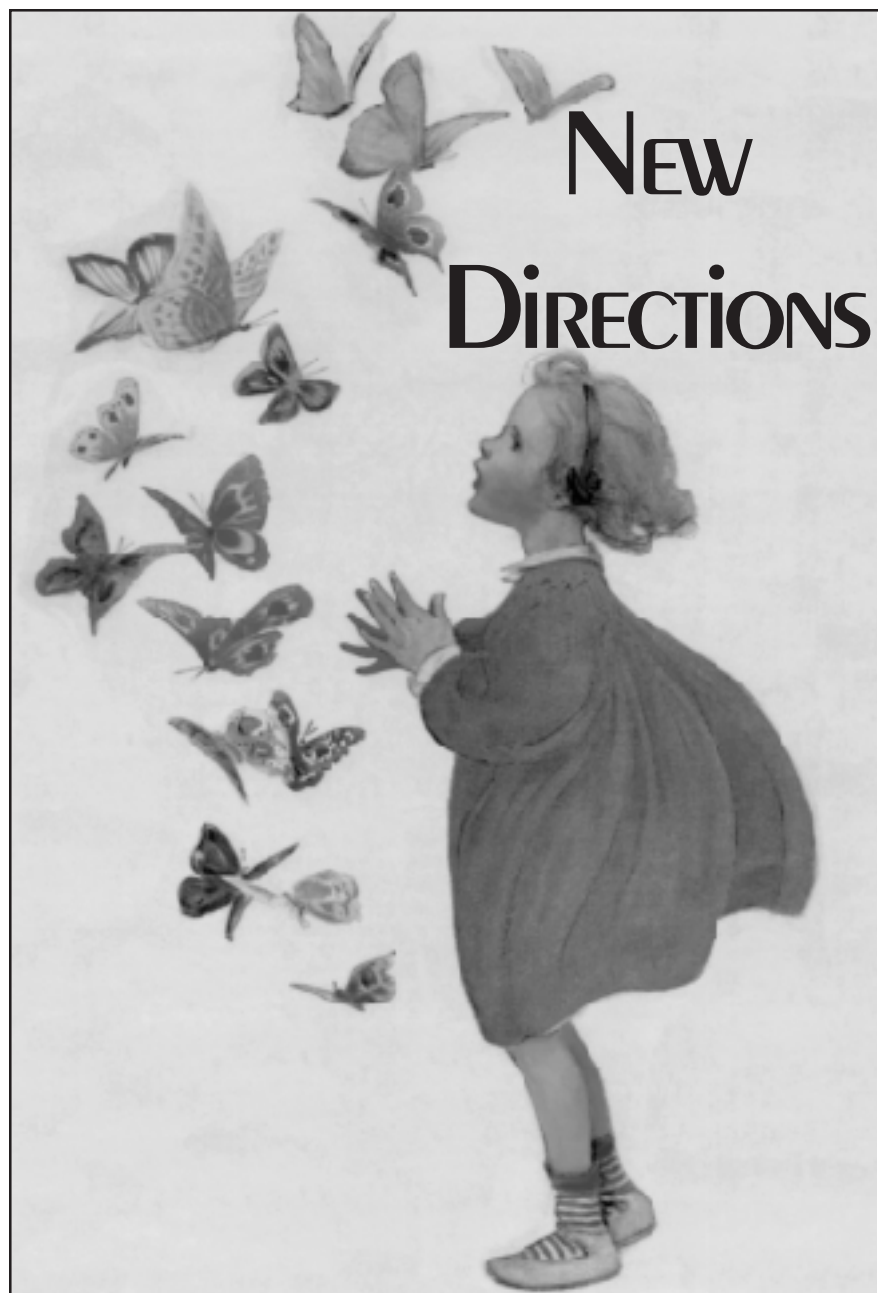


The Official Journal Of
FLORIDA LIBRARY ASSOCIATION

Florida Libraries



Volume 42, No. 1
January/February
1999

Articles

**Diversity, Division, and
Local Libraries: an
Antiquarian's Viewpoint**
by Richard Newman

**"RECLAIMING THE
EVERGLADES:
South Florida's Natural
History, 1884-1934"**
by William E. Brown, Jr.

Columns

Student Voices

Floridiana With A Twist

Florida Reads

Also...

Candidates for Office
Dates and Hotel Rates for
1999 Conference

SIRS

Florida Libraries

Volume 42 Issue 1

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MEMBER, Florida Magazine Association

JANUARY/FEBRUARY 1999

Contents

Articles

Diversity, Division, and Local Libraries:
an Antiquarian's Viewpoint..... 5
by Richard Newman

"RECLAIMING THE EVERGLADES:
South Florida's Natural History,
1884-1934" 7
by William E. Brown, Jr.

Columns

Student Voices 9
by Catherine Tynan
Floridiana With A Twist 10
by Judy Born
Florida Reads 11

Features

Editorial 4
by Linda Wiler
Candidates for Office 4
Calendar 5
FLA News 12

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FLORIDA LIBRARIES 42:1 3

New Year's Resolution

by Linda Wiler, Editor, *Florida Libraries*

Happy new year! *Florida Libraries* will start in a new direction this year. The Publications Committee has instructions to make recommendations for the future of the journal. They will present their report at the Spring FLA Executive Board Meeting. If you have any general comments or suggestions for the betterment of the journal—its periodicity, its look, its content, its presence on the Web, send them to the FLA Publications Committee.

I would like to thank the Assistant Editors and their supporting cast for a job well done. Their energy and dedication have made the journal what it is today. I would also like to thank all the authors who have sent long and short, newsworthy and scholarly articles and columns to the journal. Without their contributions the journal would have little to offer. Thank you!

As Editor of *Florida Libraries* for the past four years, I have found the experience, for the most part, a rewarding and stimulating one. With this issue, however, I must say goodbye. I wish the Florida Library Association luck with the future of *Florida Libraries* (paper and electronic), and hope that the Association will find the funds and staff that are so necessary for a quality product no matter what its format.

RESOLUTION: With everyone's help *Florida Libraries: The Official Journal of the Florida Library Association* will continue to thrive bringing its readers interesting and factual issues for their enjoyment and edification.

Now read and enjoy.

Candidates for Office

Vice President/President Elect

(1999-2002, 3-year term)

Barbe Bonjour, *Pasco County Library System*

Mary A. Brown, *St. Petersburg Public Library System*

Secretary

(1999-2001, 2-year term)

Suzanne E. Holler, *University of Central Florida Library*

Marilyn A. Sheck, *Tampa-Hillsborough County Public Library*

Director (Two vacancies)

(1999-2001, 2-year term)

Florence Simkins Brown, *North Miami Beach Public Library*

Naomi Harrison, *Rollins College, Olin Library*

Frances A. Kolonia, *Friends of the Ocala Public Library*

Debby L. Simone, *Alachua County Library District*

Craig Stillings, *SEFLIN*

Additional candidates for each office may be nominated upon petition of at least 25 members of the association, providing the petitioners have secured the consent of each nominee in advance.

These petitions shall be sent to the Chairman of the Nominating Committee within 30 days after the official announcement of the Nominating Committee's slate.

Petitions may be obtained from the

FLA Office, 1133 W. Morse Blvd., Suite 201, Winter Park, FL 32789 • PH: 407-647-8839

Diversity, Division, and Local Libraries: an Antiquarian's Viewpoint

by Richard Newman, Research Officer, W.E.B. Du Bois Institute for Afro-American Research, Harvard University

Worcester, Massachusetts — an industrial city due west of Boston — is the home of one of the country's most unusual and important libraries: the American Antiquarian Society. Counties and states across the country have founded institutions devoted to preserving their own history and culture, but the Society was conceived from its beginning as a center for collecting all early American printed material, including books, newspapers, pamphlets, and ephemera. Some federal institutions like the Library of Congress and the Smithsonian have a national vision, but they are public entities located in Washington. By contrast, the American Antiquarian Society is a private entity located in a little known city.

The Society is situated in Worcester not entirely by chance. Its founder, the Boston printer Isaiah Thomas, fled with his press to the safety of the west because he was publishing a Revolutionary newspaper in Boston and felt the need to escape the British. Thomas envisioned an independent America free from colonial rule, and he sought to document its history from the outset. To achieve this purpose he founded the Society in 1812, and to this day it continues to collect and preserve materials, and to serve scholars of early American history. Its large, extraordinary holdings document the very history of the Republic.

My first visit to the Society many years ago was to attend a meeting held in an under-stated conference room full of clean-lined colonial furniture, including John Hancock's grandfather clock and Cotton Mather's personal library. My mind must have wandered during the meeting because I remember scanning the titles of a bookcase shelf near the conference table. I reacted with a start when I recognized a copy of *The Whole Booke of Psalmes*, which is one of the rarest, scarcest, most significant icons of early American bibliography. Stephen Day had issued some earlier works from his Cambridge, Massachusetts press, the first in America, but they are now lost. This Bay Psalm Book of 1640 was the first true book published in New England, and only four complete copies are known to exist. Here was one of them, just sitting on the shelf like an ordinary book.

The other titles on the shelf didn't seem to be organized by author, title, or subject, and it took me a while to realize that they were arranged chronologically by imprint date. I was looking at the very earliest books printed in this country. I must admit I was moved just to be in the presence of this row of small, calf-bound, modest-looking volumes of American incunabula. I knew that this was a collection probably not duplicated in any other library.

Several years later, while I was doing research in the Rare Book Room of the New York Public Library, I made an even more startling discovery. I happened upon a book that had been printed in the New World a hundred years before the Bay Psalm Book. The imprint was Mexico City, where an Italian printer named Juan Pablos was working in New Spain prior to 1539. That was the year that *Doctrina Christiana* was issued by his press. No copies were known to exist, though one was reportedly seen in the 1880s. In fact, a great many titles were published in Mexico City and Peru by a number of printers in the century before printing even began in New England.

What does this mean? The American Antiquarian Society, for all its stature and treasures, is perpetuating a dangerous myth. It identifies itself as American, but it defines American in the narrowest, most provincial and ethnocentric sense. America is New England, English-speaking, and British. The reality is that books were printed in Mexico, as well as by the Spanish in Florida, by the French in Louisiana, and by Estivanico, an Afro-Spaniard, who was the first European to visit the Southwest. These are just a few examples.

And what is at stake? As Henry Louis Gates, Jr., points out, "Anglo-American regional culture is simply not universal." This fact states the case for diversity, pluralism, and multiculturalism. Diversity is not something that needs to be created. America has always been profoundly diverse in ethnicity, race, religion, gender, class, sexual preference. Of cultural pluralism, the novelist Ralph Ellison says: "it's in the air we breathe, it's the ground we stand on." Today's commitment to diversity is not an un-American plot; in fact, it is

continued on next page

CALENDAR

January 29-February 3
ALA Midwinter Meeting
Philadelphia
1-800-545-2433

March 7-11
14th Annual Computers in Libraries '99
in cooperation with the Special Libraries
Association
Hyatt Regency, Crystal City, Arlington,
VA
<http://www.infotoday.com>

March 9-10
Library Day in Tallahassee
407-647-8839

April 8-11
ACRL National Conference
Detroit, MI
1-800-545-2433

April 11-17
National Library Week
1-800-545-2433

May 4-7
FLA 76th Annual Conference and
Exhibition
St. Augustine
407-647-8839

June 10-13
North American Serials Interest Group
(NASIG) Annual Conference
Pittsburgh, PA
<http://nasig.ils.unc.edu>

June 20-23
Association of Jewish Libraries 1999
Conference
Boca Raton, FL
Schyndel@fau.edu

Diversity

from page 5

just the opposite, an attempt to see the real America — past and present — as it really was and truly is. The drive for diversity in examining our history or in trying to live responsibly in contemporary America is just an attempt to see and tell the truth.

To quote Henry Louis Gates, Jr., the teaching of traditional literature is the teaching of a “political order in which none of the members of the black community, the minority community of color, or the women’s community, were ever able to discover the reflection or representation of their images or hear the resonance of their cultural voices.” Any particular lens is exclusionary, and it takes wisdom as well as courage to venture out from the security of one’s own perspective to see the whole picture, for that requires us to see what is really there instead of what we think ought to be there.

Librarians and Diversity

Librarians, it seems to me, have special responsibilities and opportunities to participate in the real struggle to tell the truth that Native Americans, African Americans, women, Asians, Hispanics, and people from every nation, country and ethnic group in the world have all had a place in the creation of our country’s identity. That was the case in the beginning, just as it is now. Don’t lose sight of those first books printed in the New World — those Mexico City imprints, those Spanish language books, or those Roman Catholic doctrine books; and don’t forget the Italian printer who produced them.

Where do we go from here? Once again, Henry Louis Gates, Jr., writes, “Pluralism isn’t supposed to be about policing the boundaries; it’s supposed to be about breaking boundaries down, acknowledging the fluid and interactive nature of all our identities.” We should not insist that our identities are fixed and permanent, for they are always in motion. We should not maintain that we are isolated and independent, for our lives are interactive and interconnected.

Is there any way for us to translate these insights into some practical program that could make a difference in our lives and the lives of those around us? Let me try to make one modest and simple suggestion. Ironically, one of the most divisive and alienating aspects of both national and international life is an area one might think would contribute to human unity — religion. In the last few decades, we have witnessed an astonishing and unprecedented rise of conservatism, extremism, and exclusivity among the world’s religions. In Islam, fundamentalism is transforming Muslim countries, particularly in the repression of women’s rights; in world Judaism, Israeli nationalism is a threat to human rights and peace; in Roman Catholicism, the present Pope has appointed bishops so conservative that they seem to be men more of the nineteenth than twentieth century; in America, the Religious Right of Protestantism has become synonymous with reactionary and anti-progressive politics.

Amid all this divisiveness and separation, even hostility, I believe there is a positive and constructive role that librarians, especially local public librarians can play. The local librarian is uniquely responsible for local reference and research information. If I need to know something about any town, city, county, college, or other local institution, the librarian is the person I am going to call. The librarian has an opportunity no one else has: to be the person who knows about, cares about, collects, organizes, and makes available information about some particular corner of the earth.

My suggestion to librarians is to focus on the religious organizations of their own local area. Make a file for every church, syna-

gogue, or mosque in your town. Check your library for existing material about these institutions. Contact every minister or religious leader and get on his/her mailing list. Ask them to make gifts of any printed material on this church, as well as general information about the denomination to which it belongs. Don’t forget a hymnbook. Try to make these people think about where they should deposit the congregation’s precious records, minutes, and archives. This is truly unique material. How much information available nowhere else has been lost or forgotten?

You might want to go further and start a project not only to collect the data about every local church, but also to organize and oversee the writing of every church’s history. Does each local church have a historian? Agitate until one is appointed. Let all congregational historians meet once a month at the library and offer to serve as their convener. Teach them how to use the library, to gather information, to conduct oral history interviews, to structure a narrative, to tell a story, and, ultimately, to write a history. If you think you can’t teach them these things, bring in volunteer experts who can.

Seek approval of your library administration. Let the director know, first of all, that it isn’t going to cost any money. Second, convince him/her that you will generate favorable publicity — perhaps, you can invite a reporter or a television journalist to some of the library’s functions. When the first local church history is completed and made available, you are all going to know that you have made a significant contribution to your community.

One word of advice. Be aware that there are other churches than those in large stone buildings on main street corners downtown. Those churches are visible and important, and undoubtedly they have contributed a great deal to your community’s history. There are other churches: on side streets, in storefronts, and in people’s homes. Some of their beliefs and practices which may seem unusual to you, but your project, just like your town, is incomplete without them. In many ways these churches are more interesting than the stolid and respectable institutions whose towers and spires dominate the skyline.

Creating Unity

Do you see what we are doing here? There is diversity in your town, more than you realize. I am suggesting that you look at one of the basic areas of division — religion — and bring people together in a public space for a common and constructive purpose. Do you sense how much we can learn about each other, and do you know that we can truly respect only that which we understand? Do you see that we can maintain our religious distinctions and yet cooperate positively across ethnic, racial, gender, and religious lines? Do you see that it is possible to turn differences that divide into diversity to be celebrated?

The idea of the melting pot may never have been an appropriate metaphor for America, because there are elements that have never melted. Jesse Jackson’s image of a rainbow or David Dinkins’ symbol of a glorious mosaic are, in fact, more appropriate. George Frederickson’s notion is of a stew: we’re all in the same pot, but we’ve maintained our separate identities. The point is that we live in a dangerously divided world, and each of us has a responsibility to the larger human family. We need to help us all keep our individuality, while at the same time blending those individualities into real community.

This article was adapted from a talk given at the 1996 FLA Conference, Resources to Religions Meeting by Richard Newman. Newman is Research Officer at the W.E.B. Du Bois Institute for Afro-American Research at Harvard University. The author of Everybody Say Freedom: Everything You Need to Know about African-American History, his newest book is Go Down, Moses: Celebrating the African-American Spiritual (Clarkson Potter, 1998).

"RECLAIMING THE EVERGLADES: South Florida's Natural History, 1884-1934"

by William E. Brown, Jr., University of Miami and Gail Clement, Florida International University

The University of Miami Library, in partnership with Florida International University Library and the Historical Museum of Southern Florida received a 1998 Library of Congress/Ameritech National Digital Library Grant of \$ 137,188 for "Reclaiming the Everglades: South Florida's Natural History, 1884-1934." With this support, the three institutions will digitize historical materials that document the evolution of the Florida Everglades. The Everglades National Park (ENP) will contribute additional materials and provide necessary financial support to include these documents in the project. Upon completion, the partnership will merge a series of separate yet inter-related collections at four institutions into a single resource for students, scholars, researchers, and other individuals. The grant is one of seven 1998 awards following a peer review process that considered sixty-eight submissions. The project will digitize approximately 10,000 images, letters, documents, and pages of printed text.

Principal Investigator, William E. Brown, Jr., Head of Archives and Special Collections at the University of Miami Library, noted that, "This project represents the culmination of years of work by librarians and archivists at these institutions. The invaluable support provided by the Library of Congress and Ameritech Corporation will help us create this unique historical and educational resource on the Everglades for the citizens of the world." Gail Clement, who serves as Project Director for the Everglades Information Network & Digital Library project, a collaborative effort of FIU Libraries and Everglades National Park, observed that "Reclaiming the Everglades... demonstrates the commitment and determination of South Florida's libraries to advance our knowledge about the past and present state of the Everglades." Rebecca Smith, archivist at the Historical Museum of Southern Florida also hailed the project for its inter-institutional cooperation.

The history of South Florida, particularly the development of the Everglades, is a central theme to the operations and collections of each institution. The University of

Miami Library, and its Archives and Special Collections Department, maintains one of the finest collections of primary source and print material on the history of the Everglades. Florida International University, through the Everglades Information Network, is leading the way to preserve and promote historical information on the South Florida ecosystem. The Historical Museum of Southern Florida's extensive collection of visual materials and manuscripts also contains significant photographs and documents about the Everglades. Everglades National Park also maintains a wealth of information on the history and development of the Everglades. This partnership combines the resources of private and public universities, with an agency of the federal government, in a most important and creative manner.

The Everglades, a unique subtropical ecosystem, bears a rich and troubled history. As this fragile wilderness wavers on the edge of environmental annihilation, the textual and visual history of this natural treasure also borders on destruction. The preservation of our natural resources and the survival of its textual and visual history are linked in this consortial project. The ability to provide remote digital access to the myriad types of historical information relating to the Everglades will fuel the educational process at all levels of our society, both in the near-term and for future generations.

Don L. Bosseau, Director of Libraries at the University of Miami, said "This grant represents the unique joining of modern technology with rare and unique documentation of the history and ecology of the Everglades. The project is a precursor to the new approaches that libraries are embracing to enhance access to intellectual content." Dr. Laurence Miller, Executive Director of FIU Library commented, "We appreciate the opportunity this represents to enhance the content of the Everglades Information Network, based at FIU, and welcome the opportunity to share the technology that has been developed in this effort."

Primary source materials proposed for digitization include writings, correspondence, photographs, and related materials

from many individuals and organizations. The selected assemblage represents the records of politicians, landowners, real estate companies, agriculturalists, scientists, naturalists, journalists, Indian rights activists, engineers, Native Americans and others involved in the exploration, exploitation or conservation of the South Florida environment. This project will provide access to an international audience of students of all ages, scholars, writers and journalists, politicians and decision makers, and concerned citizens. A digitized collection will allow the audience for this information to expand both numerically and by intellectual orientation and focus. Furthermore, this project marks the beginning of a digitization effort that the participating institutions will support for years to come, as the fate of the Everglades is debated on the front pages of newspapers, in the halls of the U. S. Congress, and within the Oval Office of the White House.

The materials proposed for digitization represent a diverse and divergent body of materials documenting the history of the Everglades from the period 1893 to 1934. Selected from sixteen separate but interrelated collections, these materials include personal papers, manuscripts and typescripts, rare books and periodicals, personal diaries; scientific or engineering field surveys and reports, black and white photographs, telegrams, pamphlets, maps, rare color postcards; and other documents. The project will include selections from the personal papers of the late environmentalist and author Marjory Stoneman Douglas, whose 1941 seminal work *River Of Grass* recognized the environmental significance of the Everglades; the Model Land Company, the real estate division of Henry Flagler's Florida East Coast Railroad Company; Indian rights activist and author Minnie Moore Willson; noted photographer Claude Matlack; environmentalist Ernest Coe and others.

More than fifty percent of the collection is in fragile or brittle condition, a result of the types of material and printing materials introduced during the late nineteenth and early twentieth centuries. Photo-

continued on next page

Everglades

from page 7

graphic materials exist, almost exclusively, without archival quality negatives or prints. The extreme humidity, periodic storms, and high temperatures of South Florida has allowed insect and mold damage to accrue (prior to the transfer of materials to repositories). The published materials selected for this project are noteworthy for both their intellectual value and physical rarity.

The earliest portion of the collections depict the initial exploration and survey of the vast wetlands from Lake Okechobee to the southernmost tip of the Florida peninsula, as individuals ventured to the southern-most portion of the state for the purposes of recreation, railroad prospecting, hunting; scientific exploration and specimen collecting; and agricultural experimentation and development. These primary source materials provide evidence of the Everglades in its undisturbed state. This "baseline data" is invaluable to fully understand the natural environment and its evolution, and is also critical to current restoration efforts designed to preserve and sustain the Everglades.

The collections further document the unforeseen and often unintended consequences of human disturbance in South Florida. These historical records provide detailed evidence of the declining size and composition of the local flora and fauna, as well as the adverse effects of burgeoning development on the Everglades' Indian population, the Seminoles. The materials also provide insight into the activities and thoughts of the diverse community of "stakeholders" in South Florida. Finally, the latter part of the collection depicts the evolution of a grassroots and somewhat frenetic movement to preserve and protect the fragile wilderness. The story culminates in 1934, with the congressional hearings to consider the establishment of a national park in South Florida, and President Roosevelt's signing of the enabling act for Everglades National Park.

Individually, each collection included in the proposed compilation offers a distinctive perspective on the "reclamation" of the Everglades, as each person represented in these historical materials focused national attention on the unique value of the region's natural resources through his or her efforts to explore, exploit or conserve the regions biological wonders. Collectively, this assemblage of historical materials provides a view of the history of the Everglades while illuminating numerous

topics and themes of regional, national and worldwide concern. Major regional and national issues explored in these records include the role of the federal government, state government, and private citizens in the creation of national parks; the growth and development of the modern conservation movement and its institutions (e.g., genesis of the National Audubon Society and the establishment of Everglades National Park); the evolving role of women on the political stage at both the state and national levels; the treatment of Native American Indians, including the Seminoles and other Florida tribes; rights of individual citizens or private corporations vs. the public interest; and accountability of government (both state and federal) as trustees of public resources, whether for the purposes of development, reclamation or environmental protection.

The history of the Everglades also encompasses universal and timeless issues that make this subject a compelling area for research and study within Florida. For example, the movement to reclaim the South Florida wetlands for farming speaks to the complex issues of natural resource management and the effects of "upstream" decisions on "downstream" quality of life. The "land boom" and drainage operations spurred by Henry Flagler's railroad and supported by his Model Land Company exposed the challenges inherent in balancing human growth against the health of the natural environment. The successful and widely acclaimed construction of the Tamiami Trail, the first overland roadway connecting the east and west coasts of the Florida peninsula, further demonstrated the disturbing effects of urban development on the of surrounding ecosystem and the many impacts on its animal and Indian inhabitants.

The fight to preserve fragile wildlife, reflected in the battle of the Audubon wardens to protect the declining bird populations from greedy plume hunters, and in the battle to set aside millions acres for a natural park, against the protests of individual landowners and mineral rights owners, speaks to the age-old struggle to balance the rights of individuals against the public good. The introduction of agricultural experimentation, in the form of invasive, exotic pest plants remains a serious threat to the health of the Everglades ecosystem and illustrates the risks inherent in unchecked scientific and technological "progress" against the forces of nature. Perhaps most poignantly, the success of a small band of local nature lovers, working tirelessly to realize their vision of a national park in South Florida, demonstrates the power of the individual to change public

policy and national developments. In sum, this project represents the Everglades as a microcosm for other issues in American history and culture. The project uses the historical record to tell an accurate, albeit complex story. Students and researchers will judge the validity of the information provided, the motives of the individuals and organizations represented, and the ultimate value of this material for educational purposes. Here, then, is an opportunity to use the historical record, in its many formats and configurations, as a true teaching tool.

This proposal links significant historical themes and issues to standard objectives for contemporary K-12 curricula, as represented by Florida's statewide Sunshine Standards. A team of librarians, archivists, subject specialists and educators have selected portions of materials from these collections, based upon their educational and research value. The result of this synergy will be a unique digital resource that enhances the value of these separate collections.

Current users of these materials are primarily undergraduate and graduate students, and scholars conducting academic research inquiries. The materials exist only in their original printed or manuscript format. Original manuscripts, photographs, and other primary research materials are housed in archival and special collections repositories. Access is limited to those who are able to make personal visits and examine these materials on site. Due to necessary security concerns, preservation needs, and limitations on study space, current research use is almost exclusively the provenance of single, motivated, knowledgeable individual. Undergraduate courses currently use selected reprints of publications for course readings. No courses utilize the wealth of primary source materials found in this collection. Digitization would correct this unfortunate situation. In addition, new courses will be developed to incorporate this new scholarly resource.

The conversion of this information to electronic form offers numerous benefits. Foremost, the intellectual use of these materials takes on an entirely new and somewhat unpredictable shape. This project allows the evolution of the Everglades to assume a more accurate, important, and deserved cultural and historical niche in our society. Rather than limiting the historical view to that of a simplistic battle of "environmental friendly" advocates on one side and "agri-business capitalists" on the other side, this project expands the horizon to include all those with a stake in the pro-

continued on page 15



STUDENT VOICES

Uncle Sam Wants You!

The Presidential Management Internship Program: Information Studies Graduates are in Demand!

by Catherine Tynan, Florida State University School of Information Studies, Class of 1998

"What we *really* need is a librarian!" Those were the words of a high-level management official with the Bureau of Population, Migration and Refugees at the U.S. Department of State. He had been searching for a professional who would bridge the gap between the technical wizards from his systems department and Wang-devotees from his front line program development staff. "We've got files all over the place and no one knows who uses what and when. We're finally converting from legacy systems and everyone is dragging their feet!"

This is just an example of many similar conversations I had with representatives from several federal agencies in May 1998. I had made it to the third phase of the recruitment process for the Presidential Management Internship (PMI) program. Having worried about how to sell myself, and the Information Studies degree as a whole, I was soon relieved to realize just how badly they need us in Washington!

In 1977, the year I graduated from high school, an Executive Order by President Carter created a program through which the federal government could recruit, hire, and train graduate students to become skilled managers in government service.

Twenty years later, in September 1997, I heard about the Presidential Management Internship program from a fellow student and decided to apply. I had just completed my first demanding, but rewarding summer at the School of Information Studies at Florida State University. I knew I was going to get a vigorous and unparalleled preparation for an exciting new career. What I did not know was how badly the federal government needs Information Technology (IT) professionals, and that the odds for winning an internship were carefully weighed.

Eight exhausting months later, I found myself at the 1998 PMI Job Fair in Washington, where they lumped me with information technology candidates. I was amazed to learn that there were only three of us representing the IT field! With those kinds of odds, I could not wait to share this exciting opportunity with other new Information Studies graduates.

The Presidential Management Internship is a two-year, full-time paid position with an agency of the federal government. The first year salary is \$32,800 plus the usual health care and vacation benefits. The second year, the salary increases to \$38,500. If the intern decides to stay on to continue a career in government service, she or he enters the fast track salary scale beginning at GS-12, with a base pay of \$44,000. Fast-trackers are eligible for raises and promotions at a different rate than other, non-PMI General Service employees.

While these salaries are not exceptional (for the D.C. area), what is exciting about the PMI program is the training. With a mentor, interns draft a long term career plan that must include rotations to other agencies or other bureaus of the agency-of-hire. They organize work groups for interns with similar job descriptions in different agencies or for other support purposes. The Office of Personnel Management offers training sessions on various topics throughout the year, as do individual agencies. In fact, they give each intern 80 hours of paid training per year.

They fill a myriad of positions with graduates from all disciplines. Public administration and policy, international affairs, political science, management, and the biological science are highly desirable. Of course, so is information technology and information studies. Absolutely!

With my Masters in Information Studies from Florida State University, eleven years teaching experience, and IT skills learned along the way, they offered me positions from six federal agencies. I have recently accepted a position as Information Specialist at STAT-USA, a non-government agency that operates within the Department of Commerce. The application process is outlined below.

September. Graduate students from any accredited university may apply, but a recommendation from the Dean of the College is required. Application packets are delivered to career placement offices in late September and are due to the Office of Personnel Management by October 31. Only those students who will earn their degree by August 31 are eligible to apply for the current year PMI.

October. The application process consists of three phases. Students complete an application packet that includes a battery of questions regarding their graduate and undergraduate course work, extracurricular activities, leadership experiences and team involvement. Copies of resume, transcripts, and letters of recommendation must also be included and mailed to the Office of Personnel Management in Philadelphia.

January. Some 3,000 students apply and approximately 1,600 are chosen for the next phase. Applicants who make the first "cut" are invited to an Assessment Center at a regional headquarters of the Office of Personnel Management. (Our regional headquarters is in Atlanta.) Some 3000 students apply and approximately 1600 are chosen for the next phase.

February. This is where the competition begins. Every day during February and March, at five regional headquarters across the nation, twelve candidates are brought together for a day of intensive assessment that includes three components.

The first drill is an oral presentation that must last 5 minutes (5 minutes 15 seconds maximum!) for which the candidate has exactly 25 minutes to prepare. The topic is some issue of national concern such as teenage unemployment, health care or social security. Three options are given and the candidate must defend one of them. The second exercise is a *group discussion*. Six candidates discuss and deliberate the same issue on which they presented earlier in the day, while the assessment team observes. The evaluators are watching for strong communication skills, articulation of the issues, and most important by group dynamics skills. The final component is a *written assessment* in which the candidate must discuss what has led him or her to government service. The exercise must be handwritten, may cover no more than four sheets of paper, and must be completed within 45 minutes.

March. Then we wait . . . and as with all earth-shattering events in our lives, we try to move on with our day to day activities while waiting for news that could change everything.

April. Candidates who are successful during phase two earn the title of "finalist" and are invited to attend the job fair in Washington, D.C. where federal agency representatives conduct personal interviews. The numbers are now really good . . . 600 blue suits, and 400 will be hired.

I was shocked to learn that instead of creating a relational database of candidates and positions, each agency was instead issued a phone-book-size document containing copies of all 600 finalists' resumes! I wonder if it were at least organized by degree . . . or if we were just placed in alphabetical order. To think they designed this process to *help* agencies in their recruitment process!

Held in the Great Hall of the Department of Labor, candidates jostle and jockey for spaces at the tables, and, as at any job fair, attempt to land an interview for a later time that day or the next. The fair lasts for two days, but most candidates stay for three and fill the third day with interviews of lower priority.

May. Some agencies make offers to candidates at the job fair, but this is rare. Most return to their offices in the Federal Triangle to sift through the piles of resumes received during interviews. Job offers generally st

Some agencies invite candidates for second interviews: the Department of Agriculture wanted me to go to Missouri, but settled for a phone interview. The Social Security Administration wanted me to visit their Baltimore offices, but offered me a job though I could not make the trip. The State Department makes offers in early May to start their security process. You are bound to get many offers . . . do not be rushed into anything!

Call your school placement office to get an application packet. Visit the PMI website at the Office of Personnel Management: <http://www.usajobs.opm.gov/b3.htm>. Take advantage of this unique opportunity for which we, as Information Studies graduates, are so highly qualified.

This issue of "Student Voices" was edited by Graduate Student, Diane D'Angelo, with the assistance of Faculty Advisor, Ron Blazek, of Florida State University, School of Library and Information Studies. Students and graduates interested in submitting an article for the Mar./Apr., 1999 issue should send material by February 1, 1999 to dmd5856@garnet.acns.fsu.edu.

Floridiana With A Twist

March Madness

by Judy Born

Floridians have become accustomed to spring break and spring training, but this spring we will host another event—March Madness. For three weekends in March, sports fans around the country are captivated by the college basketball championship games. The first National Collegiate men's basketball tournament was held in 1939, making this the 60th year for this event. The 1999 Road to the Final Four begins at Orlando Arena on March 11 and 13, when Stetson University hosts the first and second round sessions for the South Region Men's Basketball Championship. The University of South Florida will sponsor the Final Four games at Tropicana Field in St. Petersburg on March 27 and 29.

Basketball has become one of the most popular sports in the world, played by an estimated 200 million people in every continent. In the United States more people watch and play basketball than football and baseball combined. While the library would never attempt to compete against a basketball court, there are many materials and services we can provide for basketball fans.

Sports collections have often been a way for libraries to entice reluctant readers or "non-users" into the library. Most young adult collections are based around books by Matt Christopher and Walter Dean Myers and the *Sports Illustrated* series for kids. There are only a few books directly linking Florida and Basketball—gator fans will like *Pond Birds: Gator Basketball: the Whole Story from the Inside* by Bill Kloss, or the *University of Florida 1993-1994 Football and Basketball Seasons: A year to Remember*, cassette edition, by Mick Hubert. Carole Marsh has also written a two-volume series: *Florida Silly Basketball Sports Mysteries*.

Additional titles recommended for Young Adult Collections are *Hoop Dreams*, by Ben Joravsky, Bruce Brooks' *The Moves Make the Man*, and *Jump Ball: A Basketball Season in Poems* by Mel Glenn.

NBA Basketball Basics by Mark Vancil is an excellent introduction to the ball handling, conditioning and rules. *Looking Inside Sports Aerodynamics* by Ron Schultz combines sports and science. Also, sport biographies are always popular additions to library collections.

Because of the currency of sports information, magazines provide an excellent resource for fans. *Sports Illustrated for Kids* and *NBA Inside Stuff* are written for younger readers. *Street & Smith College Basketball*, *Slam*, *Sports Illustrated* and *ESPN Magazine* will appeal to serious sports fans of all ages.

Collection sports memorabilia is almost as popular as playing or watching sports. *Freebies for Sports Fans* by Bruce Nash will help young readers start their collections; *Beckett Basketball Card Monthly* will satisfy experienced collectors. Collectors of all ages will like www.ebay.com.

Our libraries are a reflection of the times, and we strive to meet the interests and needs of our communities. This spring children's librarians will be cutting out basketball name tags for story time, and preparing book displays or exhibits of sports memorabilia. The librarians at the St. Petersburg Public Library are preparing for their role as city ambassadors to the thousands of fans expected to visit the city during the Final Four games. Their Mirror Lake Branch Library is centrally located in the downtown area and will be a distribution point for event and activity listings, promotional materials, and information about local sites and restaurants. Reference librarians across Florida will be accessing the CBS Sport line site to answer historical or statistical questions, www.sportline.com/u/maddness/1998/history, or visiting www.finalfour.net, the Official website and cybercast of the NCAA Basketball Championships.



Cohen, Leah Hager, *Train Go Sorry: Inside a Deaf World*. Boston: Houghton Mifflin, 1994.

296pp. ISBN 0-395-63625-6 \$22.45.

Train Go Sorry: Inside a Deaf World is the true story of four lives revolving around the Lexington School for the Deaf in Queens, New York in 1992. Two of the four subjects are hearing and the other two are deaf. The two hearing people are Leah Hager Cohen, the narrator, and Oscar Cohen, her father, who is the superintendent of the Lexington School for the Deaf. The two deaf people are James Taylor and Sofia Normatov who are students at Lexington.

Leah Hager Cohen wanted to be deaf. She grew up around deaf people and deafness. Her grandfather, Sam Cohen, was deaf and had graduated from the Lexington School for the Deaf in 1916. He met and married a deaf woman from Public School 47 in New York. Although the Lexington School for the Deaf was oral at the time, Sam learned to sign and used sign language with his family. Leah lived at Lexington for the first seven years of her life while her parents taught there and learned about sign language at an early age. She moved away from Lexington but she still felt a tie to the school. After she grew up, she learned American Sign Language through lessons and an internship in the performing arts department at the National Technical Institute of the Deaf in Rochester, New York. Leah became a freelance interpreter and then an interpreter for La Guardia Community College for about a year. The Registry of Interpreters of the Deaf (RID) never certified her so she gave up interpreting. She explained: "I had always thought that interpreting might be my ticket into the deaf community, the logical way in which my adult self could belong. But it was not my self engaged. As an interpreter, I'm not really being with deaf people. I do not think there is any way for me to recover the relationship with deaf people I felt as a child. I am a hearing adult. English is my language. I belong to hearing culture. I still interpret on occasion."

Oscar Cohen, Leah's father, grew up using both American Sign Language (ASL) and English. His older brother was hearing and he married a hearing woman. Oscar taught at Lexington with his wife and they lived on the Lexington campus as houseparents for seven years. His wife stopped teaching after they moved off-campus. Oscar worked his way up the ladder by becoming Lexington's principal and then superintendent. Lexington was a totally oral school until the late 1960's. Many hearing teachers remained staunchly oral in their methods. However, they hired more deaf teachers and staff, and ASL began to be used in the classroom. Oscar felt torn between the deaf community and the hearing world in many ways. After the first deaf president, the deaf community began to push to have deaf administrators at Lexington. At the end of the book, Oscar is thinking about retiring for this reason.

James Taylor, a black deaf student at Lexington, lived in the dorm. He had previously been to a public school and was in classes with deaf students only. No one else in his family was deaf. His home situation was unstable since he did not have a father at home and several brothers were in prison. James might have ended in jail also if it had not been for Lexington. His grades at public school had begun to slip and he missed many classes. He began as a freshman at Lexington and lived in the dorm. His grades improved. He had the option of getting a special diploma or passing the test to get the Regent's diploma. He studied hard and finally passed the Regent's diploma test. James graduated from Lexington and prepared to attend Camden County College in New Jersey.

Sofia Normatov emigrated from Russia with her family. Her mother, father and two older sisters were hearing. The cause of her deafness was possibly genetic since Sofia's mother married her own uncle. Her younger sister, Irina, was also born deaf. Sofia and Irina were sent to a school for the deaf in Leningrad. Sofia learned Russian and Russian Sign Language. When she started at Lexington in 1990, she began to learn English and ASL through the foreign language transition class. She also learned Hebrew for her bat mitzvah. Within two years, she was in regular classes at Lexington. In 1992, she was in her jun-

ior year and beginning to decide what she wanted to do after high school. Sofia went on a class trip to Gallaudet University. She decided that she would go to Gallaudet and become a teacher of the deaf.

I enjoyed reading this book very much. Reading was easy and the story flowed well among the four main persons. The author wrote about one person and then changed to another person in the next chapter. It made one want to keep reading to find out what happened to each person.

In each instance that a person signed, the signed conversation was placed in italics. For instance, when Irina signs to Sofia and Sofia signs back, the dialogue is given this way. "With her free hand, she (Irina) signs, 'This is boring. All this standing up and sitting and standing up and sit-' Sofia replies with tiny discreet movements: a thumbnail touched to her lips, fingertips lightly slapping the back of one wrist. 'Just be patient—I'm warning you.'" (p.94). It was amazing how many of the conversations were signed.

The expression "train go sorry" is an ASL expression for "missing the boat." The book talks about many missed connections. James' experience when he goes to see his brother in prison makes him realize that his brother has missed the boat by going to jail. Leah's experience of not being able to return to the deaf world through interpreting and Sofia's realization that she lives in a biological and cultural family are two additional examples.

Reviewed by Beth Cloues, Reference Librarian at the Miami-Dade Community College, North Campus in Miami, Florida.

Compiled by Preston Levi, *Swimming Coming of Age: International Swimming Hall of Fame Award-Winning Essays and Short Stories*. ISHOF Publications, Ft. Lauderdale, FL, 1998. 90 pp. ISBN: 1-887359-13-3 \$8.95.

The International Swimming Hall of Fame in Ft. Lauderdale, Florida, sponsored the "Henning Library Essay and Short Story Contest." This book represents the winning entries and includes excerpts from some of the also-rans. The judges "look for age group swimmers who can successfully express their ideas through the written word that describes the joy, challenge and benefits of swimming." Selection of

winners was made by a panel of 10 judges including the Editor-in-Chief of Swimming World magazine and the President/CEO of the ISHOF.

Selections range from short stories and essays to poems and a valedictory. The youngest author/swimmer is Kelly J. Miller, age seven. An excerpt from her essay is used. She shares, with readers, her fears of not performing well. Readers learn that fear evolved into happiness as Kelly achieved better swim times and garnered the awards that went with winning.

The oldest authors are aged 18. One of these is Sara McLaughlin who wrote the valedictory, "A Swimmer's Farewell." Sara, too, documents the fears that came with the beginning of her swim career. She goes on to confide those trips for swim meets taught her about independence at age nine or ten. As she continued in the sport, she benefited from the wide range of friendships, goal setting, and commitment that grew out of the competitions. Sara states that "... swimming has been . . . a collection of happy and sad moments that have shaped my personality." That, too, is one delight of this small book. Young readers, contemplating deeper involvement in the sport of swimming, can discover within these pages the triumphs and concerns of others who have been through the experience. The youthful writers/athletes represented here tackle a wide range of problems: anxiety, parental pressure, and illness. They do it with a candor and depth that often belies their ages.

The price is right, actually quite a value. Libraries will probably want to reinforce the soft-cover binding. Once it is discovered, young readers may keep it circulating heavily.

The reviewer, Marilyn Naito, Ph.D., works at Florida State University in Tallahassee as the Coordinator, Admissions Office Electronic Publications.

FLORIDA READS reviews materials for, by, and about Florida librarians. The diversity of the material is designed to be of interest to a broad range of library service professionals. If you are interested in submitting book reviews to FLORIDA READS, please contact Cheryl Turner at Wildwood City of Library, George Nichols, 702 Webster St., Wildwood, FL 34785-3829, call 352-748-1158, or E-mail ctturner@nettally.com

Σ L A News

First Wave Of E-Rate Letters Sent

The Schools and Libraries Corporation (SLC) said that the first applicants for more than \$2 billion in telecommunications discounts, or the E-rate, have started to receive "commitment" letters, promises of funding for technology in their institutions.

The SLC reported that a series of mailings to all 30,000 applicants would be completed by the end of

December. The SLC has posted at their Web site (<http://www.slcfund.org>) and in other announcements how the waves of commitment letters will be distributed between now and the first of the new year. These letters represent the first round of letters from the SLC committing funds for the E-rate, which was established in the Telecommunications Act of 1996. The discounts provide libraries and K-12 public and private schools with discounts ranging from 20 to 90 percent on telecommunications and related services as part of the longstanding universal service program.

E-Rate Application Window Open

On December 1, 1998, at 7 a.m. ET, the Schools and Libraries Corporation began accepting E-rate applications for the 1999-2000 funding year. Schools, libraries, and consortia are invited to begin submitting their requests for services by filing a Form 470 application, Description of Services Requested and Certification Form, for discounts on services that will run from July 1, 1999 through June 30, 2000.

The application window, during which all completed applications received will be considered as if they had arrived on the same day, will remain open for at least 80 days, closing on February 19, 1999 at the earliest. (The final window closing date will be announced soon.) To qualify as having filed your application "in the window," applicants must successfully file Form 470, wait 28 days, then assure that SLC receives a completed Form 471 before the window closes.

See the SLC Web Site, <http://www.slcfund.org> for more information. The SLC Client Service help line, (888) 203-8100 is available toll-free from 9 a.m. to 8 p.m. ET, Monday through Friday. In addition, all guidance documents are available via their toll-free fax-on-demand service, (800) 959-0733.

Library Services to Youth Interest Group Programming

Library Services to Youth Interest Group announces the program highlights for the 1999 FLA Convention in St. Augustine. This year the focus is on young adult services. With this in mind, Janet Bode, a outstanding author of young adult non-fiction, is the featured author. All are encouraged to read her books. Janet expresses real-life issues in a non-judgmental first person interview style. Multiple ways of exploring issues connects teens (and adult readers as well) with the complexities of life such as coping with loss, cross-cultural dating, rape, pregnancy and sibling war.

LSY Preconference

For the first time in several years, Library Services to Youth is planning a pre-conference focusing on "Radical Changes" by Eliza Dresang and Kate McClelland. Based on the week long Radical Changes Institute held in Tallahassee last June for public and school librarians, this one day program is designed to identify how technology impacts youth and develop programs for public libraries and school libraries to implement the changes. Recognition of new paradigms for reading guidance through informed appreciation of what is happening in our growing electronic world is the intended outcome. Eliza Dresang, professor at FSU School of Library and Information Studies, will lead the pre-conference. There will be breakout sessions facilitated by participants at the Institute. This program is co-sponsored by School Libraries and Media Center Section, Public Libraries Section, and LAMA to encourage a cross-area of interest participation. The date is Tuesday, May 4 from 10 a.m. to 4 p.m. Cost is \$20.00.

Betty Davis Miller Youth Services Award

The Betty Davis Miller Youth Services Award is an annual FLA award that recognizes outstanding programming in the two aspects of youth services, namely children and young adult. Recognition alternates yearly. The 1999 award is for outstanding Young Adult Services. Young adult is defined as youth ages 13 to 18. Outstanding is defined as unique, distinctive, exceptional, notable praiseworthy and/or exemplary. Applications are available for the FLA office and must be postmarked by February 1, 1999. Programs to be consid-

ered must have been presented between September 1996 and August 1998. This award will be presented at the Second General Session of the 1999. Every library in every system produces fabulous programs each year. Take a few minutes and review your past two years. Then contact the FLA office for the nomination applications.

Story Swap and Kid Vid

Library Services to Youth continues its traditional programs: Story Swap and Kid Vid. Kid Vid showcases outstanding ALA videos for children and young adults. Held on the Tuesday evening before the FLA conference officially convenes, it is a bridge between Radical Changes and the convention. Story Swap showcases each of us with a story to tell. All conference attendees are encouraged to attend and perhaps participate in the swap. It is a known fact that librarians, other than those in youth services, can remember and recall a story or two!

Young Adult Networks

Updated information on the status of Young Adult Networks across the state to be distributed at the Interest Group business meeting. This information may be sent to the Interest Group Chair, Margaret Pashkin, by email at mpashkin@bc.seflin.org. Please include contact person, counties served, membership, meeting schedule and topics considered. The Southeast Florida Young Adult Network serving Broward, Dade and Monroe counties flourishing. Susan Hill of Broward County Public Library is Chair. There are quarterly meetings alternating between Broward and Dade. When the Young Adult Caucus and the Youth Services Caucus merged to become the Library Services to Youth Interest Group a few years ago, YA Networks existed in various areas of the state generating young adult service needs awareness and programming. Carol Fiore, LSY liaison at the State Library, was recently in Broward County for two workshops with public librarians and school librarians, indicated that very little information had been forwarded to her about the networks. Please respond to this inquiry quickly to Margaret T. Pashkin, Chair of Library Services to Youth Interest Group Asst. Dept. Head Youth Services, Broward County South Regional Library 7300 Pines Blvd. Pembroke Pines, FL 33024. 954-963-8821, e-mail mpashkin@bc.seflin.org.

Lee County Library System Web Site Debuts

The Lee County Library System, headquartered in Fort Myers, Florida, has recently debuted its new web site. Available on the site are a selective list of ready reference links to sites on the web, program information for children and adults, library locations and hours, and details on materials and services available at the library system. The new site can be bookmarked at <http://www.lee-county.com/library/>. It is a part of the new and improved Lee County Government web site at <http://www.lee-county.com>.

Sarasota Celebrities

Kate Lippincott and Herbert Myers, Reference Librarians at Selby Library, Sarasota, were featured on the cover of the October 15, 1998 issue of Library Journal. Kate and Herbert are 1997 graduates of the School of Library and Information Science at the University of South Florida. The cover story, "Breaking the \$30K Barrier: Placements & Salaries, 1997," is by Dr. Vicki L. Gregory and Kathleen de la Pena McCook, faculty members at the University of South Florida, SLIS.

New Honor for Director

Samuel Morrison, Director of the Broward County Library, FL, won the first-ever Diversity Champion Award from the Urban League of Broward County. Morrison was recognized for his aggressive hiring of minorities as library staff, and increasing the library's use of minority-owned businesses to supply a variety of services.

PEN/Newman's Own First Amendment Award.

Nominations are encouraged for the PEN/Newman's Own First Amendment Award. The award, \$25,000 and a limited-edition artwork, is presented each spring to a U.S. resident who has fought courageously, despite adversity, to safeguard the First Amendment right to freedom of expression as it applies to the written word. Previous winners have included a journalist, playwright, bookstore owner and schoolteachers. For more information and an application, see <http://www.pen.org/freedom/nomination.html>.

NASIG Fritz Schwartz Scholarship Announcement

The North American Serials Interest Group (NASIG) and the Serials Industry Systems Advisory Committee (SISAC) team up each year to award a \$2500 scholarship to a library science graduate student who demonstrates excellence in scholarship and the potential for accomplishment in a serials career. The purpose of the scholarship is to advance the serials profession by providing an aspiring library student who has prior serials experience with enhanced educational opportunities.

The award is named in honor of Fritz Schwartz, who was a well-known and highly respected authority on Electronic Data Interchange (EDI), the Internet, and library standards. At the time of his death, Fritz was Manager of Electronic Services and Standards at the Faxon Company. NASIG and SISAC are pleased to offer this scholarship in memory of Fritz's many contributions to the library profession and to honor his energy, warmth, humor, and passion for standards.

In addition to the scholarship, the recipient will also receive a Student Grant Award to attend the NASIG conference for the year in which the scholarship is granted and will receive a one-year NASIG membership. The 1999 NASIG conference will be held at Carnegie Mellon University in Pittsburgh, PA June 10th-13th.

The deadline is February 16, 1999. Application forms are available in ALA accredited library schools, through the NASIG Web Page, and from Markel Tumlin, Co-Chair, Awards and Recognition Committee. Completed Applications and all related materials should be sent to: Markel Tumlin, General Reference Division, University Library, LLA 1101-L, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-8050. Phone (619) 594-6875; Fax (619) 594-3270; E-Mail: mtumlin@mail.sdsu.edu.

Public Library Foundation Receives Gifts

The Broward Public Library Foundation has received a \$50,000 gift from Barbara and Milton Jones for Broward County (FL) Library's African-American Research Library and Cultural Center. In addition, members of Broward County Library's AASIA (African-American Staff In Action)

continued on next page

recently presented a check for \$2,500 to Ellyn F. Walters, community fundraising committee chair, for the African-American Research Library and Cultural Center. AASIA, a group of Broward County Library employees from various departments, was formed in 1996. The new library will contain 75,000 books by and about African-Americans, a 300-seat auditorium, community-meeting rooms, exhibit areas, viewing and listening center, historical archives, and a youth services area and technology center. It is scheduled to open in 2000.

Mock Election

Five Broward County Library branches served as polling places for Kids Voting Broward, a mock election for children held on election day, November 3. More than 35,000 children participated in the mock election, part of a national nonprofit, non-partisan voter education program to increase voter turnout and create a habit of voting among tomorrow's voters.

New Web Newsletter

Central Florida Library Cooperative now has its Newsletter off of its main web site. Go to <http://cflc.net> and check it out!

Orange County Libraries Expand

The Orange County Library System announces the opening of its newest branch, the Herndon Library, 4324 E. Colonial Drive in the Colonial Promenade on Monday, November 23. Herndon Library is a spacious, full-service facility featuring two meeting rooms, a 24-hour book drop, and a comprehensive collection of library materials. With plenty of room for people and books, Herndon Library is the 12th branch in the system, plus the downtown Orlando Public Library.

In addition the Library Board of Trustees has approved the addition of a new branch to the Orange County Library System in Eatonville. As soon as a suitable facility is located and final arrangements completed, the Eatonville Library will open. The branch will feature a traditional collection including, reference and popular books and audio-visual materials, plus public access computers with the Library System's automated catalog and access to the Internet.

New Site/Free Bookmarks for FOLs

The Romance Reader has a new sister website, The Mystery Reader (www.themysteryreader.com) with the same in-depth, candid reviews of the latest in mystery releases. The group also has free bookmarks for Friends groups! Send postage in stamps and they will send you a set of Mystery Reader bookmarks to hand out at library booksale or reader events.

175 bookmarks — send five 32-cent stamps
350 bookmarks — send seven 32-cent stamps
600 bookmarks (300 from each site) — send ten 32-cent stamps

New requests, and even repeat requests, can be sent to:
TRR/TMR Bookmarks
P.O. Box 2516
Midland, MI 48641-2516

Conference Program on the Virtual Library

The Automated Resources Interest Group and the Networks and Consortia Interest Group of FLA are pleased to present: The Virtual Library: Innovative Information Access. This program will be presented at the FLA Annual Conference in St. Augustine, Florida. It is scheduled for 10:30 am - 12:30 pm on Thursday, May 6, 1999.

Speakers for this event include: Annette Milliron, Administrator of the North Bay Cooperative (NBCLS) Library System's Virtual Library program, "SuperSearch." NBCLS is a multi-type library cooperative composed of nineteen members who use this system as a virtual catalog. SuperSearch allows users to search the NBCLS virtual catalog of member libraries, display bibliographic, item, and status information, place a hold on requested titles, and select the delivery location for a requested title.

Also included in the program is Patricia Wallace. Patricia Wallace will discuss Maryland's Sailor Network. Sailor is a virtual library that connects schools, libraries, and government agencies throughout the state of Maryland. The primary focus of Sailor is to provide information about Maryland, information in Maryland libraries, and databases to which Sailor subscribes on behalf of the citizens of Maryland.

Please join us at this interesting and information presentation on May 6.

Dunbar Library's Back-to-School Festival a Success

The Dunbar Library's Back-to-School Festival drew a big crowd as patrons enjoyed a full day of programs, games, refreshments, and prizes. The event brought people from the community into the recently renovated Dunbar Jupiter Hammon Public Library and promoted the after-school Homework Assistance program.

The Dunbar Dynamic Fact Hunt gave parents and children an opportunity to work with the electronic catalog and other library resources. African and African-American folktales, an arts and crafts activity, book bingo, and the book mobile demonstrated the library's wide range of services.

Community groups participated, too. The Semback Warriors, from the Quality Life Center, gave a martial arts demonstration, clowns Chuck and Yuk encouraged library usage, the police robot entertained little ones, and the Friends group signed up community members. Two hundred youngsters received gift bags of school supplies.

"We had a good crowd, saw several new families, and issued a lot of library cards," commented Library Assistant Thelma Mims. Over 450 visited the Lee County Library System branch October 17, despite having the event postponed from an earlier September date due to Hurricane Georges. This successful event was made possible by a team of library staff, volunteers, and Friends.

Science Fair Projects

The Houston Public Library is developing with the Houston Independent School District a web page to guide students through the maze of resources in print and on the Internet available for science fair projects. Check out the DRAFT version of the Science Fair page: http://www.hpl.lib.tx.us/youth/science_fair_index.html

Award Winner

Dr. Elisabeth Logan, Associate Professor in the School of Information Studies at Florida State University, is the 1998 recipient of the Institute for Scientific Information Outstanding Information Science Teacher Award. Presented by ASIS (American Society for Information Science) since 1980, the award annually recognizes an individual directly engaged in teaching some aspect of information science on a continuing basis, in an academic or non-academic setting.

Dr. Logan was appointed to the faculty of the School of Information Studies at Florida State in 1985. She holds graduate Information Science degrees from Case Western Reserve University and did her bachelors work at Oberlin College.

Florida Librarians Honored

Linda O'Connor-Levy, Assistant Director Manatee County Public Library System; Laurence Miller, Executive Director of Libraries, FIU; Commissioner Jan Platt, Hillsborough County Board of Commissioners; Helen Moeller, Director Leroy Collins-Leon County Public Library; Dorothy Schirtzinger, Director, Lee County Public Library System; and Ann W. Williams, Director Alachua County Library District, have all been selected by FLA as honorees for the Intellectual Freedom Honor Roll of the American Library Association. They will be honored at the January 30, 1999 Intellectual Freedom Gala at the ALA Midwinter Conference in Philadelphia.

Solinet Training

For more information about the following workshops contact SOLINET, 1438 W. Peachtree Street, NW, Suite 200, Atlanta, GA, 30309-2955, Attn: Continuing Education & Training, or see their web page at <http://www.solinet.net/cetcethome.htm>.

Books Coding & Tagging. 3/18/99, 9am-4pm. Central Florida Library Cooperative
Cataloging Internet Resources. 3/19/99, 9am-4pm. Central Florida Library Cooperative
Catme For Windows. 3/17/99, 9am-4pm. Valencia Community College - East
Copy Cataloging With OCLC. 3/17/99, 9am-4pm. Central Florida Library Cooperative
Everyone Is Getting Crabbiier. 2/16/99, 1pm-4pm. Chipola Junior College
Interpreting Marc Record, 3/16/99, 9am-4pm. Central Florida Library Cooperative
Netporn@Yourlibrary. 2/9/99, 9am-4pm. Central Florida Library Cooperative
Quality Customer Service: A Balancing Act.

2/16/99, 9am-12noon, Chipola Junior College
Reference 101. 2/26/99, 9am-4pm. Tampa Bay Library Consortium
Supervision III. 3/11/99, 9am-4pm. Tampa Bay Library Consortium
Supervision IV. 3/12/99, 9am-4pm. Tampa Bay Library Consortium
The Successful Searcher. 3/15/99, 9am-4pm. Central Florida Library Cooperative
Troubleshooting Public Use PC's. 2/25/99, 9am-4pm. University Of West Florida
and 2/26/99, 9am-4pm. Tallahassee Community College
We Do Judge A Book By Its Cover. 2/17/99, 9am-12noon. Chipola Junior College
What Next? Planning For Tomorrow's HW, SW, Comm Trends. 2/8/99. Central Florida Library Cooperative
Work Smarter, Not Harder. 2/17/99, 1pm-4pm. Chipola Junior College

Everglades

from page 8

cess. With that accomplished, the intellectual use of these materials can paint a more informed, enlightened view of the struggle to create, maintain, and preserve the Everglades. The audience for this collection will expand not only by sheer numbers, but by intellectual orientation and focus. Teachers and scholars with interests in cultural and social history, women's studies, journalism, political science, environmental studies, social reform, and other topics can investigate these issues with students. The opportunity to digitize this "collection of collections" brings together, in digital format, interrelated materials that are currently fragmented in collections scattered across South Florida institutions.

Once freely accessible via the World Wide Web, the collections will become widely available to a limitless universe of educators, students, scholars, and individuals. In particular, students and teachers will be able to find and retrieve resources of particular relevance to their classroom activities and manipulate these materials to create projects and assignments, including interactive curriculum materials, multimedia essays and journals. The Everglades Digital Library already encourages and allows teachers to incorporate such resources into its collections,

and expects to expand this area of service with the inclusion of historical resources produced through the Library of Congress/Ameritech Digital Library Program.

The ultimate value of this project lies in the ability to assist students, researchers, and all interested viewers in placing the Everglades within the larger context of the American Conservation Movement; to incorporate the use of a wide variety of texts and images to accomplish this interdisciplinary effort; and to include the historical perspectives of such diverse yet crucial contributors as Native American leaders and advocates; women's rights activists; environmental reformers; politicians; individual landowners; corporate entities, the state and federal government; scientists and agriculturalists; engineers; and others.

Other relevant digital collections currently available through the internet include:

1. FIU-ENP's Everglades Digital Library and Everglades Online (<http://everglades.fiu.edu/>)
2. Historical Museum of Southern Florida Web Site (<http://www.historical-museum.org>)
3. Florida State Archives Photographs(<http://www.dos.state.fl.us/>

fpc)

4. Everglades National Park Official Web Site (<http://www.nps.gov/ever/>)

5. Everglades National Park, 50 Years, 1947-1997 (<http://www.50years.com>)

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Gail Clement serves as Coordinator of Digital Library Services at Florida International University and as Project Director for the Everglades Information Network & Digital Library. Author of Science and Technology on the Internet (Library Solutions Press, 1996), Gail frequently writes and speaks on the topic of digital libraries and the Internet. She holds an MLIS from the University of South Florida and an MS from the University of Oregon.



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