsible for selling the publications written by the staff of the Institute and published by the ISDD. Among the titles available are *Recognizing and Enhancing the Communication Skills of Your Group Home Clients*, by Beverly Vicker and *Vocational Programming for Students with Autism*, by Patricia L. Sitlington, Nancy J. Dalrymple, and Anthony W. Dewees. All of the publications are available at cost. A complete catalog of publications and their prices is available from the Library.

As stated earlier, the mission of the Institute for the Study of Developmental Disabilities is to provide interdisciplinary training, research, exemplary services, and information in the areas of developmental disabilities. Though the Library was originally established

to serve the information dissemination portion of that mission, research and training are becoming integral concerns as well. The librarian, Marilyn Irwin, is working with Dr. Shirley Fitzgibbons of the Indiana University School of Library and Information Science (SLIS) on various projects related to library services to persons with disabilities. In addition, numerous masters students from SLIS have worked part time in the library and learned about developmental disabilities, about the needs of those who are

disabled, about the role of professionals from other disciplines who serve people with disabilities, and about the role of the librarian in working independently or with an interdisciplinary team to provide services to the people with developmental disabilities.

The address for the Institute for the Study of Developmental Disabilities Library is 2853 East Tenth Street, Bloomington, Indiana 47405; (812) 335-9396.

Organizing an Adult Literacy Program at Orleans Public Library

Louise F. Gugel
Librarian
Orleans Public Library
Orleans, Indiana

For years, libraries in this country have provided guidance to adult learners. When, in the 1960's, it became evident to teachers, government officials, and librarians that a large number of adults in our population were having difficulty with reading, it devolved quite naturally that the library be chosen as the logical, non-threatening institution to establish a reading program for adult learners.¹ Numerous libraries started experimenting with literacy programs. Support was added by the American Library Association and the program has spread widely. In 1986, mini grants for literacy material were offered to small Indiana libraries. After encouragement by local teachers and guidance counselors in Orleans, Indiana, our public library applied for, and received, a mini grant. This was my introduction to library literacy programs. In this paper, I will attempt to outline some of the recommended steps we used in establishing such a program in our library.

In determining the feasibility of a literacy program, one must assess the needs of the community. It is recommended that one conduct a survey in order to better understand the needs of the population to be served. This was difficult to do in our situation, because of lack of finances and staff;

however, the assessment we took by work of mouth with local citizens, we felt was valid and helpful.

After the needs of the community were ascertained, it was time to bring the matter to the Library Board. Our board is dedicated to promoting library services and was eager to add this type of service. "Every Library in the country . . . has a role to play in the national literacy effort."²

Next, it is fitting to develop mission statement parameters for the program. A suitable mission statement we chose was: The library desires to promote a literacy program as a service to Orleans and surrounding area. Some of the objectives of the project were to develop selection policy, to select books and audio visual aids, to set up advertisements for staff volunteers, to train staff, to advertise the program in the community, and to establish regular tutoring sessions for literacy students. At this point, it was useful to use a Pert Chart to graph the timetable that was feasible for these goals. After charting, the activities were easily written down.

There are numerous bibliographies available for selecting material. One that I found most useful was "Selected Book List: \$1,000 Adult Literacy Collection," prepared by the Centers

for Reading and Writing, 444 Amsterdam Avenue, New York, New York 10024. When selecting material one must consider physical appearance, content, style, reading level, and inviting format.³

A large share of the material needed in this type of program is for study. Most of these materials are of the workbook type. They must include the various grade levels in math, language, reading, and social studies. High school equivalency study guides also need to be included. Life-style workbooks, job advancement study manuals, and citizen study guides are all necessary.

Because the low reader's information needs must be met, we felt it necessary to include consumer information, materials on health and health care, and law. We found that the community can be an excellent source for life coping materials. From the Attorney General's office, one can get pamphlets on consumer rights. From the county extension agent, come pamphlets on the home, family, and nutrition. From the employment commission materials on how to look for a job and how to participate in a job interview can be obtained.

Adult new readers should also have access to leisure reading materials. Easy-to-read materials (short fiction, comics, and high-interest, low-level nonfiction) must be included in the collection. Once this variety of materials is assembled the problem of cataloging it must be solved. We have found a shelf list to be sufficient, since the adult learners will not be using the card catalog at this point.⁴ Browsing stations make the material easily available for users. Interesting displays also help attract this type of reader.⁵

Staffing a literacy program can be a major problem for many small library

directors. In most cases small library funding does not allow the use of paid personnel. Volunteers from the community are needed. In Orleans we have found a number of people with teaching related backgrounds willing to volunteer as tutors. Diverse backgrounds and training make it important to schedule meetings and workshops. The Literacy Conference at Indiana University, May 19-21, will be helpful to staff and director alike. Following is a four-step plan for developing an effective staff. Step one, conduct a needs assessment. The director can help the less experienced volunteers evaluate training needs. Step two, design an overall staff development plan. After the staff has developed a plan, the director can establish priorities. Step three, implement training activities. A good technique is to send some of the more experienced people to workshops. They, in turn, can train the remaining staff. Step four, follow-up activities. Skills learned initially need reinforcement and re-evaluation. This step requires continual awareness of new techniques and in-service training.⁶

There can be no literacy program without community awareness of the service offered by the library. We advertised our program in the local newspapers and over the local radio station. We also notified social service agencies and clubs in the area. Posters were placed in prime spots in town and in the library. Whenever possible, I give talks about the program within the community. So far the most effective type of advertising has been the radio. The majority of applicants state that they heard about the program over the radio. Advertising must be an on-going activity, if the program is to be a success.

Once the literacy program is established, there are many basic needs that must be met to keep the program

in operation. This year there are again two grants available. One is from the U.S. Department of Education, the Library Services and Construction Act Library Literacy Program grant. The other is an Indiana State Library Mini grant.

Finally, we feel that if the literacy program is to be effective, progress assessment is a necessity. At monthly meetings these questions might be asked: Are the activities fulfilling the goals and objectives of the program? Are the goals and objectives still adequate to the program's needs or do they need updating? Only with continuing evaluation, training, and dedication will the program be a success.

NOTES

¹Bayley, Linda, *Open Doors for Adult New Readers; How Librarians can Select Materials and Establish Collections* (New York: New Readers Press, 1980), p. v.

²Lyman, Helen H. *Literacy and the Nation's Libraries*. (Illinois: American Library Association, 1977), p. 25.

³Bayley, *op. cit.*, pp. 10-11.

⁴*Ibid.*, p. 13.

⁵*Ibid.*, p. 14.

⁶Lerche, Renee S. *Effective Adult Literacy Programs: A Practitioner's Guide*. (New York: Cambridge, 1985), p. 223.

Networking Close to Home: A Shared On-Line Computer System

M. Jacqueline Nytes
Director
Carmel Clay Public Library
Carmel, Indiana

In the Library world, the concept of networking usually calls to mind large scale computer link-ups sharing access to bibliographic data bases such as OCLC or WLN. When networks have been established for the sharing of other functions, they have frequently involved similiar types of libraries (the North Suburban Library System in Illinois, and the Gaylord Cluster here in Indiana) or, when they have been multitype, they have still been geographically spread out (Project Circ).

While automation allows libraries to link across the miles, in the enthusiasm to do so librarians have often overlooked resources closer to home. Sharing these resources may require more complex relationships than the typical "public library - only" network, but the benefits to the local community can be exciting.

The Challenge

In approaching automation planning at the Carmel Clay Public Library we became aware that we would want to take advantage of available technology to link with some other library. To do so would expand the resources available to our patrons - a high priority since the budget was unlikely to ever be able to respond to all of their needs for materials.

The belief that Carmel Clay Public Library should network with some other library was qualified by two conditions:

(1) The partners had to be close enough to our community so that patrons would be able to take advantage of the new access the automated system could provide without requiring extensive courier service or increased interlibrary loan costs. Our community is very mobile and we assumed people would be willing and excited to visit other libraries; and we couldn't afford to provide the material any other way.

And (2) our feeling about future developments in automation led to a commitment to a full MARC Data Base for our collection. The costs of any conversion are excessive but the experiences of other libraries indicated that the most complete conversion of the data base the first time around would be the best investment.

These conditions limited our options. While a link with the public libraries in Noblesville or Indianapolis would have met the first condition, neither of those institutions shared our concern for MARC's.

An Answer

In our own backyard we found a potential partner who shared that concern - the Carmel Clay Schools. The school media centers are very strong in Carmel and have had extensive involvement with microcomputers. Several of the schools were beginning to explore the applications of micros for handling circulation-related functions, but were concerned that this solution would not facilitate resource sharing among the schools.

The idea of a shared system was of interest to them. They had recently incorporated the use of OCLC into their technical services operation so the necessary tools were in place for them to develop a MARC data base.

The key to the successful germination of the shared system idea was the "can do it together" attitude of the Carmel community. This attitude is frequently revealed when there is a problem to solve or a challenge to meet. The lines between governmental units have not stood in the way of problem solving, witness the Joint Plan Commission and the Board of Zoning Appeals, both of which cross political boundaries.

A difficulty in developing the idea was the lack of a role model for a truly shared system between a public library and a public school system. Contracts for other shared systems often reflected a scenario where one library bought a system which others contracted to use. Even in Project Circ, which is a more cooperatively owned and operated system, there still is a pivotal role played by INCOLSA as the developer of the system. At the time, no role model could be found for a system jointly developed and owned by a school board and a public library board.

A non-library project developed in

the Carmel area during the early 70's provided the legal model needed to organize such an endeavor. The Hamilton-Boone-Madison Special Services Cooperative was formed by five school corporations using provisions of Indiana Code 36-1-71 et seq. This allows for an Interlocal Cooperation Agreement between governmental units, providing the legal basis for the shared system. The public library and the schools use the same law firm¹ which had helped develop the Tri County School project, and share the same geographic service area. This has been beneficial.

The process of defining the legal relationship proceeded at the same time as the RFP was being developed and the project bid. This two track process required a great deal of faith on the part of both parties and a commitment that somehow the shared system would eventually fly.

A great deal of faith was also asked of the vendors bidding the RFP for they were asked to configure and bid:

- (1) a stand alone system for the public library,
- (2) a system large enough to include the schools immediately, and
- (3) a phased-in approach to adding the schools over a five year period - all with guaranteed prices.

The CLSI bid did that, in addition to providing all of the requested subsystems, storage, performance levels and training.

The public library signed a contract with CLSI while work continued on the interlocal cooperative agreement. The schools and the library signed their agreement in December of '85 which was also when the schools signed with CLSI. All three of these

contracts recognize the existence of the other contracts and reinforce the shared partnership between the schools and the public library.

As a result of the Interlocal Cooperation Agreement, a Joint Board, comprised of representatives from the School Board and the Library Board, has been established to govern the shared system. Its responsibilities are to establish policy, approve budgets and represent the two institutions in the governance of the shared system.

Implementation

The conversion process has been completed for the public library and is now underway at the schools. The data base loaded by the public library is serving as the first source of records for the schools with early indications of a 40% hit rate. The public library originally had about 20% of its title records in MARC format. Microcon was used to complete the conversion process.² OCLC online will be used to obtain the remaining MARC records for the schools.

Installation of hardware is being done in stages. The central computer room, located at the public library, is completed with the exception of one processor which will not be needed until the last schools are online. The public library is already using the system for daily activity and at least one school was "up" in the fall of '87. The final school, in twelve, isn't built yet but will be online by 1991.

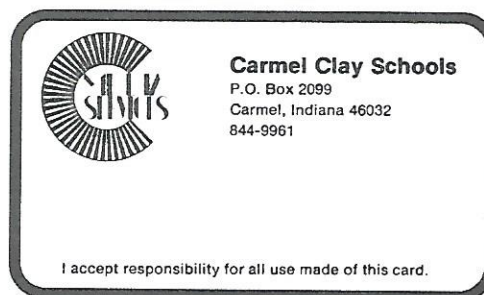
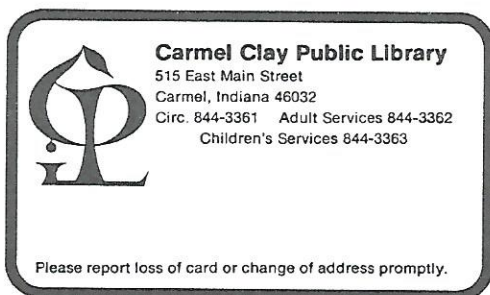
A new library card has been designed, using the logos of both institutions and each patron will be assigned a unique bar code number to be used throughout the system.

What have been the frustrations?

The greatest frustration has been one common to many automation projects—timetables have only been guidelines, they have seldom been firm. The project is currently one full year behind the original schedule. In many instances our projections were naive, but responsibility for the delays must be shared by all parties.

Completion of the computer room took longer than the contractor expected; conversion took longer than the librarians expected; hardware installation was delayed because of site preparation; and software installation was delayed because the vendor was just beginning the introduction of a major new release. The library's share of the project was funded by previously approved construction bonds so there was little delay with their funding, however, the lengthy additional appropriations process for the schools caused delays in obtaining their equipment being funded through Cumulative Building Funds.

Some frustration has come as a result of the unusual nature of the specifications. While everything being implemented is only a further refinement of proven CLSI abilities, the application has been complex. One example is the use of an OCLC inter-



face. CLSI has used these for several years but in our system it must support three OCLC terminals and their printers, located at two different sites. This particular example raised a question about the possible benefit of a shared processing center but that is not likely in the near future.

The degree of standardization required by any automated system has caused some frustration. This is probably much harder on the schools than on the public library which has been working with a MARC data base for several years and has only one collection to coordinate, while the schools will have twelve sites serving different aged audiences. The system provides for extensive local customization of circulation set-up so each school media specialist will have ample options for circulation rules in their building. Help screens for the online catalog can also be customized for each building to best meet the needs of the age group being served.

Role of the Advisory Committee

In addition to the Joint Board, the Interlocal Cooperation Agreement called for the appointment of an Advisory Committee, consisting of a number of librarians from both institutions. This group is responsible for recommending a budget, policies and procedures to the joint board, and for maintaining standards of operation.

This group is functioning very well, identifying the many issues to be hammered out and assigning them to subcommittees for research and recommendations. These subcommittees have been formed roughly along the same three lines as the issues appear to be grouping a) administrative concerns, b) bibliographic concerns, and c) public service concerns. The forum provided by the Advisory Committee is especially important in

providing the opportunity for team problem solving cutting across institutional and hierarchical lines. Although the public library staff had attended school media staff meetings frequently over the years, there has never been such a joint team effort before. This will benefit other areas of school library cooperation in the future.

Community Perception of the Project

Feedback about the project has been positive to date. The Clay Township Trustee and Advisory Committee members were very supportive and allocated federal revenue sharing dollars to help fund some of the costs of conversion.

Press coverage has been generous and the local press has been particularly responsive to the idea of the shared system since the earliest discussions, giving ample coverage to the conversion project and the joint library card.

While the public has responded well to the implementation of the system at the public library, and has all the press coverage, they still seem only vaguely aware of the joint nature of the project. More work needs to be done to increase public understanding of the potential of these linked collections. It is likely that in the fall of 1987 when the first schools are online, this work will be much easier. The group to be targeted first are the teachers who have an idea of the concept being developed but not much more.

The Future

Several more years will be required to complete the implementation of all of the subsystems and the installation of the remaining schools.

Materials Booking and Book Acquisitions software has been loaded into the system but is not expected to be in use until 1990 because of the amount of staff time required to change from manual to automated systems.

The schools' installation schedule is an ambitious one given the volume of conversion to be completed.

There are many policy questions yet to answer. A major one concerns just how much access the general public will have to the school collections. At present the school media centers are not staffed to handle walk in, non-school traffic, so traditional ILL methods will be implemented using the school's courier service. In time, however, both Boards agree that open access to all these collections by all local residents is the goal.

The opportunities for cooperative collection development are exciting and we expect to see movement in this direction very early on.

Those local residents who do understand the potential of an automated system have already been inquiring about the possibilities of dial up access into the system. This is an exciting option and one that we hope to explore. The local Cable TV company is also willing to investigate a possible role in making the data base available to cable subscribers.

Conclusions

Some conclusions can be drawn about why the shared system, jointly owned and operated by the Carmel Clay Schools and the Carmel Clay Public Library is working so far and is likely to succeed.

One is the community attitude referred to earlier. Another is the vision of the Board members of both institutions. They have been able to recognize the potential for benefit to

the community, have had the courage to make the necessary financial investment to achieve that potential, and, have had faith in, as well as respect for, the advice of their professionals in library/media services.

The staff's "belief" in the project has been critical for no one on the staff had ever been involved in something like this before. An entire article could be written on the dynamics of staff relations during such a project, but suffice it to say that commitment and high expectations can go a long way in making up for specific experience.

Other conclusions can also be drawn about why projects like this should be developed in other communities.

One is political. If public libraries and/or school libraries do more to build coalitions on the local level they are likely to be perceived as real team players, as integral parts of their community. The knowledge and skills of librarians can be of great value in leading other local governmental personnel toward increased cooperation and sharing of scarce municipal resources. It may be the schools in one community, it may be the courthouse law library in another; most communities have need for more efficient and effective sharing of local informational resources.

The argument is often used that such sharing will eliminate duplication. This should be suggested as an aspect of the benefits of local shared systems but should not be used as the only selling point for there will always be some duplication that is appropriate. The benefit will come from eliminating it where possible and enhancing service at the same time.

Another consideration is a very practical one. Automation allows us to

access each other's resources but it is dependent upon some method of telecommunications over which we seldom have much control. Although it is difficult to project how telecommunications methods will change, at present there are less expensive methods of linking at the local level than across long distances.

The best measures of the success of our project will come in future years. For now, early indications are that the community has made a wise investment in linking to share its local resources more effectively.

NOTES

¹The agreement finally drafted, clearly states that in the event of a dispute arising from the agreement, this firm cannot represent either party.

²Carmel Clay Public Library is in the process of completing an analysis of the true costs of conversion and the appropriateness of Microcon as a conversion method for this size and type library.

Actions Taken to Publicize the Documents Collection

Jack W. Lyle
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Introduction

In the author's study of adoption of Library Public services at Indiana State University¹ it was found that students continued to use these services after they came to the library to learn about them. This finding suggested that to get more people to use Indiana State University's United States government depository documents collection and its services it might be advantageous to study ways to get people to come to the documents department.

A review of library literature indicated a variety of actions that might be taken to make people aware of a documents collection. Because it had already been learned in the study mentioned above that students could be persuaded to adopt a service once they had been drawn into the library, it was decided to concentrate this new study on those documents publicity devices which would draw people into the library building for the specific purpose of visiting the documents collection. Therefore, exclusion was made of those devices that might draw people to the documents collection from another area of the library once they were already in the building. After those devices, such as displays, exhibits, and bulletin boards had been

excluded, there remained a list of eighteen actions that might be taken.

To locate the most active programs involving these eighteen actions, preparation was made of a short "Documents Publicity Survey." To obtain as large a response as possible, the survey was kept to a simple one page format that would not be time-consuming to fill out. Because of this brevity the survey responses did not lend themselves to meaningful statistical analysis.

In the spring of 1985 the "Documents Publicity Survey" was mailed to fifty United States Depository documents librarians in academic libraries at midwestern universities whose enrollment was similar in size to that of Indiana State University. (The enrollment size ranged from seven thousand to fifty thousand and the midwestern states included were Illinois, Indiana, Kentucky, Michigan, and Ohio.) Forty-eight of the fifty documents librarians responded to the survey.

Based on the responses of those documents librarians, twenty-five per cent of the responding libraries were selected for further scrutiny. Selected were the libraries that appeared to have a very active documents program involving the eighteen actions. (Other

libraries not selected may have been equally active.) The libraries selected were Ball State University, Bowling Green State University, Eastern Kentucky University, Illinois State University, Indiana University, Northern Kentucky University, Oakland University, Purdue University, University of Cincinnati, University of Dayton, University of Illinois at Chicago, and University of Kentucky.

To obtain more specific details about the ways in which these twelve academic depositories "publicized" their United States government documents collection and services, visits were arranged to the documents librarians at these campuses. Along with the letter confirming the date for the visit to the documents department each documents librarian was mailed an individual list of interview questions based on the actions reported to be performed frequently in that particular department. The visits and interviews were completed during the summer of 1986.

Findings

During the visits samples were collected of guides, bookmarks, flyers, bibliographies, accessions lists, and a newsletter; and their preparation was discussed with the documents librarian. Also discussed were special efforts made to find out which documents were of interest to faculty members, particularly a Selective Dissemination of Information System. Examined too with these librarians was their documents department's role in giving instruction, orientation, and workshops on documents. In addition methods of making individuals and librarians in the community aware of the documents collection were analyzed. All of the above actions were reviewed as ways of getting people to come into the library to visit the documents department with the

thought that when they visited they could be informed about the U.S. documents collection and services and thus might well be persuaded to return repeatedly. It was recognized that encouraging people to come to the documents department initially would require mailing them the guides, bookmarks, flyers, bibliographies, accessions lists, and newsletter.

Almost all the libraries visited had a one-page general guide describing the scope of the documents department and its services. Some included a paragraph or two in a more general guide to all library services. Some also had a detailed guide for use with the documents collection. At least one had mixed these two into a guide which gave both a general and a detailed description of the collection.

The libraries visited did not prepare their own bookmarks or flyers. One documents librarian used the bookmark and the flyer "YourSource for Government Information" published by the Government Printing Office as part of a "kit" to send to new faculty members. Another documents librarian had the GPO bookmarks and flyers stamped with the address of the documents department and put out for people to pick up.

There was great diversity in the bibliographies prepared. One documents librarian primarily made sure that documents were included when reference librarians prepared a subject bibliography, although this librarian might also occasionally prepare a brief bibliography after seeing a class assignment that seemed to call for one. Another documents librarian prepared bibliographies on faculty request. Of the bibliographies prepared at the different universities visited some were annotated and some were not. Some referred to general documents and documents tools; and

some were on a specific subject. One documents librarian used the *Subject Bibliographies* published by the GPO. Sometimes subject bibliographies were prepared by the documents librarians in cooperation with others in the library. One problem pointed out about all bibliographies was that it had become prohibitively expensive to reproduce long ones, especially if they were to be mailed. Although no solution to this problem, at another library visited the documents information desk had a list of their general and subject bibliographies (particularly those on topics often used by Freshmen). The patron could consult the list, ask to see a specific bibliography, and make a photocopy of it.

No documents department issued a separate documents accessions list, although in two libraries which regularly published a list of new accessions, documents were included in such a list. On a third campus, where there was an electronic mail system, the library put a list of new additions on this system and the documents department listed new documents reference tools or new documents sets.

One documents librarian prepared a two-page monthly newsletter with paragraphs on different topics, each paragraph featuring one or more documents. At another university the library issued a newsletter and an item about documents might be included in it from time to time.

Generally the libraries visited had informal systems of finding out which documents were of interest to faculty members and notifying them of new documents that they might want to come in to use or to charge out. However, one documents department had a full-scale Selective Dissemination of Information System. All faculty members were sent a list of subjects

and were asked to circle five subjects of particular interest. The subjects were numbered and these subject numbers were used to mark the individual documents on each depository shipping list. A subject catalog card was typed for each individual document. A card file by subject showed the number of faculty members interested in each subject so that how many copies of each subject catalog card to be photocopied was known. Another card file by faculty members' names showed the subject numbers in which they were interested. Through the use of this file the photocopied subject catalog cards were sorted into campus envelopes each one bearing a faculty member name. (Many faculty members reported that they liked the 3x5 card format because it allowed them to keep their own card file.) Because this manual SDIS consumed too much staff time, it was hoped that time-saving might result from the computerization of the system.

Next to SDIS the most formal system of finding out which documents faculty members were interested in was one in which the documents librarians gave new faculty members a list of subjects on which they could circle their interest. Because the back of the list was already addressed to the documents librarian the faculty member had only to staple the list and return it in campus mail. At one campus visited the documents librarian might access the library's computer to obtain a list of subjects in which various faculty members were interested. At another campus the documents librarian might consult the university research department for such a list. At a third campus the documents librarians became aware of the interests of faculty members through the documents questions the faculty member asked on the electronic mail system. To learn of faculty

members' interests one documents librarian attended meetings with faculty library representatives while at two libraries the documents librarians paid special attention to faculty members' class assignments on documents. Others learned of faculty interests through personal contacts especially with those faculty members who came to the department to use documents.

Several methods were employed to inform faculty members about documents that they might want to use or charge out. By far the most common method was the documents librarian's telephoning a faculty member. However, two libraries visited had a special notification slip to send to faculty members. To inform faculty members of documents of interest at one library, occasional documents seminars were held and faculty members were given a tour of the documents area. One documents librarian not only made documents presentations at faculty brown bag lunches, but also sent a monthly newsletter to faculty members. Three of the documents departments gave bibliographic lectures based on class assignments and encouraged the faculty member who made the assignment to accompany the class to learn about documents of interest.

The library-wide instruction and orientation program in the libraries visited was normally handled either by a separate library instruction unit or by the reference department. (There did not seem to be any clear-cut distinction between "instruction" and "orientation".) At most of these libraries, instruction was given to Freshmen English classes and documents were generally included as a small part of this instruction. In addition to the overall library instruction and orientation program, some documents departments offered

orientation and instruction specifically concerning documents. One documents department each fall gave one afternoon tour and one evening tour of the documents area and anyone was welcome to attend. At another campus anyone was welcome to attend a general documents lecture given in the fall. Three other documents departments gave a general documents lecture to a class if a faculty member requested the lecture. One of these departments sent faculty members flyers advising of the availability of lectures while another told of their availability in the library's newsletter. Documents departments with several documents librarians, rather than one, were far more likely to tailor lectures to individual courses. Six documents departments visited gave bibliographic or subject documents lectures based on class assignments or on special needs outlined by the requesting faculty member. Two libraries offered graduate students a bibliographic instruction lecture given by the library's appropriate subject bibliographer, who included documents as part of his lecture. (One documents department had graduate students fill out a sheet about their topic and assigned one of the documents librarians to consult them about documents useful for their topic.)

While workshops or seminars were conducted in some documents departments visited, these were not necessarily given by the documents librarian. One documents librarian arranged for the regional Census Office to give a workshop and another arranged for several government agencies jointly to present a statistics workshop. On the other hand, some documents librarians gave their own workshop or seminar. While one documents department had abandoned their practice of giving an annual general workshop for anyone who wanted to attend, each year they

conducted three seminars for faculty members—a general introduction to documents, a seminar on statistical sources, and a seminar on specialized tools and available data-bases. On another campus the documents librarian each fall conducted seminars on business statistics and statistical sources for faculty members and students.

In addition to conducting workshops for faculty members and students, some documents departments presented workshops for off-campus groups or individuals. Because the Library was an affiliate of the state data center one documents librarian did a workshop for community people in human services and development. Another documents department gave the librarians at a nearby college a workshop on tracing legislation. A third documents librarian gave workshops for public health groups and for the local genealogy society.

Besides workshops documents librarians visited had other methods of making individuals and librarians in the community aware of their documents collections. Personal contacts were maintained informally or at professional meetings. In one case documents librarians saw community librarians not only by going to various general meetings, but also by attending an area council documents subcommittee, which met several times a year. At two campuses visited the library was the reference center for the area's library network, a service which seemed to heighten the area librarians' awareness of the documents collection's existence. One documents librarian sent the monthly documents newsletter to community leaders and others interested in statistics. Sometimes a paragraph from this newsletter generated the interest of a reporter, who wrote a newspaper article mentioning the

documents department. Another documents librarian got a member of congress from the state to present a service certificate to the depository. This public official's appearance on campus generated publicity in the campus newspaper, in the local newspaper, and on the local radio stations, thus making the community aware of the documents department. Sometimes the individuals in the community became aware of the wide range of items available in the documents department when they came there for a specific purpose. One documents department housed the census schedules, which people came to consult. Two other documents departments had blank Internal Revenue Service forms available for people to pick up. (The IRS forms presented a problem if it was not made clear to people that the documents department staff was not qualified to advise them on the preparation of IRS forms.)

Although not a method of getting people to the library for the specific purpose of going to the documents department once people were in the library building referrals from librarians and staff members were useful in getting people to go to the documents department. The two most common methods used to inform the other librarians and staff so that they knew to make such referrals were update reports and workshops. One documents librarian in the update report to the Reference staff included changes in Superintendent of Documents classification numbers, reorganization of agencies and departments, news from *Administrative Notes* and *Documents to the People*, and new documents useful in answering reference questions. In the one library visited where the documents librarian worked part time at the general reference desk all public service for documents was handled at this desk.

So that the other general reference desk librarians knew about the documents collection when the documents librarian was not there, the documents librarian and the documents office assistants provided this desk with notebooks full of information including brief write-ups on useful new documents, lists and descriptions of categories of material (especially the latest decennial census), assorted communications in bulletin format, and very brief subject bibliographies. In regard to workshops for librarians and staff one documents librarian presented a general workshop to staff members, while at another campus the information was provided in an orientation tour for new Reference staff members. At a third campus the documents librarian gave librarians and staff an in-service workshop on access tools to government documents, such as the *Publications Reference File* and the *Monthly Catalog*, and accompanied the workshop with a fifteen-question exercise to help the participants apply what they had learned.

In summary then the campus visits to documents librarians provided a great deal of information on preparing or using guides, bookmarks, flyers, bibliographies, accessions lists, and newsletters; on finding out which documents were of interest to faculty members; on offering instruction, orientation, and workshops about documents; and on making individuals and librarians in the community aware of the documents collection.

Recommendation for Further Study

As is evident from the above report of findings, the information gleaned allows for description but not for quantitative analysis. Thus, a future investigation might concentrate on developing the "Documents Publicity

Survey" into an instrument which would lend itself to meaningful statistical analysis. First, the variables need to be identified and defined. In addition, the survey instrument should include clear definitions of the included terms, such as "flyer", "guide", and "orientation". Recent library literature has emphasized the fact that terms such as "often", "occasionally", and "rarely" are imprecise. To determine with as much exactitude as possible the frequency with which publicity actions are performed, these terms should also be given precise definitions. Moreover, space should be provided on the instrument for the respondents to further elaborate on or clarify their answers. Finally, the survey instrument should be sent only to a randomly selected sample of the population to be studied.

NOTES

¹Lyle, Jack W. *Indiana State University Undergraduate Students' Channels of and Use of Cunningham Memorial Library's Public Service*. (ERIC documents 196442).

DOCUMENTS PUBLICITY SURVEY

Please place the number 1, 2, or 3 in the blank in front of each item according to the frequency with which you do this for United States government documents.

1 = often 2 = occasionally 3 = rarely or never

- Prepare radio and television spot announcements
- Prepare articles for the campus newspaper
- Use the campus news service
- Write a column for the local newspaper
- Use your library instruction program
- Offer orientation on the use of documents
- Hold workshops on the use of documents
- Prepare guides or handbooks
- Prepare subject bibliographies
- Prepare reading lists
- Prepare accession lists
- Publish a documents newsletter
- Prepare flyers or bookmarks
- Give talks to community groups
- Give programs to "Friends of the Library"
- Make special effort to find out what faculty members need in documents
- Offer a Selective Dissemination of Information Service alerting faculty members to incoming materials relevant to their interests.
- Encourage librarians in the district served by the Depository Library to refer patrons to the Depository Library

Others not listed that you often do:

Please use the back of this sheet for any comments.



Lew Wallace, Indiana author of Ben-Hur on the steps of his Crawfordsville study.

Lew Wallace and *Ben-Hur*

Donald E. Thompson
Head Librarian, Retired
Wabash College,
Crawfordsville

Since its publication in 1880, Lew Wallace's *Ben-Hur* was a best seller, was produced as a play, and was made into a mini-movie and two full-length motion pictures. Probably no other single product from Crawfordsville has created so much interest and publicity, and been so lucrative monetarily. How did all of this start? Here is what Wallace said:

How did I come to write *Ben-Hur*? The very beginning of the book lies in a quotation from St. Matthew:

'Now when Jesus was born in Bethlehem of Judea, in the days of Herod the King, behold, there came wise men from the east to Jerusalem, saying, Where is He that is born King of the Jews? For we have seen His star in the east, and are come to worship Him.'

Far back as my memory goes of things read by or to me, those lines took a hold on my imagination beyond every other passage of Scripture. How simple they are! But analyze them, and behold the points of wonder!

Wallace describes the scene in some detail and then goes on:

In 1875—the date is given from best recollection—when I was getting over the restlessness due to years of service in the War of Rebellion, it occurred to me to write the conceptions which I had long carried in my mind of the Wise Men. A serial upon

the subject would admit of any number of illustrations, and might be acceptable to one of the magazines.

So I wrote, commencing with the meeting in the desert, numbering and naming the three upon the authority of the dear old tradition-monger, Father Bede, and ending with the birth of the Child in the cave by Bethlehem.

At that time, speaking candidly, I was not in the least influenced by religious sentiment. I had no convictions about God or Christ. I neither believed nor disbelieved in them.

The preacher had made no impression upon me. My reading covered nearly every other subject. Indifference is the word most perfectly descriptive of my feelings respecting the To-morrow of Death, as a French scientist has happily termed the succession of life. Yet when the work was fairly begun, I found myself writing reverentially, and frequently with awe.

This was purely natural; for it is with me, presumably, as with every writer who creates as he goes. My characters are essentially living persons. They arise and sit, look, talk, and behave like themselves.

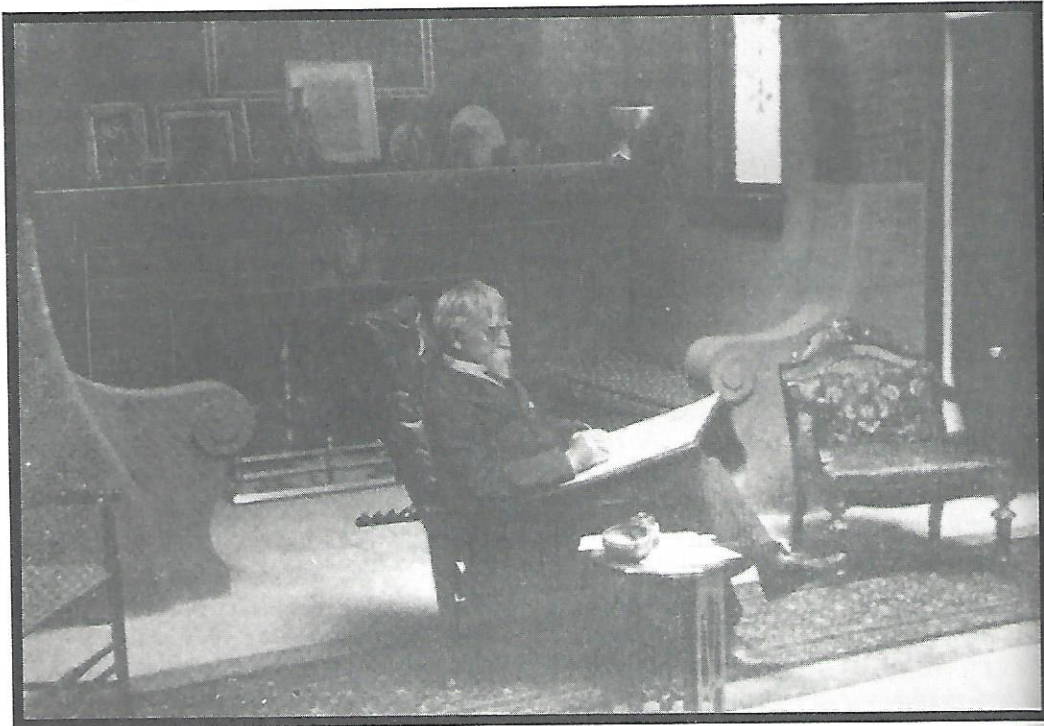
In dealing with them I see them; when they speak I hear them. I know them by their features. They answer my call. Some of them I detest. Such as I most affect become my familiars. In turn they call me, and I recognize their voices. Such being the case, think of the society to which the serial directly admitted me!

With this idea in mind, Wallace visited the Library of Congress and read a great deal about the Jews. Returning to Crawfordsville, he brought back many books and maps and from much research the story developed. He first thought about preparing a serial for *Harper's Monthly* so he wrote a 20,000 word story, but this later became the first part of the book. Most of the writing was done in Crawfordsville, but the novel was completed in Santa Fe while he was serving as territorial governor.

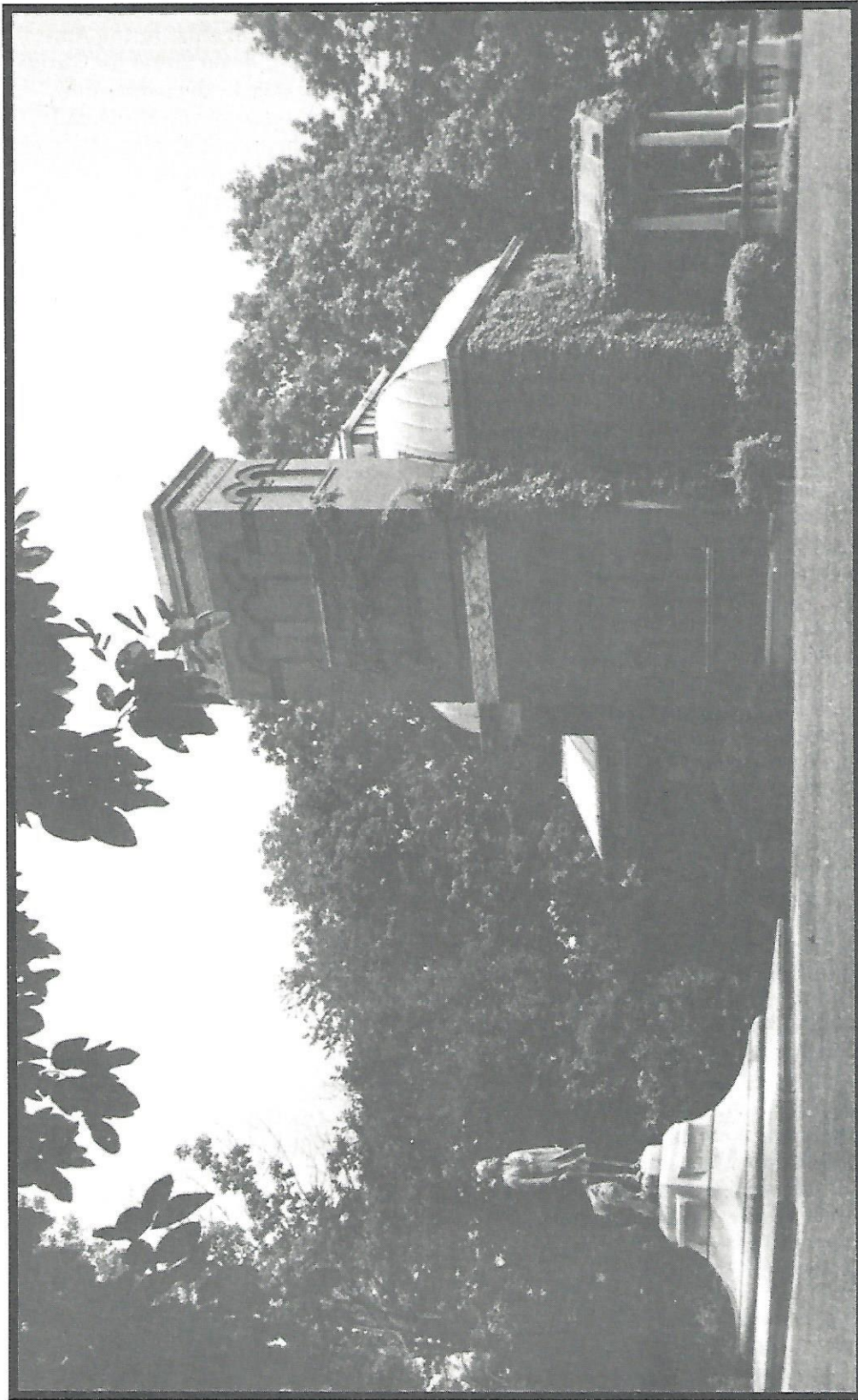
When the novel of two hundred thousand words was completed in March, 1880, Wallace took it to Harper Brothers in New York City and it was published on November 12, 1880, at a dollar and a half. In the first seven months only 2,800 copies were sold, but by 1886 sales were 4,500 copies per month. By 1911 sales had passed the million mark and in 1913 Sears Roebuck ordered a million copies at thirty-nine cents each. The book was published in several differ-

ent American editions and was translated into many languages. In 1944 Harper's estimated that more than 2,500,000 copies had been sold. It still ranks among the top best sellers by American authors. In connection with the release of the 1959 motion picture, several different editions were issued including deluxe, abridged for teenagers, children's classic, four paperbacks, comic book, coloring book, giant fun-time book, and motion picture souvenir book.

After publication in 1880 the book was received with mixed reactions by literary critics and the public. Paul Hamilton Hayne, a well known southern writer, wrote to Wallace: "It is . . . a noble and very powerful prose poem . . . of course, in the ordinary sense of the term, *Ben-Hur* is not likely to become popular, but by scholars and thinkers of every conceivable grade this singularly graphic performance must be cherished." John Hay said *Ben-Hur* was one of "the finest novels of our time." A San Francisco newspa-



Wallace in his study at Crawfordsville.



The Lew Wallace Study and Memorial, Crawfordsville.

perman suggested that "Governor Lew Wallace is a 'Literary Feller,' chiefly given to writing novels of an uncertain sort. He is following up *The Fair God* with *Ben-Hur, a Story of the Christ*. I protest, as a friend of Christ, that He has been crucified enough already, without having a territorial governor after him." For the religious press, *The Baptist Quarterly Review* said "In all respects we gladly commend the book" and *The Catholic World* found it "a most pleasing story." Other literary critics also had kind things to say but, whatever the critics attitude, the public liked the book as the sales figures show. Selections of the book were included in anthologies and it inspired a large number of novels.

Soon after its publication, several attempts were made to dramatize *Ben-Hur*. Leonard Barrett requested permission in 1882 but Wallace refused because he thought the theme was too sacred and the outdoor scenes too large for a stage. Others tried without success but pantomime and tableaux were permitted. Finally, in 1899, Abraham Erlanger and Marc Klaw contracted with Wallace to produce a play with William H. Farnum and William S. Hart. The first performance was held on November 29, 1899.

One of the real technical problems was how to run the race on the stage. This was solved with the use of treadmills which made such a noise that the actors could not be heard. *The New York World* reported that "wilder enthusiasm has seldom manifested itself in a theatre." When Wallace saw the treadmills and other elaborate scenery he exclaimed in amazement; "My God! Did I set all this in motion?"

Charles Frohman, a theatrical impresario, spent three and one-half hours at the dress rehearsal and then

said to the producers: "Boys, I'm afraid you're up against it; the American people will never stand for Christ and a horse race in the same show." His remark rates as one of the bad guesses in theatrical history. Not only did Americans like the combination, they loved it. Twenty million people saw the play which was performed more than 6,000 times, and ran for twenty-one years and paid upwards of ten million dollars for the privilege. It was produced in hundreds of American cities and abroad. The religious and moral tone made the stage easier to accept by many people who generally thought little good about the Theatre. William Jennings Bryan said, "I have enjoyed *Ben-Hur* as the greatest play on stage when measured by its religious and moral effect," and Billy Sunday exclaimed, "I wish a hundred million people could see the play." Stuart Holbrook, historian, stated that "Ben-Hur rode that gilded chariot right through the front door to enter the homes of hard-shell Baptists and Methodists and other non-novel-reading sects, and to an eager welcome." There were many other remarks and reviews, pro and con, with these as two examples: "The chief value was a pictorial and spectacular one. The producers were mistaken as to the true function of the stage" and "the horses, camels, and dromedary involved enacted their roles with credit."

The story was first filmed in 1907 in one reel and sixteen scenes and advertised as "positively the most superb moving picture spectacle ever made in America." The producers forgot to obtain permission so the publisher (Harper) and the Wallace estate sued and were awarded \$25,000 in damages. Years later the publisher and the Wallace estate sold the rights to a syndicate for \$600,000, the biggest deal of its kind of the time. The Syndicate in turn sold it to the

Goldwyn Picture Corporation for fifty percent of future earnings which eventually amounted to several million dollars.

In 1926 Metro-Goldwyn-Mayer spent four million dollars and three years in Rome and Hollywood making the first full-length motion picture of *Ben-Hur*, starring Ramon Navarro, Francis X. Bushman, and May MacAvoy. The movie ran on Broadway for a year which was something of a record, then and later. It was shown around the United States and abroad for several years and, revived with sound in 1931, and is said to have made between nine and ten million dollars for both productions.

Preparations were made on a grand scale. It took a year and a half in an Italian shipyard to build the vessels for the navy. For the chariot race there were thousands of extras and nearly two hundred horses. For many of the sequences there were

Shining coal-black beauties from the illegal slave marts of the Sahara; grandly limbed Nubians from the Nile Cataracts; Syrians, Arabians, and Yemenites; a procession of camels from Tripoli; equine coursers from Transjordan; sheiks of Iraq and Hedjaz; Jews, Greeks and Romans, whose features reproduced the aquiline or straight-nose types of their ancestors. 'Twas a veritable mart of the world, and here flowered forth the Roman holiday; for all Rome made the big days of the filming festival events and poured out into the Campagna, thousands upon thousands, headed by the Italian Deputies and Fascist chiefs, and kept back out of the historic sequences by strong columns of stout Bersaulieri. . . ."

A new film, released in the fall of 1959, cost more than fifteen million dollars and ranked as the most expensive picture ever produced to that time. Metro-Goldwyn-Mayer opened a casting office in Rome in 1958 to select the thousands of people who would

appear in the movie. Members of the aristocracy from Italy, Spain, Austria, Hungary, and Russia were included. A special restaurant on the set could feed five thousand extras in twenty minutes. Much of the film was made at studios near Rome. More than three hundred sets were built from fifteen thousand sketches on one hundred and forty-eight acres. A staff of more than one hundred people started making costumes in Rome a year before filming began. More than two years of research preceded the writing of the music score. The filming was done by six cameras, each valued at one hundred thousand dollars. The stadium covered eighteen acres and was the largest single movie set ever built. Seven thousand extras occupied it for the race with took three months to film, cost one million dollars, and had two hundred miles of running for the fifteen minutes on the screen. The movie starred Charlton Heston, Haya Harareet, Stephen Boyd, and Jack Hawkins. One M-G-M official said, "There aren't more than half of the Commandments you could really call interesting. We figure we've got a superior story."

Some traditions and legends were built up over the play and film. There was the time the play was running in Boston when Messala actually won the treadmill race on the stage. During the filming of the sea battle off Italy in the 1926 picture, a Roman galley carrying smudge pots actually caught on fire. Everyone in full battle dress went over the side and, in the melee, three people came up missing. Two days later they showed up on a fishing boat that had rescued them and demanded new clothes.

Some other things happened during the 1959 filming. Responding to a notice in Rome newspapers asking for men with beards, more than five thousand answered. There were two

doctors and two nurses on duty during the filming of the chariot race, and a twenty-bed infirmary was maintained. Many Italian women furnished hair for beards and wigs and a blacksmith had to be trained to care for the horses. During the filming in Italy the studios and sets were part of a sight-seeing tour. An entire mountain village became Nazareth and its three hundred people were drafted as extras.

The premiere of the 1959 film was held at Loew's State Theatre in New York City on November 18, 1959. During the rest of 1959, openings were held in ten other cities. The Indiana premiere was held in Indianapolis on February 23, 1960. It was a formal occasion and was attended by many well-known people.

Crawfordsville had its own celebration on November 13-14, 1959 in recognition of the anniversary of *Ben-Hur's* publication. On November 12, the Mayor issued a proclamation for "Ben-Hur Day":

WHEREAS, General Lew Wallace was an illustrious citizen of Crawfordsville;

WHEREAS, General Lew Wallace wrote of *Ben-Hur* at the Wallace Study in Crawfordsville;

WHEREAS, *Ben-Hur* has been published in more than 100 editions and 23 foreign languages and is currently being republished at 14 leading publishers;

WHEREAS, M-G-M Pictures is planning to launch a multimillion dollar color road show entertainment spectacle of the story;

WHEREAS, Civil War Round Tables, Historical Societies and other groups are becoming interested in both Lew Wallace's exploits and his literary achievements,

BE IT PROCLAIMED, That it behooves the citizens of Crawfordsville to have our city take its proper place in this international recognition

of this great literary work, and that the citizens of Crawfordsville join with other admirers of General Lew Wallace in taking part in the National observance of the publication of *Ben-Hur*—Nov. 14—by participating in Ben-Hur Day.

On the evening of November 13 a Lew Wallace Forum was held at the Lilly Library at Wabash College. Walter Fertig, Wabash College, spoke on "Lew Wallace, the Student": Hubert Hawkins, Indiana Historical Society, spoke on "Lew Wallace, the Soldier": and Arthur Shumaker, DePauw University, spoke on "Lew Wallace, the Author." On the morning of November 14, there was a Ben-Hur Day post office cancellation ceremony and then a parade with officials' cars and units from the American Legion, schools, boy and girl scouts, and other. Just before noon a special ceremony was held at the Wallace Study with the presentation of foreign language editions of *Ben-Hur* to the Wallace Study and a talk by Ted Gronert. The festivities ended with a luncheon at Wabash College. There was a "Ben-Hur Anniversary Contest" for the Crawfordsville public schools. Copies of Dr. Gronert's book *Sugar Creek Saga* were given for the best essays on "The Moral and Religious Significance of Lew Wallace's *Ben-Hur*."

Many dignitaries were invited to Ben-Hur day. Charlton Heston sent his regrets because he had to start rehearsing for a play. Others who signified their intention to attend were newsmen, television personnel, a representative from Metro-Goldwyn-Mayer, and government officials. An editorial in the *Crawfordsville Journal-Review* for November 13, 1959 commented on the recognition for Lew Wallace:

It is comforting to learn that the idea of observing Ben-Hur Day on November 14, to celebrate the first publication of Gen. Lew Wallace's world-respected novel, has attracted wide spread attention. It is

BEN HUR is a story of people... as human as any you know today.... the rich, the poor, the cruel, the kind. The lovers and the loved, the haters and the hated. Men of violence and men of peace... people of every kind, whose lives become entwined with that of the prince who became a slave.



Judah Ben-Hur

Prince of Judea, who challenged the evil might of pagan Rome.

CHARLTON HESTON, who was born in Evanston, Illinois, and is a graduate of Northwestern University. He began his professional acting career in radio and made his Broadway debut with Katharine Cornell in "Antony and Cleopatra." Has starred in a number of stage plays and television dramas. During the past 10 years has appeared in twenty important motion pictures, including "The Greatest Show on Earth," "The Big Country" and "The Ten Commandments," in which he portrayed Moses.



Esther

The Beautiful, whose love was stronger than the bonds of slavery.

HAYA HARAREET, who was born in Haifa, Palestine, and lived most of her life in Tel-Aviv. While serving the required two years in her country's armed forces, she began acting in service shows. Once out of uniform, she joined Tel-Aviv's Chambre Theatre and acted in dozens of plays. Speaks five languages fluently and won the feminine lead in **BEN-HUR** after William Wyler remembered having met her briefly at the Cannes Film Festival and ordered her tested.

Drawings of *Ben-Hur's* Cast of Characters are the work of Joseph J. Smith, native Philadelphian and graduate of the Pennsylvania Museum School of Industrial Art. Mr. Smith has become one of the most famous artists in Hollywood.

about time that Indiana should pay respect to its famous writers. There was a time when men of letters gave the Hoosier state its prime products, and we were known as a state that nurtured and encouraged literature and the arts. How many of Indiana's renowned writers can you name?

All too seldom are men of the pen honored with special memorial celebrations. Men of the sword are frequently paid tribute with anniversary observances. Battles are memorialized and statues erected. Scientists and inventors often have their day in the sun. But Ben-Hur Day will be the first widespread observance in honor of a writer that we can remember in a long, long time.

Ironically, Gen. Lew Wallace, who wrote of peace and saintly inspiration, was also a man of the sword and his statue bears the inscription: "Soldier, Author, Diplomat." His monument in the Capitol's Hall of Statuary is one of two—out of the 80 or more standing there—that won its place as an author. The other writer so honored was Will Rogers.

Reports say that more than 1,500 libraries in 20 or more states are taking cognizance of Ben-Hur Day and that even more schools are focusing on "Ben -Hur."

The two-day celebration was extended by one day when Haya Harareet decided to come to Crawfordsville to see the birthplace of *Ben-Hur*. Hasty arrangements were made, including a reception by city authorities and a visit to Wabash College. Perhaps the most enthusiastic welcome was given by Wabash students. It was early on Sunday afternoon and her appearance on the campus was not generally known. As she walked into the Lilly Library word got around quickly and students appeared from everywhere. They escorted her through the building and to the Campus Center for the reception. She dutifully shook hands with the dignitaries but her heart was not in it. She seemed to be more at ease

sitting on the floor around a low coffee table talking with students. When her manager reminded her that they were running late and must leave she said: "I'm in no hurry. I'm having too much fun here."

To celebrate Ben-Hur's 100th birthday a Ben-Hur Centennial was held in Crawfordsville during the first week of November, 1980. There were displays of Wallace memorabilia, showings of the 1926 and 1959 films, a Cub Scout chariot race, and a Historic Landmarks walking tour. William Noble Wallace was the guest speaker at the annual dinner of the Montgomery County Historical Society. Six Wallace scholars presented papers in two symposia. Robert and Katharine Morsberger gave talks and autographed copies of their newly-published book *Lew Wallace, Militant Romantic*. The Crawfordsville *Journal-Review* published a special section and one issue of *Montgomery Magazine* was devoted to Wallace.

During the week of July 19-26, 1986, Lew Wallace and *Ben-Hur* were again honored. For several years the Friends of Indiana Literature (sponsored by the Indiana State Museum Society) has honored Indiana authors, and Wallace was the 1986 honoree. In Indianapolis there were lectures, films, concerts, and other events. In Crawfordsville there was a tour of the Wallace Study, a visit to Wallace's grave, and lunch at the Crawfordsville Country Club (formerly Wallace's summer home.)

Ben-Hur has had a lasting influence on American culture. Several towns have been named after the novel, a Ben-Hur rose was developed, spices were marketed by Ben-Hur Products, Inc., and toys, candy, cigars, and other products have carried the name. Ben-Hur carousels were operated in the United States and



Wabash College students visit with Haya Harareet.

England; in 1978 a float in the Tournament of Roses parade featured the chariot race; and there is a Lew Wallace high school in Gary, Indiana. Crawfordsville has a General Lew Wallace Motor Inn, a Ben-Hur drive-in theater, a Ben-Hur home, a Ben-Hur Sports Shop, Ben-Hur Stables, the Ben-Hur Life Association, and at one time a restaurant offered a Ben-Hur salad bowl and sandwiches called The General and the Brigadier.

Lew Wallace would probably appreciate being remembered. He said to his wife on two different occasions: "I shall look back on *Ben-Hur* as my best performance" and "I am looking to you and *Ben-Hur* to keep me unforgotten after the end of life."

All photographs are courtesy of Lilly Library, Wabash College, Crawfordsville, IN.

A Statement of Opinion

A Cup of Kindness; Librarian as Cultural Mediator

Jean-Pierre V. M. Herubel
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The importance of human relationships in public services is well known, if not acknowledged. The complexity and challenge of understanding human dynamics is even more enigmatic. When a patron is bewildered or difficult, the interaction can be taxing enough, but when the patron is a foreign student, many factors come into play. Recent literature abounds with cogent observations regarding foreign students and libraries.

Anecdotal observations, studies, and surveys point to the foreign student situation as a "troubled" area for public services. This is even more pronounced in the "give and take" of the reference enterprise. As in any human exchange, nuances creep into the process of information transferal, most of which are not necessarily "hard information", reference answers, facts, etc. Often, human foibles, culture, individual psychology, and more, come together making for a unique exchange everytime.

As the world becomes more complicated and inter-dependent economically and culturally, if not politically, foreign students will be participating to a greater extent in higher education in the United States. Not only are these students sitting in classes and in the union, but they are actually actively engaged in transforming to

some extent American higher education. Their virtual presence is quite significant to the course of the collegiate enterprise; and, in some fields, notably engineering and basic science, they comprise a majority in graduate programs. These factors make the foreign student an important element to consider in library public services.

Institutions of higher education have attempted to integrate foreign students into the mainstream of college and university life. Various degrees of success can be noted by many librarians—but, one fact remains, foreign students *are* a different group of students who need to feel "at home" with the American library. One can speak of special bibliographic instruction sessions, sensitivity training, etc., but all this will not necessarily ring true to that target segment most in need of assistance or a friendly ear—the foreign student.

Anthropological conceptualizations of culture aside, the strength and willingness must generate from the librarian him/herself. A genuine interest in foreign cultures and their people is desirable if not paramount. It is only fair to say that such qualities are not simply garnered in in-service training, however competent and thorough the training may be, but are already present within the librarian's

personality, experience, and formal education. There may not be easily definable personality traits which lend themselves to quantifiable methods and/or results.

What precisely are those qualities of mind and personality which might make up that librarian in public service who can and would truly enjoy working with foreign students? There probably is no special species, but there are some very important characteristics. Again, it should be emphasized that these are not iron-clad, but some of these characteristics would be found in the ideal candidate.

The first characteristic is a real willingness and desire to work with foreign students both as groups and as individuals. Foreign students are special people and tend to comprise a *Terra Incognita* to most Americans, for whom lack of geographical and cultural knowledge may be an obstacle to successful communication. Indeed, no two American students are alike, and yet, foreign students seem to become one amorphous mass. To adequately dispel this illusion, one must be aware of the existence of the multiplicity of world cultures as well as the fact that there are regional and even subcultures which shape the world view of foreign students. Not that one should emulate a Margaret Mead, but a strong nuanced awareness of myriad cultures, customs, and attitudes would be beneficial.

Communications is another area which seems especially crucial. With such an emphasis upon good interpersonal skills a given in public services, one must wonder what happens to that emphasis when the informational exchange seems to evaporate into a nagging sensation that there is something missing, or that something did not quite "click" when the foreign student says "Thank You" and the

exchange is "terminated". Often, linguistic differences and culturally determined body language, coupled with previous perceptions of libraries and library services come together to impact upon public service.

As important as communication to public services, patience is a key ingredient to successful reference services. A librarian with patience and an affinity for listening to English, nuanced by a non-English accent and syntax, is in good stead when working with foreign students. This ability or predisposition is rare and is not easily duplicated. It is very much an undefinable personal quality much as, for example, is a talent for impromptu public speaking. Certainly, the two are not perfectly analogous, but the quality is recognizable, and, seemingly, a gift.

Becoming a cultural ambassador is another striking characteristic which provides the framework within which other qualities form a cohesive whole. What emerges is a person who is genuinely sensitive to and interested in foreign students as persons as well as patrons. I believe that this is the paramount predisposition which a reference librarian should have. In short, the foreign students will come to this librarian because he/she knows that that American librarian is responsive to his/her needs, not because he/she was trained to do so, but because he/she truly likes foreign individuals and is interested in their welfare.

Certainly, at times, this ambassadorial role (consular if one prefers) will verge on personal problems as well as helping with papers and research problems. A fine line exists between the librarian's professional role and that the teaching faculty member, social worker, confidant, etc. But one must remember that an engaged, high

profile librarianship role can only enhance the status of the librarian in the foreign students' eyes, since so many librarians throughout the world suffer from lower status stereotyping. Further, such a profile allows for the give and take, the artistry, if you will, of reference services.

If there is a "bottom line" to this thinking, it is that the foreign student is an important factor in American higher education. Coping with a foreign culture and its myriad manifestations can be very taxing and a lonely venture (as anyone who has travelled and live abroad can attest); and the seemingly open-ended American library world need not add to that burden. Responsibility for learning within the American higher education environment is a human enterprise, the humane quality should not be left to chance. Instead, a genuine concern for a mutually beneficial and active engagement with foreign students can only be mutually rewarding.

In emphasizing certain quasi-stellar qualities of mind and personality, there is no need to denigrate programs designed to instill or enhance greater awareness and/or sensitivity for reference librarians *vis-a-vis* foreign

students. These are wonderful and certainly efficacious endeavors. It is only fair to realize that certain humane qualities, perceptions, and concerns are tied to interest in foreign cultures, people, etc., and those qualities simply are not created in a vacuum, but are intellectual and cultural traits which are present in the practicing librarian. There are people who love the adventure of things foreign and are active in pursuing these interests—qualities which a reference librarian may bring to the foreign student relationship.

NOTES

¹See Mary Alice Ball and Molly Mahony, "Foreign Students, Libraries, and Culture", *College and Research Libraries*, 160-166 (March 1987) and Sally G. Wayman, "The International student in the Academic Library," *Journal of Academic Librarianship*, 9:336-41 (January 1984), as solid examples.

²U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States 1987*, p. 140.

³Ball and Mahony, p. 165.

⁴*Ibid.*, p. 161.

CALL FOR PAPERS

Practitioners, educators, and researchers are invited to submit manuscripts for publication in the Indiana Library Association sponsored journal *INDIANA LIBRARIES*.

If you have an idea for a paper or you want to discuss a possible topic, contact Daniel Callison, School of Library and Information Science, Indiana University, Bloomington, IN 47405; or call (812) 335-5113, or 335-2018.

Most manuscripts need not exceed ten double-spaced, typed pages, although longer manuscripts are welcome. Manuscripts may concern a current practice, policy or general aspect of the operation of a library system in Indiana. Editorials or opinion papers are also welcome, and should not exceed five, double-spaced, typed pages.

Specifically, ideas and manuscripts associated with the following topics are welcome, although any aspect of library practice in Indiana will be considered.

CENTRAL TOPICS FOR 1988-1989

PUBLIC RELATIONS. Examples of strong public relations efforts which have increased or changed public services of the library should be covered. Examples of flyers, news articles, or special campaigns to win over public opinion can be included.

COOPERATION BETWEEN SCHOOL AND PUBLIC LIBRARIES. Programs and services which have been developed in a joint effort to serve young adults should be the focus.

EVOLUTION OF THE SMALL, RURAL PUBLIC LIBRARY. How have the rural libraries of Indiana changed over the past three decades?

SERVICE TO THE HANDICAPPED. What are the special collections in the state? What special service does your library offer? What are the special funding outlets all libraries should be aware of and attempt to use?

WRITING THE ANNUAL REPORT. Examples of unique reports to supervisors, governing boards, or organizations should be given. What message do you need to convey, and how do you do it?

WEEDING THE COLLECTION. What are the policies and procedures for evaluation of the collection and determining those titles which must be removed? What happens to those titles after they leave your collection?

NEEDS IN LIBRARY EDUCATION. What are the areas of library education which the library schools and/or continuing education fail to address? What programs need to be developed for education of professionals in library management?

NONPRINT CORE COLLECTIONS. What are the basic nonprint needs of the public and academic library? What nonprint services can the school libraries provide to the community? What sources are best for the current video and audio compact disc revolution?

CIRCULATION WITH THE COMPUTER. What has been your experience with the use of a computerized circulation system? Have the records you keep and the collection development questions you ask changed since the system was placed into operation?

BIBLIOGRAPHIC INSTRUCTION. What are the new demands on bibliographic instruction in colleges now that students have access to online searching, CD ROM databases, and inter-library loan? Can public libraries offer bibliographic instruction as a public service? How can school libraries support critical thinking skills through a bibliographic instructional curriculum?

MANUSCRIPT SUBMISSIONS

Preparation: All manuscripts must be double-spaced throughout with good margins. Writers are encouraged to use the format described in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 4th ed., with footnotes at the end of the manuscript. They may, however, use another style manual with which they are familiar. Writers should be identified by a cover sheet with author's name, position and address. Identifying information should not appear on the manuscript.

Photographs or graphics are welcome and should accompany manuscript if applicable. Contributions of major importance should be 10-15 pages double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages doubled spaced.

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