

2014

SLIS Connecting, Volume 3, Issue 2

Teresa S. Welsh

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THE UNIVERSITY OF
**SOUTHERN
MISSISSIPPI.**

School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



SLIS Update
Dr. Elizabeth Haynes, Director

Welcome to this issue of *SLIS Connecting*. We are pleased to be able to continue publishing this e-journal to showcase our news and scholarly papers of interest.

The new academic year has started with both challenges and accomplishments.

Our faculty members continue to accomplish great things, and I'd like to highlight a few of them.

- . Dr. Catharine Bomhold has recently had 2 peer-reviewed articles accepted about her research on smart phone mobile applications in the university library environment. Dr. Bomhold is also serving as an ALA Councilor.
- . Dr. Stacy Creel has had a book chapter accepted and was invited to do a presentation on best practices in online teaching for the College of Education and Psychology.
- . Dr. Matthew Griffis has had a peer-reviewed article accepted, co-authored with alumnus Preston Salisbury, and did a presentation at the Mississippi Library Association on social media.
- . Dr. Xinyu (Cindy) Yu spent a month in China this past summer where she was invited to give a guest lecture on metadata.
- . Dr. Teresa Welsh has received a promotion to full professor and is serving as secretary-elect for Faculty Senate and on Graduate Council and as chair-elect of the Research Council.

After 18 months as Interim Dean of Libraries, Dr. J. Norton has returned to full-time faculty status in SLIS. We're extremely glad to have her back and will put her expertise in academic library administration to good use.

We are sad to announce that Dr. Stewart has left to teach at another university, and we are currently in the process of seeking a new faculty member.

We're in the planning stages of preparation for the 2015 Fay B. Kaigler Children's Book Festival. Paul Zelinsky will be our Medallion winner, and he will be

joined by other noted authors and illustrators in the line-up.

We continue to solicit donations for a new graduate scholarship that was recently funded for five years. Unlike most of our other scholarships, this scholarship is open to any graduate student meeting the qualifications, regardless of place of residence. If you are an alum, employer, or friend of Southern Miss SLIS, then we encourage you to consider donating to this scholarship, which is administered through the USM foundation.

<http://www.usmfoundation.com/>

Pledges can be paid out over five years on a monthly basis through bank draft or credit card charge. For example, a pledge of \$1000 costs only \$17 per month if paid out over five years. Please think about making this tax-deductible gift to the School. We'll be happy to send you a donation form or put you in touch with the USM Foundation (601) 266-5210.

Enjoy this issue of *SLIS Connecting*.



Dr. Elizabeth Haynes received her MLS and Ph.D. degrees from the University of Texas at Austin. She has been a school library media specialist and district library administrator for the El Paso (Texas) Public Schools. For three years, Dr. Haynes was a library media specialist for the Texas Education Agency. She joined the faculty of the School of Library and Information Science at the University of Southern Mississippi in Hattiesburg in 1998.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

SCHOOL OF LIBRARY AND INFORMATION SCIENCE
announces

THE 48TH ANNUAL FAY B. KAIGLER

Children's **Book** Festival

COME CELEBRATE 48 YEARS OF PROMOTING EXCELLENCE IN CHILDREN'S
LITERATURE WITH SOUTHERN MISS MEDALLION WINNER

Paul O. Zelinsky

ADDITIONAL SPEAKERS INCLUDE:

Rita Auerbach
Dr. Carolyn S. Brodie
Peter Brown, Nikki Grimes
David Levithan, Steve Sheinkin
Deborah Wiles, Gene Luen Yang

NEW IN 2015

Two panel sessions to feature Chris Barton, Kathleen Merz
and Don Tate, and 2015 keynotes David Levithan
and Deborah Wiles

Featuring the Ezra Jack Keats New Writer
and New Illustrator Awards

*The Magnolia Award winners will be
announced at the festival.*

APRIL 8-10, 2015

USM.EDU/CHILDRENS-BOOK-FESTIVAL

Z is for Moose by Kelly Bingham, illustrated by Paul O. Zelinsky.
Images used with permission by Paul O. Zelinsky.



THE FAY B. KAIGLER
CHILDREN'S BOOK FESTIVAL
THE UNIVERSITY OF SOUTHERN MISSISSIPPI



AA/EOE/ADA/ UC 71006.5146 10.14

Faculty Spotlight

Instructor and Undergraduate Advisor J. Edmand Pace, a native Mississippian, has a B.A. in history as well as a MLIS degree from The University of Southern Mississippi. While a graduate student at USM, he received the Beta Phi Mu Student Award, served as a Graduate Teaching Assistant, and as Vice-President of the LIS Student Association.



Mr. Pace has taught in various capacities at Southern Miss since 2010, first as a visiting instructor, then as instructor. In 2013, he developed a version of the information literacy course for online delivery, and he teaches several courses in both face-to-face and online formats. He was instrumental in revising the LIS B.A. degree to a LIS B.S. degree and in developing a LIS minor.

He is active in recruitment and serves on the SLIS Recruitment and Retention Committee, Strategic Planning Committee, and Undergrad Program Review Committee. He compiled disaster-preparedness information for two brochures and a Web site linked to usm.edu/sl原因 and co-authored a recent book, *The Research Process: Books and Beyond* (Kendall Hunt, 2013).

Teaching and research interests include information literacy, emergency and disaster preparedness, and physics journals. In his spare time, Mr. Pace enjoys reading about politics and popular culture, swimming, playing tennis, and composing music.

Alumni Spotlight



Mantra Henderson, Director of the James Herbert White Library at Mississippi Valley State University, was an ALA Spectrum Scholar and earned her MLIS degree from Southern Miss in 2001. She served as Technology Coordinator for the Sunflower County Library System for 6 years then began as Senior Reference Assistant at James H. White Library. After earning her MLIS, she quickly moved up the ranks with an appointment as Acting Assistant Director in 2004. In 2009, she was named Director of Library Services. Under her leadership, the library completed a massive renovation project and a reclassification project of over 100,000 volumes; implemented an assessment program; and garnered Title III funding.

Henderson has participated in the Peabody Leadership Institute, HBCU Library Alliance Leadership Institute, Harvard Leadership Institute for Academic Librarians, and ARL Leadership Institute for Middle Managers. She has served on several campus committees, played an integral role in the University's Quality Enhancement Plan, and published three articles and a book review for *Mississippi Libraries*. She is active in state and national library organizations, served as Vice-President and President of MS Library Association Black Caucus Roundtable, and currently as Vice-Chair of the HBCU Library Alliance Executive Board. Henderson is currently pursuing a doctorate in Professional Studies/ Education with a concentration in Higher Education.

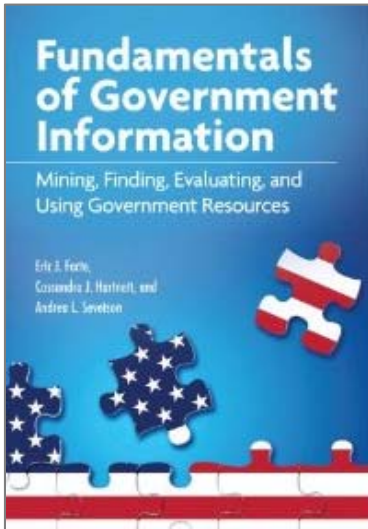
Course Spotlight – Three Electives for Spring 2014

LIS 664: Government Resources and Publications

Faculty: Dr. Teresa S. Welsh

Would you like to learn more about the government resources and publications at the local, state, and federal levels? No matter what type of librarianship is of interest, it is useful to learn what government resources are freely available and how to access them. The class meets in Collaborate Live classroom on Wednesday evenings at 8pm Central.

Textbook: *Fundamentals of Government Information: Mining, Finding, Evaluating, and Using Government Resources* by E.J. Forte, et al. (ALA/Neal-Schuman, 2011).



Topics include:

- Background and History
- Government Librarianship
- Congress/Legislative Branch
- Regulations/Depository Libraries
- Law/Judicial Branch
- Presidential Libraries, Documents
- Executive Branch
- Health Information
- Education Information
- Science and Technical Information
- Environment, Energy Information
- Business, Economic, Consumer Information
- Census, GIS
- Historical, Archival Information

Online interactive sessions combining lectures, discussions, and guest speakers who work in various government libraries and archives are supplemented by search exercises, assignments on appropriate topics related to government resources and publications, and interactive discussion board postings.

Assignments include:

- 5 search exercises (5 points each)
- Midterm annotated bibliography (30 points)
- Report on a government agency (30 points)
- Participation in virtual classrooms and discussion board postings (15 points)

LIS 667: Health Informatics

Faculty: Dr. Xinyu Yu

Have you thought of becoming a medical librarian or effectively providing quality health information for patrons in your public libraries? In this course, key health information resources, evidence-based approach, electronic health records, standards and ethics related to public health information technology will be introduced. Students will be guided to become familiar with searching *PubMed/MEDLINE* and information technology tools used in public health practices. Class meets in Collaborate Live Wednesday evenings at 6:30pm Central.

LIS 692: Special Problems – Law Librarianship

Adjunct Faculty: Stephen Parks, JD, MLIS

Research, Instructional Services and Circulation Librarian, Mississippi College School of Law Library

Would you like to take a course in law librarianship online? The class will meet on Thursday evenings at 8pm Central in Collaborate Live virtual classroom, where students will see, hear, and interact with the instructor. Students will learn about the differences and similarities that exist between law libraries and all other library types. The course will also include legal research strategies that might prove useful to those who provide reference instruction to library patrons. If you would like to know more information before signing up, you can email jparks@mc.edu

Student Associations News

LIS Student Association (LISSA)

Officers for 2014-15

President – Elizabeth La Beaud

Vice President – Colleen Smith

Secretary – Emilie Aplin

Webmaster – J.J. Crawley

Newsletter editor – Candice Cloud

Faculty advisors – Dr. Cindy Yu, Dr. Matthew Griffis



LISSA Officers Colleen Smith, Elizabeth La Beaud, Emilie Aplin, J.J. Crawley (Candice Cloud not pictured)

A New Year Begins

by Dr. Matthew Griffis

LISSA began its new academic year in early September. Many of last year's officers have returned to fill new roles: Elizabeth La Beaud, President; Colleen Smith, Vice President; Emilie Aplin, Secretary; J.J. Crawley, Webmaster; and Candice Cloud, who fills the new position of newsletter editor for *LISSA Links*.

LISSA's mission is to represent the interests of SLIS students and support local and wider LIS communities with various service projects. In June, Elizabeth La Beaud and Emilie Aplin launched McCain Library and Archives' first LISSA-sponsored "Digi Day" and Dr. Griffis participated. Students who participated in "Digi Day" workshop learned digitization basics and metadata entry working with the Rey Papers from the de Grummond Collection and earned a certificate for their participation. In June, Aplin published a piece about the project on the ALA Student Blog and in October, Aplin and Dr. Griffis completed an article on the workshop for an upcoming issue of *The Primary Source* about the use of primary source materials in educational settings.



2014 Digi Day

LISSA service projects this fall include assisting Dr. Stacy Creel with fundraising for Hattiesburg Zoo Books Box Project, a community service project to help connect children with age appropriate print and online resources about zoo animals.

MLIS student Jessica Whipple was named 2015 Student to Staff SLIS rep to attend the ALA Annual Conference, San Francisco, CA, in June.



Callie Wiygul, 2014 Student to Staff, with author Matt de la Pena, ALA Conference, Las Vegas

LISSA broadcasts its meetings via Blackboard and meeting dates are announced via the SLIS listserv. LISSA launched [LISSA Links](#) newsletter featuring news, upcoming events, student spotlights, and more. You are invited to join our Facebook page: <https://www.facebook.com/southernmisslissa>.

Southern Miss Student Archivists (SMSA)

Officers for 2013-14

President: – Colleen Smith

Vice President – Chloe Roberson

Media/Public Relations Coordinator – Mary Dugan

Southern Miss Student Archivists News

By Dr. Teresa Welsh, SMSA Faculty Advisor

October was National Archives Month and to celebrate, SMSA officers created a display of archival materials in the Southern Miss Student Union.



National Archives Month Display, October 2014

Callie Wiygul presented “EAD Legacy Finding Aid Conversion at Smithsonian Archives of American Art” at the Society of American Archivists Conference, Washington, D.C. August 15th. The poster was based on her Smithsonian archival practicum, summer 2013.

On September 24th SMSA President Colleen Smith attended “The Basics of Processing Archival Records Workshop” at the Miss. Department of Archives and History in Jackson sponsored by Miss. Historical Records Advisory Board, Society of Mississippi Archivists, and Archival Training Collaborative. Mona Vance and Derek Webb presented archival methods and best practices to arrange, preserve, and create usable finding aids for various kinds of collections.

Congratulations to Michelle Holloway (British Studies 2013) and five SLIS grads(Callie Wiygul, Jessica Stauffer, Cole Smith, Gaby Kienitz, and Rob Richards), a record number who earned a Graduate Certificate in Archives and Special Collections this summer.

Archival Practicum at the National WWII Museum



By Taylor Benson

I am a recent graduate of the Southern Miss Masters of Library and Information Science program, and I will complete my coursework for a Certificate in Archives and Special Collections at the end of this semester. As part of my studies for the certificate, I participated in a practicum at The National World War II Museum and the Ansel M. Stroud, Jr. Military History and Weapons Museum at Jackson Barracks, both in New Orleans, LA. I completed the practicum in late August and am happy to say that soon after completion I was hired as a Photograph Archives Technician in the WWII Museum’s Collections and Exhibits department.

The practicum at both museums provided me with hands-on experiences that allowed me to put into practice the concepts I had learned in classes. At the museum at Jackson Barracks, I had the privilege of working with Civil War-era maps, some of which were hand drawn. I created a basic map inventory using some of the descriptive techniques I had learned over the past couple of years, and then entered the data into a cataloging program. I did the same for a collection of architectural blueprints dating from 1918 to mid-1970s. Being a big fan of maps and of history, I enjoyed this process very much.

At the World War II Museum, I participated in a range of activities and learned much from museum employees. My initial job was to scan original photographs taken by soldiers during the war, to edit and to save them so that they could be displayed online. I also described some of the photographs and entered the data into a collection management program. My current job similarly consists of describing photographs that will be placed online, and I have my practicum -- and USM -- to thank for that.

<http://nationalww2practicum.blogspot.com/>

Upcoming Events

Fay B. Kaigler Children's Book Festival 2015

The 2015 Children's Book Festival, April 8-10, Hattiesburg, MS, will feature Paul Zelinsky, Rita Auerbach, Peter Brown, Carolyn S. Brodie, Nikki Grimes, David Levithan, Steve Sheinkin, Deborah Wiles and Gene Luen Yang as well as a variety of breakout sessions and workshops.

<https://www.usm.edu/childrens-book-festival/>

Society of Mississippi Archivists 2015 Conference

Society of Mississippi Archivists Conference will be at the Southern Miss Gulf Coast Library, Long Beach, April 15-17.

LIS British Studies

The British Studies LIS 2014 class had a wonderful summer and shared many unforgettable experiences in London and Edinburgh. The class of 24 came from LIS programs across the U.S.: Clarion University, Indiana University, Rutgers University, SUNY Albany, SUNY Buffalo, University of Denver, University of Oklahoma, University of South Carolina, University of South Florida, University of Tennessee, University of Texas, University of Wisconsin, Wayne State University, as well as the University of Southern Mississippi.

The large class was led by two faculty members, Dr. Teresa Welsh and Dr. Matt Griffis.



British Studies LIS 2014 Class on Steps of St. Paul's Cathedral, London, U.K.

In addition to the usual on-site lectures and guided tours of St. Paul's Cathedral Library, British Library, British Museum Archives, Royal Maritime Museum Library & Archives, Oxford Bodleian Library, Barbican Library, Middle Temple Law Library, Royal Geographical Society Library & Archive, National Library of Scotland, National Archives/Records of Scotland, Edinburgh Central Library, and University of Edinburgh Library, the 2014 class had the opportunity to visit some additional, unique repositories: Stowe House and School Library, Kew Botanic Gardens Library & Archive, and Westminster Abbey Library.

Dr. Griffis, a Carnegie library scholar, led an optional visit to the first Carnegie Library at Dunfermline, Scotland.



Dunfermline Carnegie Library
Photo courtesy of Fife Council

The British Studies Program is headquartered in King's College Dorm, London, near Waterloo Station, a short walk from Westminster, Trafalgar Square, and the theater district. A few days are spent in Edinburgh at a University of Edinburgh dorm, and students will have several 3-day weekends to explore U.K. on their own and collect information for their research paper.

Students earn 6 hours of college credit learning about historic libraries, archives, and museums from on-site visits and lectures by British librarians and archivists.

For information about British Studies 2015, visit the British Studies link at: <http://www.usm.edu/slis>

From the Grad Assistants:



SLIS GAs: Mary Katherine Dugan, Chloe Roberson, Colleen Smith, Myra Miller, Jessica Whipple

Mary Dugan, from Delmar, NY, earned a BA in anthropology from St. John Fisher College in Rochester, NY. She is currently working on a dual master's in Anthropology/LIS and is interested in public libraries and youth services.

Chloe Roberson earned a BA in English from William Carey University. She works part-time as assistant children's coordinator at Chatom Public Library, AL and is interested in special collections and archives.

Colleen Smith earned a BA in English from USM and is currently working on both the MLIS degree and archival certificate. She has an interest in archives, special collections, and academic libraries and plans to earn a PhD in English and Folklore.

Myra Miller, from Morristown, TN, earned a BA in Anthropology from East Tennessee State University and is currently pursuing a MA in anthropology with a focus on bio-archaeology and a MPH with an emphasis in epidemiology.

Jessica Whipple, originally from southwest Virginia, has an undergrad degree in biology. Her husband is a speech therapist and they have one little boy, Wes, who is almost 2. She teaches a LIS 201 information literacy class, is interested in academic and medical libraries as well as youth services, and is pursuing both a MLIS and youth services certificate.

Mississippi Library Association Awards

A number of SLIS students and distinguished alums received awards at MLA Award Breakfast, Oct. 17th

- MLIS student Floyce Thomas – Virgia Brocks-Shedd Scholarship
- Jennifer Nabzdyk (MLIS 2012) – MLA Past Presidents' Award for Outstanding Beginning Professional Librarian Active in MLA
- USM Curator Jennifer Brannock & Jessica Herr (MLIS 2011), Manager, Pascagoula Public Library – Public Relations Award for Best-Coordination to Publicize Library Services on a Particular Theme
- MLIS student Nicole Lawrence, Mississippi Digital Library Coordinator – Peggy May Award for Outstanding Achievement in the LIS field
- Stephen Cunetto (MLIS 2006), Systems Administrator, Mississippi State University Libraries – Polaris Award for leading MS libraries into the Digital Age.

SLIS Student Courtney Thomas Wins Scholarship

The Mississippi Library Commission (MLC) named Courtney Thomas recipient of its 2015 Public Librarian Scholarship. The \$10,000 award is part of the Library Services and Technology Act (LSTA) grant.

Thomas was recently named Executive Director of the Hancock County Library System (HCLS).



Photo courtesy of the Hancock County Library System

Congratulations SLIS Students

Christina Broome is Library Associate I, Oak Grove Library, Lamar County, MS.

Elizabeth La Beaud, USM Libraries Digital Lab Manager and editor of *The Primary Source* journal of the Society of Mississippi Archivists, was awarded a Beta Phi Mu Scholarship.

Maria Schroeter is Instructional/Reference Librarian, New Hampshire Institute of Art Teti Library, Manchester, NH.

Jessica Whipple awarded a \$250 SC/MLA Student Scholarship to attend the Southern Chapter/Medical Library Assoc. Conference, Mobile, AL, Oct. 28-29.

Congratulations SLIS Alums



Judy Burnham, Director, Univ. of South Alabama Medical Library, selected 2014 Medical Library Association Fellow.

Soyoung Ahn (MLIS 2013) is Library Technician I, East Baton Rouge Parish Library System, Baton, Rouge, LA.

Kim Belair (MLIS 2010) is Librarian III, Mesa Express Library Coordinator, Mesa, Arizona.

Taylor Benson (MLIS & Archival Certificate 2014) is an archivist at the World War II Museum, New Orleans.

Jennifer Blalock (MLIS 2013) is Branch Manager, Jessie J. Edwards Public Library, Coldwater, MS.

Erin Boyd (MLIS 2008) is Technical Services Supervisor, Irving Public Library System, Irving, Texas.

Kate Brunelle (MLIS 2013) is K-12 Library/Technology Department Head, Portsmouth School District, NH.

Michael Devries (MLIS 2011) is Circulation Services Manager, Beloit Public Library, Beloit, WI.

Woody Evans (MLIS 2003) is Arts & Humanities Librarian (Visiting), University of Texas, Arlington.

Kristin Finch (MLIS 2010) is Reference/Archives Librarian, Hinds Community College, Raymond, MS.

Margaret Gaston (MLIS 2014) is Assistant Director, Jackson County Public Library, Marianna, FL.

Vickie Harkins (MLIS 2013) is Director, Armstrong-Osborne Public Library, Talladega, AL.

Jessica Herr (MLIS 2011) is Manager, Pascagoula Public Library, Pascagoula, MS.

Jennifer Husenitza (MLIS 2010) is Reference Librarian, Northern Onondaga Public Library, Cicero, NY.

Christy Kent (MLIS 2007), Information Services/Outreach Librarian, Univ. of South Alabama Biomedical Library received First-Time Attendee Award for Southern Chapter/Medical Library Association Conference, Mobile, Oct 28-29.

James Kennedy (MLS 1996) is Administrative Librarian, Hinds Community College, Raymond, MS.

Savannah Walker Kelly (MLIS 2006) is Assistant Professor and Education Reference Librarian, University of Mississippi Libraries, Oxford, MS.

Cecilie Maynor (MLIS 2011) is State Data Coordinator & Outreach Assistant, Tenn. State Library & Archives.

Laura McCain (MLIS 2013) is Evening Librarian, Northwest MS Community College, Oxford Center.

Sybil McNeil (MLIS 2004) is Library Director/Archivist, Wesleyan College, Macon, GA.

Jamie Jones (MLIS & Archival Certificate 2013) is a 2014-15 Fellow at the U.S. Army Research Library, Adelphi, Maryland, near Washington, D.C.



Mychaelyn Michalec (MLIS 2005) is Community Engagement Librarian, Wright Memorial Public Library, Dayton, OH.

Katrina Mitchell-Foules (MLIS 2014) is Reference/Collection Development Librarian, Mississippi Valley State University, Ita Bena, MS.

Jennifer Nabzdyk (MLIS 2012), Miss. Library Commission Digital Services Consultant, is a Digital Public Library of America (DPLA) Representative for Mississippi.

Tanya Nadas (MLIS 2013) is Reference Librarian, John C. Hart Memorial Library, Shrub Oak, NY.

Tamara Nelson (MLIS 2009) is Reference and Instructional Services Librarian, Univ. of Mississippi Medical Center, Jackson.

Jennifer Pace (MLIS 2013) is Youth Services Librarian, Polk County Public Library, Columbus, NC.

James Pinkard (MLIS 2013) is Director, Covington County Library System.

Marie Petry (MLIS 2012) is Reference Librarian, USM Gulf Coast Library.

Angela Rand (MLIS 2006), Head of Information Services and Ph.D. Candidate in Instructional Design & Development, Univ. of South Alabama, awarded tenure and promotion to Associate Librarian.

Elizabeth Rivera (MLIS 2014) is Special Collections Librarian, Lipscomb University, Nashville, TN.

Jessica M. Ross (MLIS 2008) is Director, Washington County Public Library, Chatom, AL.

Preston Salisbury (MLIS 2014) is Reference Librarian, Hinds Community College Library, Raymond, MS.

David Sesser (MLIS 2013) is Technical Services Coordinator/Assistant Librarian, Henderson State University, Arkadelphia, AK

Julie Snyder (MLIS 2013) is Upper School Librarian, The Albany Academy, Albany, NY.

Stephanie Taylor (LIS BA 2011) is a certified library media specialist in Mississippi.

Cynthia Sturgis-Landrum (MLIS 2006, PhD, Simmons College 2014), Assistant Director for Public Services at Oak Park Public Library, Chicago, was elected ALA Councilor-at-Large 2014-17.



Lonna Theiling (MLIS 2012) is Children's Librarian, Quogue Library, Quogue, NY.

Vandy Tune (MLIS 2006) Library Media Specialist, Poinciana High School, Kissimmee FL, was elected to the Florida Association for Media in Education (FAME) Board of Directors.

Jennifer Wann Walker (MLIS 2006) is Director, Bolivar County Library System, Cleveland, MS.

Shugana Campbell Williams (MLIS 2003) is Librarian, Gulf Coast Community College, Perkinson, MS.

Laura Wylie Fiallos (MLIS 2014) is Library Director, Escuela Internacional Sampedrana (E.I.S.), San Pedro Sula, Honduras.

Cynthia Wetzel (MLIS 2009) is Public Services Librarian, Pearl River Community College, Poplarville, MS.

Congratulations to SLIS Faculty

Dr. Catharine Bomhold elected ALA Councilor for the Ethnic and Multicultural Information Exchange Round Table (EMIERT), 2014-17.

Dr. Catharine Bomhold awarded a \$2000 Target Corporation grant for Preschool Family Literacy Program through the Hattiesburg Public School District Zero to Three Literacy Center.

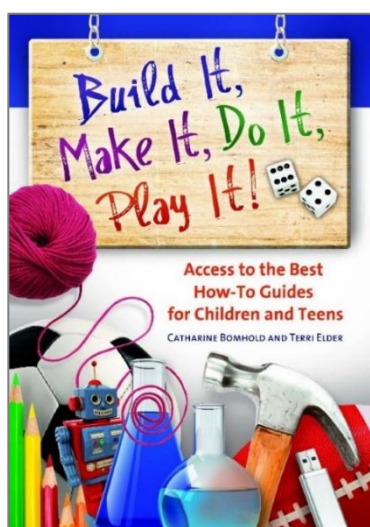
"A Comparison of Three Library and Information Science Databases" by T. Corey Vinson (MLIS 2009) and Dr. Teresa S. Welsh, *Journal of Electronic Resources Librarianship* 26 (2014), selected as a Feature Article in *The Informed Librarian Online* July/August, 2014 issue. www.informedlibrarian.com

Recent SLIS Faculty, Student, Alum Publications

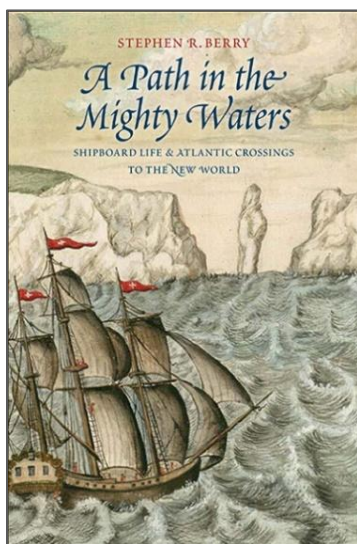
Books

Location Filming in Arizona by Lili DeBarbieri (MLIS 2013), is a finalist for Best Book: Arizona Subject in this year's NM-AZ Book Awards.

<http://lilidebarbieri.com/about/>



Build It, Make It, Do It, Play It: Access to the Best How-To Guides for Children and Teens, a new book co-authored by Dr. Catharine Bomhold (Libraries Unlimited, 2014).



A Path in the Mighty Waters, a new book by SLIS alum Dr. Stephen R. Berry, Associate Professor, Simmons College, Boston, MA (Yale University Press, January 2015).

Journal Articles

Dr. Catharine Bomhold, "Mobile Services at Academic Libraries: Meeting the Users' Needs?" *Library Hi-Tech* 32(2): 336-345, 2014.

Carlos Crockett (MLIS 2013), "Urban Youth & Public Libraries," *Public Libraries* Sept/Oct, 2014.

Dr. Matt Griffis & C.A. Johnson. "Social Capital and Inclusion in Rural Public Libraries," *Journal of Librarianship and Information Science* 46(2), 96-109, 2014.

C.A. Johnson & Dr. Matt Griffis. "The Effect of Public Library Use on the Social Capital of Rural Communities," *Journal of Librarianship and Information Science* 46(3), 179-190, 2014.

Jaclyn Lewis (MLIS 2013), "The Classification of Censorship: An Analysis of Challenged Books by Classification and Subject Heading," master's research project, ALA's *Endnotes: The Journal of the New Members Round Table* 5(1), June 2014.

Hillary Richardson (MLIS 2013) & Sheeji Kathuria, "Created Equal: Continuing the Civil Rights Conversation at Mississippi State University," *Mississippi Libraries* 77(2), 2014.

MLIS student Maria Schroeter, "Paper Engineers and the Art of Pop-Up Books: An Exhibit at Cook Library," *Library Focus*, p. 5, Spring 2014.

Recent SLIS Faculty, Student, Alum Presentations

Dr. Yu, Xinyu, "Meaningful Engagement: Crowdsourcing and Library Digital Preservation Projects," Mississippi Library Association Annual Conference, Vicksburg, MS, October 19, 2014.

Dr. Xinyu Yu, Dr. Yue Xie, Jessica Whipple, Susan Mayfield-Johnson & Elena Azadbakht, "A Collaborative Project: Creating an Informatics Course," Southern Chapter/Medical Library Association Annual Meeting, Mobile, Oct. 28, 2014.

Dr. Stacy Creel, "Best Practices in Online Education," sponsored by Southern Miss Professional Education Unit, Hattiesburg, Sept. 16, 2014.

Read with Me: My personal experience with a LIS 641 service learning project

By Mary Ann Griffin

Introduction

At the University of Southern Mississippi's School of Library and Information Science, LIS 641: Public Libraries has an emphasis on service learning and community relationships. Service learning "allows students to meet community needs by applying theory and course content through activities implemented by the students, faculty, and community partners" (Creel, 2013, p. 157). In an all-online program, service learning can be challenging and part of that challenge was for the students to initiate their own service learning project.

As director of the Sunflower County Library System (SCLS), I work to promote the library's services to the communities in Sunflower County, an economically depressed area located in the Mississippi Delta. Regardless of the fact that the county suffers from economic decline, poor K-12 educational programs, high risk health problems, and high levels of poverty, there exists an agency that is trying to make a difference in the community (U.S. Census Bureau, 2014; Promise Neighborhood Grantee, 2012). The Indianola Promise Community (IPC), modeled after the Harlem Children's Zone and sponsored by the Delta Health Alliance, is a community based initiative that provides children with opportunities to succeed in school, graduate high school, and attend college. One of its goals is to help children enter kindergarten ready to learn and become proficient in core academic subjects while in school (Delta Health Alliance, 2014).

In January of 2013, the library system was awarded a \$15,000 Library Service and Technology Act (LSTA) grant administered by the Mississippi Library Commission to create early literacy centers in three library branches. These centers were developed to provide literacy experiences to children age birth to five years old (Image 1 and Image 2). The centers contain resources such as AWE computers (Image 2), Lego Duplo kits, puppets, drawing and writing materials, and comfortable seating areas allowing caregivers of young children to implement the five components of early literacy development: Talking, Singing, Reading, Writing, and Playing. (Image 4).



Image 1: Early literacy center



Image 2: Early literacy center



Image 3: AWE computer station



Image 4: Sign for Talk, Sing, Read, Write, and Play

Then under the direction of the IPC, Indianola became an Excel By 5 Community. “Excel By 5 sets forth a variety of standards involving parent training, community participation, child care and health programs to help communities focus on supporting young children and their families. The certification process also identifies available resources and existing best practices to help Excel By 5 - Early Childhood Communities reach the goal that all of their children will be ready to learn when they start school at age five” (Excel By 5, 2012).

As director of the library system, I had the opportunity to share information about our literacy centers with the IPC and the Excel by 5 Committee. Since the library system and IPC share a common goal—to provide resources and opportunities to encourage life-long learning and literacy development, a partnership was developed so that we could pool our resources and work toward that common goal. IPC had the network of support members and the library had the network of resources. This was a prime time to promote the community project, *Read with Me*.

Project Description and Explanation

The *Read with Me* project was part of the LSTA grant implementation plan. The project was to provide library resources to parents and caregivers of children age birth to five years old. The grant provided the means to set up literacy centers and resources to inform these caregivers about the importance of early literacy development through the use of the *Every Child Ready to Read* (Image 5)

program produced by the Public Library Association and the Association of Library Service to Children to promote early literacy opportunities in the library (Ash & Meyers, 2009).

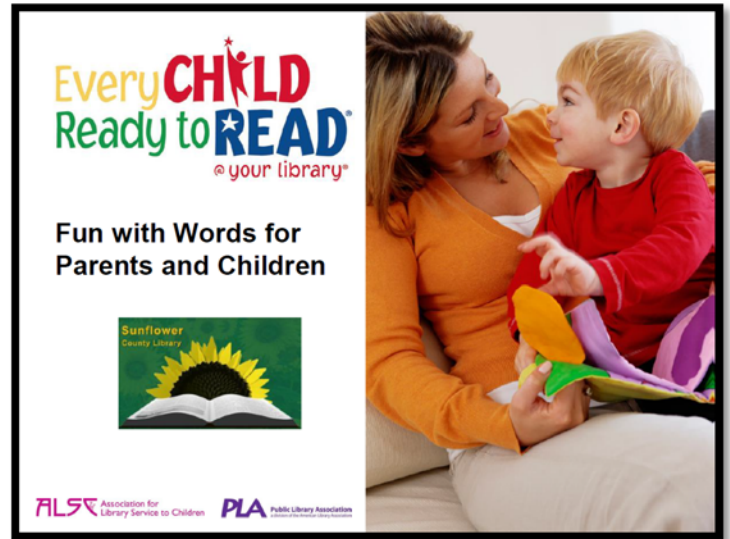


Image 5: Every Child Ready to Read @ Your Library (Association for Library Service to Children, 2011)

The goal of the service project was to inform the community of these available resources. There was a need to deliver this information directly to community agencies and demonstrate what the literacy centers can do for parents and caregivers in the community; this meant that I had to take the *Every Child Ready to Read* literacy workshops out into the community.

A marketing plan was developed to introduce the *Every Child Ready to Read* workshops to the community. First, letters and information brochures were sent out to every childcare center, but the letter campaign resulted in no response, so I decided to hit the streets with my project. I became connected with the IPC and became a member of their planning committee. I also became a member of the Indianola Excel by 5. By serving on the committees, I made contacts with other agencies in the community who were focused on early childhood development. Some of these agencies included Parents as Teachers, C.A.R.E.S Mentoring Program, The Literacy Coalition, Excel by 5 Community Involvement Committee, and the Mississippi Low Income Childcare Initiative

| <i>Agency</i> | <i>Date</i> | <i>Time</i> | <i>Location</i> | <i>ECRR Requested Workshop</i> |
|-------------------------------------|------------------|------------------------|-------------------------------------|--------------------------------|
| Parents as Teachers | October 29, 2014 | 3:30 p.m. | Henry M. Seymour Library, Indianola | Fun with Words |
| MS Low Income Child Care Initiative | November 1, 2014 | 9:00 a.m. – 12:00 p.m. | Scout Hut, Indianola | Fun with Words |

Table 1: Scheduled events

Program’s BEST (Building-Educating-Sustaining Through Training). I also met with agencies affiliated with the Sunflower County Department of Human Services such as Healthy Homes Mississippi.

Information about the *Every Child Ready to Read* workshops was provided to each of these agencies, and I encouraged them to allow me to conduct any of the workshops for the clients they served. I also went out into the community to a local community fair, the Ruleville Roast, and set up an information booth. Using donated books as giveaways as an incentive to those visiting my booth, I was able to make contact with two additional agencies, Save the Children: Ruleville Head Start and Mississippi State Department of Human Services Resource Specialist of Bolivar County. This in-person marketing phase resulted in scheduling 2 workshops (Table 1).

The *Every Child Ready to Read* tool kit was a perfect tool for library staff to use in this project. It provided PowerPoint presentations that can be edited to include individual library information or can be edited to fit the need for any library programming focused on early literacy. It also provided resources and book lists and even a script to follow when conducting the workshops. I was able to easily edit the presentations to make them fit my workshop activities. I used the suggested booklists from the program but also made a “shopping list” for parents and caregivers so they would have a guide of books to use when they visited the library (Appendix A). The entire intent of the project was to introduce parents and caregivers to the available resources at the library and encourage them to use the resources to help their children develop early literacy skills.

In addition to creating the shopping list and modifying the presentation, I collected books from our library’s collection and organized them to fit the different activities in the workshop. For example, one activity was to show parents how they can utilize wordless books to develop oral language and vocabulary in their young children. I provided a demonstration on how to talk with a child and allow the child to talk about the pictures in the wordless book to develop “the story” and pointed out how wordless books allow creativity and critical thinking.

After sorting and organizing the books and materials for the workshop, I prepared the meeting room with workshop materials the day before the workshop. I practiced the PowerPoint with the libraries technology equipment to make sure all components were working properly. I created an attendance sheet for parents to sign and an evaluation form for parents to complete at the end of the workshop so I could collect feedback on the workshop to improve future workshops. I also prepared copies of our “Permission to Photograph” form, so I could use pictures of the workshop participants in future presentations and public relation documents.

The Results of the Project

One major challenge that I experienced was the marketing of the workshop. People were open to the idea about an early literacy workshop, but they didn’t follow up with the library to request a workshop. Getting out in the community, making connections with community leaders and decision makers took a lot of my time and effort, but it paid off in the long run. Two workshops were scheduled within the service learning project timeline, and two planning meetings were scheduled with community agencies to conduct future workshops.

The Parents as Teachers Educators brought in their clients, who were young mothers of children ranging from 7 months old to 3 years old. There were 12 participants, 5 PAT educators, and the director of the program present for the workshop at the library. We also had a library patron join us with his daughter. He had observed my preparation for the workshop a few hours earlier and was interested in learning what he could do to help his daughter. The workshop activities explained the importance of developing a large listening vocabulary and showed parents how to do this by reading to their children. I demonstrated how to talk about the illustrations in wordless books and showed the parents various types of materials such as wordless books, picture books, predictable books and books that contained poetry. For interactive activities, I encouraged parents to read the various books with their children anywhere in the library (Images 5 and Image 6).



Image 5: Parents implementing techniques learned at workshop.



Image 6: Parents implementing techniques learned at workshop.

After each reading session, we all convened in the meeting room, and I directed the parents to record the various words they and their children discovered during the activities as we developed our workshop word wall (Image 7). This was an excellent visual for parents to see the number of rich vocabulary words they could expose their children to by simply spending five to ten minutes a day reading to their child.



Image 7: Parents reflecting on interactive activities conducted with their children.

The workshop conducted at the “Childcare Matters Family Fun Day” was more of a presentation of the library books rather than a training session. The course of activities and the layout of the various information booths arranged in a very small room didn’t provide the best environment conducive to a training session. Parents meandered through the booths and the traffic of people caused a challenge for those listening to my presentation. Three parents did sit in on the presentation, and one childcare provider listened in as she monitored her booth. In order to be flexible to the environment, I altered the workshop session to merely explaining the different types of materials we have at the library and how these materials could help develop pre literacy skills in young children.

At the end of each workshop, I asked participants to complete an evaluation form that requested information about the effectiveness of the workshop, what could be done to improve it, and what additional information the participant may want from the library. All of the participants strongly agreed that they learned or were informed about the necessary action steps to develop early literacy skills

in their children. A few participants stated that there wasn't enough time to discuss ways to work as a group to help get children ready to read. All of the participants thought the activities allowed them to interact with their children and utilize the techniques demonstrated in the workshop. They thought the workshop information was very helpful, and they requested more workshops like this one. There were a few participants that stated the library needed to improve getting the word out about the workshops so more parents could participate.

This feedback was helpful and will be used to refine the workshop presentations. For example, future workshops need to be created so more time is allotted to implement the activities. So instead of covering all five practices for early literacy development (talking, singing, reading, writing, and playing) in one workshop session, I will focus on a series of workshops to conduct over a time period of possibly five days: one day to demonstrate the talking activities, one day for the singing, etc. This may work better for the parents involved with the Parents as Teachers group, as most of them do not work. The short sessions could be conducted at times that are more convenient for them and the children's feeding and napping schedule.

One major challenge with this project is having the personnel to conduct it on a continual basis. Our library system is in desperate need of a children's librarian that can devote time to conducting the project. Until funding is secured for this staff position, I will continue this project with the community as the need arises. For instance, a daycare provider has requested more information about the *Every Child Ready to Read* workshops, so she can have them at her parent training sessions. Although this project is a worthy cause to meet the needs of the community, my role as director of the library system has me spread thin already, and this project requires a lot of preparation and implementation time. Another small challenge is knowing what to expect from the different public groups for which the presentation is conducted. I believe that overtime and by conducting workshops to different community groups I will be able to accommodate for the different group dynamics.

Conclusion

"Public libraries can be ideal places for service learning projects to occur because they are characterized by diverse services customized for diverse populations" (Brzozowski, Homenda, and Roy, 2012, 32). This service learning project allowed me to engage with my community to provide a library service that was geared to meet the community's goal concerning early literacy development and getting the children of the community ready to start school with the necessary literacy skills that lead to learning success (Image 8).



Image 8: Family using early literacy center

It allowed me to learn what it takes to implement a project of this nature so that I, as a public library director, can better train my library staff. The project provided me with a true picture of what is expected of my staff when they take on such a project. It allowed me to connect with the community and develop partnerships with community members so we could supplement our resources to achieve common goals.

I experienced many of the same observations as was pointed out by Brzozowski, Homenda, and Roy (2012)—including the challenge of overextended library staff trying to provide additional services such as early literacy workshops, implementing concepts learned in my MLIS courses, and becoming more familiar with the community. This project allowed

me to realize that librarians must do more than exist among the stacks with hopes that the world will flock to the library seeking the treasures within the four walls of the library building. Public library service is more than that, and we as public librarians must embrace this concept and be prepared to do community outreach services. I agree with the authors that service learning projects provide a win-win situation for all (Brzozowski et. al, 2012; Creel, 2013). By doing so, the community receives an added service, especially if the project is implemented adequately, and the library earns increased visibility in the community resulting in more service opportunities to the community.

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Appendix A: Fun with Words Shopping List Wordless Books

Anno, M. (1977). *Anno's counting book*. New York: Crowell.

Carle, E. (1971). *Do you want to be my friend?* New York: Crowell

Lehman, B. (2008). *Trainstop*. Boston: Houghton Mifflin.

Lee, S. (2008). *Wave*. San Francisco, California: Chronicle Books.

Raschka, C. (2011). *A ball for daisy*. New York: Wade Books.

Spier, P. (1977). *Noah's ark*. Garden City, New York: Doubleday & Co., Inc.

Wiesner, D. (2006). *Flotsam*. New York: Clarion Books.

Picture and Board Books (Great to use like wordless books.)

Angela, J. (1994). *Joshua by the sea*. New York: Orchard Books.

Bowman, C. (2007). *My Thanksgiving prayer*. Grand Rapids, Michigan: Zonderkidz.

Bridwell, N. (2011). *Clifford cares*. New York: Scholastic.

Burton, J. (2002). *My kitten friends*. London: Buster Books.

Carlstrom, N. W. (1997). *I love you, mama, any time of year*. New York: Little Simon.

Carlstrom, N. W. (1994). *Jesse Bear's tum-tum tickle*. New York: Aladdin Books.

Carlstrom, N. W. (1994). *Jesse Bear's wiggle-jiggle jump-up*. New York: Aladdin Books.

Carlstrom, N. W. (1994). *Jesse Bear's yum-yum crumble*. New York: Aladdin Books.

Chorao, K. (1994). *Peekaboo! Was it you?* New York: Random House.

Hills, T. (2009). *Duck & Goose find a pumpkin*. New York: Schwarz & Wade Books.

Kenneth, C. (1996). *Pooh, guess who!* Racine, Wisconsin: Western Publishing Co.

Marley, C. (2011). *One love*. San Francisco, California: Chronicle Books.

Oxenbury, H. (1995). *I hear*. Cambridge, MA: Candlewick Press.

Russell, S. P. (1967). *Up down and all around*. St. Louis: Concordia Publishing House

Shaw, N. (1986). *Sheep in a jeep*. Boston: Houghton Mifflin.

Weiss, E. (2012). *Playtime for twins*. New York: Simon & Schuster.

Predictable Books

Aardema, V. (1975). *Why mosquitoes buzz in people's ears*. New York: Dial Books.

Bang, M. (1983). *Ten, nine, eight*. New York: Greenwillow Books.

Brown, M. W. (1975). *Goodnight moon*. New York: Harper & Row.

Carle, E. (1984). *The very busy spider*. New York: Philomel Books.

Carle, E. (1987). *Have you seen my cat?* New York: Simon & Schuster Books for Young Readers.

Dewdney, A. (2005). *Llama, Llama red pajama*. New York: Viking.

Eastman, P. D. (1960). *Are you my mother?* New York: Beginner Books

Fleming, D. (1993). *In the small, small pond*. New York: Henry Holt & Co.

Gag, W. (1928). *Millions of cats*. New York: Coward, McCann.

Galdone, P. (1972). *The Three Bears*. New York: Seabury.

Ginsburg, M. (1980). *Good morning, chick*. New York: Greenwillow Books.

Hall, M. (2010). *My heart is like a zoo*. New York: Greenwillow Books.

Henkes, K. (1988). *Chester's way*. New York: Greenwillow Books.

Hutchins, P. (1986). *The doorbell rang*. New York: Greenwillow Books.

Keats, E. J. (1971). *Over in the meadow*. New York: Four Winds.

Martin, B. (1986). *Barn dance!* New York: Henry Holt Books.

Rosen, M. (1989). *We're going on a bear hunt*. New York: Margaret K. McElderry Books.

Board Books to Develop Listening Vocabulary

Bondor, R. (1994). *Frosty the snowman*. New York: Golden Book.

Brown, M. T. (1995). *Arthur goes to school*. New York: Random House.

Crews, D. (2001). *Inside freight train*. New York: Harper Festival.

Dewdney, A. (2012). *Llama Llama zippity-zoom*. New York: Viking.

Fry, S. (2002). *Clifford's Christmas presents*. New York: Scholastic.

Haskamp, S. (2003). *Eight silly monkeys*. Los Angeles, California: Piggy Toe Press.

Little Simon. (1980). *A little book of numbers*. New York: Simon & Schuster, Inc.

Murphy, C. (1997). *Shapes*. New York: Little Simon.

Numeroff, L. J. (2008). *Time for school, Mouse!* New York: Laura Geringer Books.

Prince, A. J. (2013). *Dig In!* New York: Abrams Appleseed.

Sirett, D. (2009). *My first farm book; let's get working!* New York: Dorling Kindersley.

Walt Disney Productions. (1984). *Walt Disney Productions presents Mickey and the haunted house.* New York: Random House.

Wheeler, J. (1985). *The city mouse and the country mouse.* New York: Grosset & Dunlap.

Story Books

Birney, B. G. (1994). *Oh, bother! Someone's jealous!* Racine, Wisconsin: Western Publishing Co.

Eastman, P. D. (1997). *Go, dog, go!* New York: Random House.

Falconer, I. (2007). *Olivia helps with Christmas.* New York: Atheneum Books for Young Readers.

Fernandez, R. (2008). *Diego's family Christmas.* New York: Simon & Schuster.

Gay, M. L. (2005). *Caramba!* Toronto: Greenwood Books.

McCloskey, R. (1948). *Blueberries for Sal.* New York: Viking Press.

Milway, K. S. (2008). *One hen.* Toronto: Kids Can Press.

Books That Play

Allen, C. (1994). *What's the monster making?* Racine, Wisconsin: Western Publishing Co.

Bailey, L. (2007). *Goodnight, sweet pig.* Toronto: Kids Can Press

Boynton, S. (1995). *The going to bed book.* New York: Little Simon.

Dewdney, A. (2012). *Llama Llama hoppity-hop.* New York: Viking.

Geisel, T. S. (1956). *If I ran the circus.* New York: Random House.

Marzollo, J. (1998). *I spy little animals.* New York: Scholastic.

Meyer, E. F. (2012). *Happy Hanukkah, Curious George.* Boston: Houghton Mifflin.

Platt, C. (2010). *Happy Thanksgiving, Curious George.* Boston: Houghton Mifflin.

Sendak, M. (1976). *Chicken soup with rice.* New York: Harper Trophy.

Seuss, D. (1997). *The shape of me and other stuff.* New York: Random House.

Seuss, D. (1974). *There's a Wocket in my pocket!* New York: Beginner Books.

Silverstein, S. (1974). *Where the sidewalk ends: The poems and drawings of Shel Silverstein.* New York: Harper & Row.

Yolen, J. (2002). *Time for naps.* New York: Little Simon.

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A Brief Historical Evolution of the International Tracing Service (ITS): The Largest Collection of Holocaust Related Documents

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Graduate Certificate in Archives and Special Collections Research Paper
Based on Summer 2013 U.S. Holocaust Memorial Museum Archival Practicum
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Introduction: What is the ITS?

Prior to the end of World War II and following the liberation of numerous concentration camps by Allied forces, there existed a need to provide services to refugees, victims, and displaced persons persecuted and oppressed by the National Socialist German Workers' Party in Germany. Millions of people of almost every European nationality had been displaced by World War II and many of them had been victims and were now survivors of the largest and most calculated mass genocide to date, the Holocaust. The Red Cross and Allied forces organized the enormous task of tracing these persons and attempting to reunite them with relatives.

It was because of this need that the International Tracing Service was eventually established out of a long line of predecessors. The International Tracing Service, or the ITS as it is most commonly referred to, began with a very clear mission:

tracing missing persons and collecting, classifying, preserving, and rendering accessible to Governments and interested individuals the documents relating to Germans and non-Germans who were interned in National-Socialist concentration camps or to non-Germans who were displaced as a result of the Second World War. (cited in Belkin, 2007, p. CSR 1)

The ITS and its predecessors have been fulfilling this mission for over sixty years. In that time, the ITS has collected millions of pages of documentation related to World War II, victims and survivors of the Holocaust, Nazi records and documentation, and documentation on millions of other displaced

persons. In addition, the ITS has been creating its own records related to this documentation.

The International Tracing Service is the largest repository for World War II records, including Holocaust records. However, it was not until recently that the ITS opened its records to researchers and institutions outside of Germany. Previously, survivors and others could write to the ITS and request information about themselves or others, but the response time was long, difficult, and often lacking in tangible results. With the opening of the ITS, people around the world have better access to the records for seemingly endless research.

Why is the ITS important?

Before a discussion of the history of the International Tracing Service can begin, it is important to explain why such an organization was needed in the first place. In 1933, about 9.5 million Jews lived in Europe and made up about 1.7 percent of the total European population. They lived in all parts of the continent though the largest populations could be found in Poland, Western Soviet Union, and other Eastern European countries (USHMM, 2012, Holocaust Encyclopedia, n.p.). As a direct result of the war and the Holocaust, two out of every three Jews in Europe had been killed for an estimated total of six million Jewish people. The 1950 Jewish population of Europe was 3.5 million after individual countries' Jewish populations had been decimated during the war and Holocaust; for instance, in Poland, nearly 3 million Jews found home in 1933, and in 1950, about 45,000 Jews could be found in the country.¹

¹ United States Holocaust Memorial Museum, *Jewish Population of Europe in 1945 and Jewish Population of Europe in 1933: Population Data by Country* (2012), n.p.

Jews were not the only people targeted during World War II, however. An estimated six million non-Jewish people were also murdered during the Holocaust; homosexuals, Jehovah's Witnesses, Gypsies/Romas, the handicapped, political dissenters and others were arrested and murdered as well. Additionally, Soviet prisoners of war comprised the second largest group of Nazi victims with 5.7 million military personnel "collected" by the Nazis (USHMM, 2012, Holocaust Encyclopedia, n.p.). Nearly fifty-seven percent (57%) of these Soviet POWs were dead by the end of the war (Holborn, 1956).

Experts find it difficult to estimate the exact number of those killed or displaced during World War II and the Holocaust. Allied military authorities did their best to track the number of Displaced Persons (DPs) – those who had been forced to leave their homelands as a result of the war—in Europe after the war, but with constant movement, it was a challenging task. In 1946, it was estimated that 1,037,404 DPs could be found living in and out of camps in Germany, Austria, and Italy. Between July 1, 1947 and December 31, 1951, the International Relief Organization received 1,337,749 applications for assistance from DPs throughout Europe. In total, it was estimated that there were nearly 11 million non-German DPs in Europe at the end of World War II (Holburn, 1956).

DPs were from countries all over Europe and elsewhere, were of all ages, and affected by the war in different ways. With so many people searching for family members and constantly moving, the Allied Forces realized early that it would be necessary to develop a system of tracking individuals and attempting to reunite, resettle, and repatriate them. Thus, the need for an organized tracing service was recognized, and it would eventually come under the purview of the Red Cross and would be called the International Tracing Service.

History of the International Tracing Service The Need for a Tracing Services

In 1933, Adolf Hitler and his Nationalist-Socialist Party officially obtained power in Germany; thus, a period of persecution and displacement for millions in Europe began. What began as a series of laws, known as the Nuremberg Laws, targeted at Jews and designed to restrict their rights and begin a long

reigning and systematic plan of persecution, turned into the most infamous act of genocide the world has ever known. In answer to what was referred to by the Nazi regime as the "Jewish Question," the "Final Solution" succeeded in establishing concrete anti-Semitic sentiment in Europe and resulted in the murder of millions of Jews throughout Europe. Jews were not the only European group targeted by Hitler's Party. Millions of non-Germans were deemed inferior and were also persecuted and murdered during the period between 1933 and 1945. Throughout World War II, political dissidents, prisoners, criminals, scholars, various religious sects, and others were rounded up, removed from their homes, and often murdered or sent to camps and ghettos throughout Europe (Holborn, 1956).

As a result of Nazi actions throughout this time period, millions of people became displaced during the war; others became refugees as war enveloped Europe and destruction befell the continent. In addition to being displaced and far from home, families had been torn apart during the War. Even once the War had ended the need to track and reunite families became an overwhelmingly important task. The Red Cross with the help of the Allied Forces therefore, established services to meet this need (Holborn, 1956).

History of the International Committee of the Red Cross' Efforts in War

The International Committee of the Red Cross (ICRC) has a long history with tracing services. It was this experience that helped influence the decision to place the ICRC in charge of administration and direction of the International Tracing Service. For the Red Cross, tracing services were first realized during the Franco-Russian War in 1870. It was during this war that the need for available information about families and prisoners of war was first realized. Many prisoners had been taken on both sides of the conflict and doctors found that "most of them were in a state of distress because their families had no idea whether they had been killed or taken prisoner" (ICRC, 2002, para. 1). The Red Cross established the Information Bureau of the International Relief Agency for Wounded and Sick Soldiers in Basel, Switzerland and began transmitting lists of prisoners. The Red

Cross was successful because of its position as a neutral entity in the war (ICRC, 2002, para. 2).

In 1877, the Red Cross again intervened on behalf prisoners of war during the Russo-Turkish War. But with war in the Balkans in 1912, the ICRC expanded its services. An agency was established in Belgrade which began facilitating the delivery of parcels and money to prisoners sent by family members. ICRC introduced “capture cards” to their humanitarian war efforts. Capture Cards became a link between prisoners of war and family members as they were filled out upon capture and forwarded onto the ICRC containing basic information about a prisoner of war like name, rank, address, and state of health. Capture cards were sent to “the five belligerent States” in attempts to gather “standard information on prisoners” (ICRC, 2002, para. 4). This work was facilitated by the Red Cross agencies in each of the five countries. It was also during this time when issues with language and phonetics were encountered. The Red Cross hired individuals to translate and decipher information (ICRC, 2002).

During World War I, the ICRC continued its use of capture cards and the transmitting of family parcels; it also set up the International Prisoners of War Agency after having already been tasked with such services by the International Red Cross during a world conference in 1912. During the war, the agency received an average of 30,000 letters a day and constantly increased its staff to meet demands. Throughout the war, the agency handled millions of messages and received 120,000 visitors related to tracing requests. Additionally, 7 million files were opened related to prisoners of war. The Agency also organized repatriation of victims of World War I (ICRC, 2002).

The ICRC gained more experience and enhanced its services with the outbreak of the Spanish Civil War in 1936. It was during this time that the ICRC experienced first-hand field work in tracing. However, during the Spanish Civil War, and most civil wars of the time, neither side was willing to accept the ICRC’s help in exchanging information related to prisoners. Therefore, the ICRC began to obtain information about prisoners indirectly (through prison directors, camp commanders, and prisoners)

(ICRC, 2002, para. 13). It also began “tracing and mailing services for combatants and civilians,” which was not questioned by either side of the conflict (ICRC, 2002). During the Spanish Civil War 30,000 files were opened by the Agency and were still being processed when World War II broke out (ICRC, 2002, para. 14).

Even before the war began, the ICRC set up a “commission of war work” to set the stage for resuming tracing services on a larger scale. This Commission met twenty-five times prior to the war in Europe. In September of 1939, the ICRC opened the Central Prisoners of War Agency. The Agency already knew that their work would be overwhelming as in the first few weeks of the war, 600,000 Polish troops were captured (ICRC, 2002, para. 16).

The culmination of ICRC’s tracing service experience came together during World War II. It was during this war that the Agency received “modern technology” to do its work; photocopiers and calculators were introduced and proved to be vital tools for the work of the Agency. The Agency also swelled to 4,000 employees to assist in tracing, mailing, and other services (ICRC, 2002, para. 17). Capture cards continued to be used and were utilized by almost every warring state, which also proved beneficial to the work of the Agency. Capture cards often reached Geneva faster than official lists sent by those holding prisoners and often had fewer errors than the lists. As a result, families could be notified more quickly about their soldier’s capture. While information was available from the western theater of the war, the eastern front was relatively quiet. Little information trickled in from the East because the Soviet Union and Germany had refused to sign agreements to exchange information on POWs, thus making it difficult for the Agency to provide services to the POWs and civilians in these areas. World War II served as a new milestone for the ICRC when for the first time, the ICRC specifically assisted Jews (ICRC, 2002).

The Agency handled more requests for aid during World War II than it had at any other time. The Agency distributed 36 million Red Cross parcels, 120 million letters between prisoners of war and family members, 23 million letters between civilians

throughout the European front, and reunited 700,000 people in Europe (ICRC, 2002, para. 23).

But the Agency's work was not finished with V-E Day. As the Allied Forces moved toward Berlin the millions of people who were still in need of support and services from the Red Cross became ever more apparent. Millions of people had been murdered, displaced, evacuated, deported, or forced to flee, which resulted in the separation of family members. The question of how to best service this specific group of refugees, victims, and survivors became an issue of concern for the Allies and would eventually result in the formation of the International Tracing Service with which the ICRC would have a direct relationship. The Agency's work with the victims of World War II would be long lasting. In 2002, twenty-five percent (25%) of the Agency's work continued to be related to World War II (ICRC, 2002).

After World War II, the ICRC was commended with a Nobel Peace Prize for their efforts in helping POWs; however, it received criticism for its lack of "enough" help for victims of the Holocaust. Still, the ICRC worked to improve laws related to targeting civilians during a war. This work involved participation in debates prohibiting area bombing and weapons of mass destruction after the use of atomic bombs in Hiroshima and Nagasaki, Japan (ICRC, 2002).

The ICRC has continued its work since the end of World War II. Work was conducted in the Middle East, India and elsewhere. The Cold War provided a unique opportunity for the ICRC to become involved "as a neutral intermediary between East and West" (ICRC, 2010, para. 4). The ICRC was useful during the Greek Civil War, the Korean Conflict, the Suez Crisis, and the Cuban Missile Crisis. As places like French Indochina, Algeria, India, Africa, and the Dutch East Indies declared their independence from long time colonial powers, the ICRC provided aid and support. However, eventually the ICRC found that it was not alone in its humanitarian endeavors as new organizations emerged and "increasing media coverage of war" presented its own challenges for the ICRC (ICRC, 2010, para. 6). Today though, the ICRC continues its efforts of aiding prisoners, civilians, and victims of war.

Before the ITS

Even before the Allies had claimed victory in Europe, realization of the need for tracing services had already occurred. Families had been displaced and separated in a variety of ways throughout Europe and were not in contact with one another; often times they did not even know if family members were alive. The British Red Cross (BRC) Foreign Relations Department was the first organized attempt to assist these civilians affected by the war and/or persecuted by National Socialism. Major Eyrle Carter was in charge of the operation and would play a critical role in the further development of tracing services later on. The BRC turned itself into an informal tracing bureau modeled after the ICRC's bureau in Geneva and went to work setting up Displaced Person (DP) camps and attempting to reunite families across Europe. With years of experience, the ICRC provided a good example for the BRC and had already begun an index of names the BRC could utilize in its work. As the Allies began to push towards Berlin, the growing number of European civilians in need facilitated the necessity for a more organized and better equipped program for aid (ITS, 2009).

SHAEF

In 1944, a new organization that joined together and controlled operations for American and British forces in the European theater was formed. Located in London, the Supreme Headquarters Allied Expeditionary Force (SHAEF) was under the command of General Eisenhower and soon would take over the BRC's role in assisting civilians and maintaining tracing services (NARA, n.d.). SHAEF collected and collated information about slave laborers and refugees and worked to satisfy the "immediate needs of released prisoners and deportees" (ITS, 2009, p. 6).

SHAEF officials recognized the need for tracing services in 1944, as well. With so many refugees and displaced persons having been separated from family as well as in need of "civil status (widowhood, succession, and so on), and in matters of restitution and indemnification in order to support their claims" tracing services were necessary (Holborn, 1956, p. 329). A tracing system was established by SHAEF in cooperation with the registration of DPs with "DP2 cards". A tracing and locating unit was created under SHAEF, which collected "nominal rolls of

concentration camp inmates” to maintain “a central register of [sic] non-repatriable refugees and displaced persons” (Holborn, 1956, p. 329). The work done by this unit helped to establish a plan for tracing refugees that would be used by succeeding organizations.

SHAEF headquarters followed the front lines of the Allied forces making their way from London to Versailles and eventually to Frankfurt am Main, while refugee and DP numbers continued to rise (ITS, 2009, p. 6). SHAEF helped to repatriate seven million refugees from Germany, Austria, and Italy between May and September, 1945. But by the end of 1945, the need for an international organization was realized and SHAEF was replaced (Holborn, 1956).

UNRRA

Early in the war, Allied support for refugee and displaced persons was strong as the large number of such persons was realized and continued to grow. In November, 1942, President Roosevelt expressed his sentiments: “No one will go hungry or be without other means of livelihood in any territory occupied by the United Nations if it is humanly within our power to make the necessary supplies available to them” (Warhaftig, 1944, p. 6). It was the following November when the United Nations (UN) officially became involved in an organized way supporting the growing refugee problem in Europe and elsewhere. On November 9, 1943, the United Nations Relief and Rehabilitation Administration (UNRRA) was created (Warhaftig, 1944, p. 7). “Its mission was to provide economic assistance to European nations after World War II and to repatriate and assist the refugees who would come under Allied control” (USHMM, 2012). UNRRA still functioned under SHAEF; however, as a separate entity it provided greater focus to tracing and assistance efforts.

UNRRA was “established for the purpose of remedying the calamities of WWII and of assisting in the restoration of normalcy” (Warhaftig, 1944, p. 7). UNRRA placed strong emphasis on “self-help” and the “active participation” in UNRRA by those whom it was supporting (Warhaftig, 1944, p. 12). It was believed that this kind of participation by refugees would result in a “speedy end to the postwar emergency situation.” The Director General, Herbert

H. Lehman, pointed out that UNRRA’s success was “measured by the speed with which it is able to liquidate itself” and relieve the refugee problem (as quoted in Warhaftig, 1944, p. 12).

The range of services available by UNRRA was defined in a UN agreement as:

...Assistance in caring for and maintaining the records of persons found in any areas under the control of any of the United Nations who by reason of war have been displaced from their homes and in agreement with the appropriate governments, military authorities, or other agencies in securing their repatriation or return. (Warhaftig, 1950, p. 108)

UNRRA operated hundreds of DP camps throughout war-torn Europe where its primary function was to register the displaced persons coming into the camp with the purpose of assisting with tracing and reunification (ITS, 2009, p. 6 and USHMM, 2012). UNRRA’s tracing efforts were extensive. Warhaftig points out that UNRRA realized the value in the Red Cross’ work and “mention[ed] the advisability of collaborating with the International Red Cross which already possesses indexes containing some fifteen million names” in a report (1950, p. 157). UNRRA collected and disseminated detailed information related to DPs including numbers, location, and the physical condition of DPs. It collaborated with Jewish agencies and organizations to share and collect information related to Displaced Persons, “which would be very helpful in finding relatives, in accomplishing the reunions of families, and often in locating documents of identification” (Warhaftig, 1950, p. 157).

UNRRA also worked to create a unified system of identification records and preliminary papers “for displaced persons in transit.” In association with other organizations – taking over the BRC’s tracing operations - UNRRA helped to establish the tracing headquarters in Bad Arolsen, Germany. Much of this work would be used by future organizations to help alleviate the DP problem (Warhaftig, 1950, p. 157).

Tracing services was not the only support UNRRA provided refugees and DPs. It provided consumer goods: food, fuel, clothing, shelter, and medical

supplies; health and welfare assistance; rehabilitation of public utilities like water sanitation, power, transportation, communication, and assistance in acquiring the necessary materials for “the restoration of educational institutions” (Warhaftig, 1944, p. 65). Child care services were also provided. Children were given the “highest priority in all fields of relief” (Warhaftig, 1944, p. 83).

UNRRA supported and assisted thousands of refugees through all of its services, including tracing. For instance, the number of displaced persons receiving UNRRA assistance is detailed in Table 1 (Woodbridge, 1950, p. 422).

Table 1. DPs Receiving Assistance

| Date | Number of DPs receiving assistance |
|-----------------|------------------------------------|
| 1945 | 742,199 |
| March, 1946 | 863,539 |
| June, 1946 | 801,092 |
| September, 1946 | 803,717 |
| December, 1946 | 746,283 |
| March, 1947 | 720,604 |
| June, 1947 | 642,749 |

In addition to the relief and rehabilitation services provided, UNRRA was arguably the most significant and certainly long-lasting tracing organization prior to the establishment of the ITS. Its history is documented within the ITS records themselves. UNRRA was maintained as the primary tracing force until 1947. It “assisted in the repatriation of millions of refugees...,” managed DP camps, provided welfare assistance and health services, provided “vocational training and entertainment,” and oversaw twenty-three “voluntary welfare agencies, including the Joint Distribution Committee, the Organization for Rehabilitation through Training (ORT), and the Hebrew Immigrant Aid Society (HIAS)” (USHMM, 2010). In post war operations, UNRRA granted independent volunteer agencies greater autonomy as the agency itself concentrated more on administrative tasks (though UNRRA continued its work with displaced persons and employed hundreds of them). UNRRA’s efforts were so substantial the agency eventually ran out of money in 1947. Despite

this, UNRRA had greatly improved the DP problem, having assisted at least one million displaced persons and lightening the load for the succeeding agencies involved with tracing services (Warhaftig, 1944).

IRO

UNRRA was conceived as a temporary organization; however, UN members recognized that the matter of refugee and displaced persons would not be completely resolved. They argued that thousands of DPs would still exist once UNRRA shut down and that the “refugee problem was one which concerned all the UN” (Holborn, 1956, p. 29). Thus, the International Refugee Organization (IRO) took over operations when UNRRA ceased to exist.

Proposed during a United Nations committee meeting in San Francisco on May 7, 1945, it was decided that the DP problem was urgent and an overwhelming international concern. The main task of the international organization would be “to encourage and assist in every way possible their early return to their countries of origin” through repatriation, resettlement, or local settlement (Holborn, 1956, p. 33, 50). A draft constitution for the IRO was accepted by the UN General Assembly and the IRO began to take shape. The IRO was established as a temporary agency, and while no time limit for the life of the organization was set, it was generally understood that “no more than three years would be needed” (Holdborn, 1956, p. 47).

The IRO began its operations through an intermediary organization while UN members continued to argue over the financial ramifications of such an organization in July, 1947, after UNRRA’s operations had ceased. It administered a network of DP camps and housing, where an estimated 1.5 million people were living, provided food, medical care, and other supplies to those in its care. Rehabilitation and retraining services were available to DPs, refugees and perhaps most notably, legal protection was secured and negotiations and transportation for resettlement were provided (The IRO began the largest mass transportation agency in the world during this time) (Holborn, 1956, p. 1). However, the IRO’s immediate task was absolute; registration of refugees and DPs including gathering

“individual and family particulars for each applicant for assistance” (Holborn, 1956, p. 1).

In January, 1948, the IRO had taken over UNRRA headquarters and tracing bureau in Bad Arolsen, Germany and the International Tracing Service (ITS) was established there. It was proposed “to extend the mandate of the ITS to include as far as possible the tracing of all non-German nationals, and of such German nationals as would be eligible under the Constitution of the IRO, who have disappeared by reason of the War” (Holborn, 1956, p. 331). The ITS had two major responsibilities: to coordinate tracing activities globally and to reorganize and realign the former CTB (Central Tracing Bureau). However, the ITS would need to be turned over after IRO’s operational time expired (Holborn, 1956).

The IRO was only expected to operate for a period of three years. In the end, the IRO operated on some level for about five years, ceasing operations after a UN committee meeting in 1952. The IRO had repatriated 72,834 DPs, resettled 1,038,750, and assisted 65,615 refugees “with limited opportunities for resettlement” (Holborn, 1956, pp. 361, 433). Eighteen UN governments had contributed over \$400 million to the IRO, and the IRO was generally considered to be a successful organization. While the IRO ceased operations, the ITS would continue under the direction of the International Committee of the Red Cross (Holborn, 1956).

The ITS as Part of the Red Cross

The International Tracing Service officially came into existence through the International Refugee Organization in January, 1948. The ITS gathered documents from the German civil administration, national and international records of war crimes and criminals, and from existing agencies like the IRO and the many existing Jewish tracing and rehabilitation agencies. Military directives in 1946 had aided in compiling records related to UN nationals and in addition, the ITS devised a general coverage documents search plan where teams of ten to twenty ITS personnel would physically check and re-check hospitals, factories, prisons, registry offices, cemeteries, and other places throughout Europe to find materials beneficial to the ITS’ tracing services.

Notable finds from these ITS teams included: the Gestapo and criminal police records in Wuerzburg, a card index found in Kassel containing 22 million names of workers, Gestapo records found in the basement of the Polizei-Praesidium in Karlsruhe, and 3,215 urns containing the ashes of inmates of Dachau concentration camp kept in the cellars of the Perlacher Forest Cemetery near Munich, which had never been reported. (Holborn, 1956, p. 333)

The ITS became its own official entity separate from the IRO in 1955 through the Bonn Agreements, which established the organization’s mission and placed direct administration authority under the International Committee of the Red Cross (ICRC) (ITS, 2009, p. 6). The ITS continued to use the facilities previously established in Bad Arolsen, Germany as the home of both the accumulating archives and center for tracing services. Bad Arolsen had been chosen as the ideal location for tracing services by SHAEF in 1945 because “the town at Bad Arolsen is a suitable seat for the Central Tracing Bureau since it is located on the boundary of three zones it has not been destroyed and has good telegraph and telephone connections” (ITS, 1986, p. 28).

Bad Arolsen had also been the home of General and Prince Josias Waldeck of the Waffen-SS and the established buildings where the ITS made its home had previously been constructed for the purpose of an SS-Office School, administrative headquarters, and barracks. Making use of the space for tracing purposes could be conceived as an affront to both the Waldeck family and townspeople as well as a direct offense against former Nazi order (Megargee, 2009).

The Allies determined that the ITS would be financed by the German federal budget and the ICRC would be responsible for its administration, which would prove to be invaluable to the ITS due to its long history with tracing services and administrative abilities. An International Commission of ten countries (today eleven) would be responsible for the overall supervision of the ITS, meeting annually for this purpose. The ITS agreement was renewed in 1960 and extended indefinitely on May 5, 1965, “until the

ITS' humanitarian work has been completed" and has since continued its tracing work and collection of documentation for over sixty years in Bad Arolsen (ITS, 1986, p. 16).

The Holdings of the ITS

What is in the ITS Archives?

Once the ITS had been created and brought under the administration of the ICRC, in addition to tracing services it set about the task of collecting, preserving, analyzing, and holding documentation related to the millions of displaced persons of Europe (ITS, 2009, p. 5). In 1946, the Allies had ordered that "all German local authorities had to report the whereabouts of non-Germans and Jews during the second World War to the Allied tracing services" and two million lists with information about where they had lived, their employers, dates of employment, details on marriages and births, and the location of burial sites flooded into the tracing bureau (ITS, 2009, p. 9). In addition to these lists, and additional information that had been collected through the ITS' predecessors, DP registration cards were collected and held by the ITS. DP cards came in various formats and contained hospital records, emigration lists, questionnaires, and case files created by relief and aid organizations (ITS, 2009, p. 9). Also contained within the walls of many of the buildings in Bad Arolsen were the records created by Nazis (those that were not destroyed by the retreating army), discovered after the liberation of camps throughout Europe (Landler, 2007).

The ITS became a "document dump" for World War II and Holocaust related documents and records. The records have since been organized at the ITS into three primary groups: Concentration Camp Documents, Wartime Documents, and Post-War Documents (Biedermann, 2003, p. 28).

Concentration Camp Documents refer to the registrations of persecutees in the early camps of the pre-war time, the concentration camps during the events themselves, up to the late liberation of Camp Mauthausen on 5th May 1945... as well as... registrations made by the Allies immediately after the liberation... (Biedermann, 2003, p. 29)

These records are broken down further into two categories, deportation records and prison records and take the form of documents: prisoners' personal cards and sheets, effects cards, infirmary cards, labor assignments, death certificates, inmate questionnaires, arrival lists, transport lists, extermination by camp physician lists, and more. It is important to note, however, that not all camps are represented within the records of "Concentration Camp Documents" because some camps did not have documentation or the documentation was destroyed prior to liberation (Biedermann, 2003).

Wartime Documents refer to those documents created during the war, excluding Concentration Camp Documents, that relate to "all registrations of persons who were recorded outside the already enumerated camps during the war" like "forced labourers [sic] who had to be registered according to the guidelines of the public registration system" (Biedermann, 2003, p. 35). This includes "two millions lists, 1.8 million individual documents and cards, 300,000 registrations of the Berlin Index, and 20,000 cards of the 'Organisation Todt.'" Wartime Documents are categorized by "individual documents" and "list material about deceased foreigners, graves of foreigners, and marriages of foreigners" (Biedermann, 2003, pp. 35-36).

Lastly, Post-War Documents refer to the registration of "former civilian persecutees of the National Socialist Regime" created by the ITS' predecessor relief organizations or others, specifically, the many Jewish assistance agencies established before, during, and after World War II and the Holocaust (Biedermann, 2003, p. 36). Categorized as either "individual documents" or "list material", Post-War Documents contain "DP-2 Index" and "CM-1" care and maintenance cards as well as "registration lists, repatriation lists, and emigration lists" totaling 3.5 million DP-2 cards, 350,000 CM-1 sheets, and 1.7 million pages of list material (Biedermann, 2003, p. 37).

There are also a great number of documents related to child tracing services, which have been an integral aspect of the Allies' tracing services since the beginning. Child tracing documents make up about three percent (3%) of the ITS holdings and are

comprised of documents like birth certificates, various registration lists, and search files (ITS, 2009, p. 10).

The ITS has created its own documents, which are preserved and held within the ITS archive. Paramount to these records is the Central Name Index (CNI), created by the staff of the ITS and critical in the research aspect of the ITS' work. The Central Name Index will be described in a later chapter. Some three million tracing files, or T/D files, have also been created by the ITS and these documents make up a portion of the holdings of the ITS (Biedermann, 2003).

In total, the ITS archives holds an extraordinary number of documents delivered to the ITS and created by a number of people, most notably the Nazis themselves. The ITS notes that the sheer number of documents "show[s] the painstaking care and the systematic approach taken by the National Socialists in their persecution and exploitation of millions of people" during the Second World War and Holocaust (ITS, 2009, p. 11). The holdings of the ITS, when placed end-to-end, extend sixteen miles and are held in six buildings worth of filing cabinets. The Central Name Index itself contains 50 million cards relating to 17.5 million people. There are 25,908 meters of written documents, 232,710 meters of microfilm, 106,870 microfiche, more than 3 million "correspondence files," and is comprised of about seventy-seven percent (77%) original documents and twenty-three percent (23%) copies (ITS, 2009, p. 9). Additionally, there are 150 million digital images in the archive. All of these documents are utilized in the daily work of the ITS and more recently, by international researchers who now have access to them at Bad Arolsen and institutions around the world (USHMM, 2008).

The ITS Records Structure

Due to the fact that the records created by the International Tracing Service were never expected to be used outside of the organization, the structure is unique. After obtaining millions of pages of documents after World War II, the Red Cross' ITS needed to find a way to organize and access them in an efficient way that provided fast and accurate tracing results. Perhaps the largest and most unique

records created by the ITS, the Central Name Index cards or CNI, does just that.

The Central Name Index works much like a physical library card catalog "yet whereas a catalog card references a book, only some CNI cards reference an original document" (Decker, 2011, p. 3). CNI cards were created from lists to reference an individual. When research was conducted on an individual, a reference CNI card was created for each reference in the original documents to that individual. As a result, many individuals have several CNI cards referencing themselves in original documents while others have very few or no CNI cards. In some instances, CNI cards reference more than one person, often family members (Decker, 2011). CNI cards also come in the form of "inquiry cards" created by the IRO and U.S. Army after the War when a request for tracing services was made by an individual or organization. These cards provide additional information useful in searching the ITS "database" (USHMM, n.d., p. 1).

It is important to note that CNI cards are not original World War II documents; they were created by the staff of the ITS for internal purposes only. There are more than 50 million CNI cards relating to 17.5 million people in the ITS records and these are the "key to the documents" (ITS, 2009, p. 10). CNI cards can contain a trove of information vital to conducting an ITS search. Cards may include dates, places of births, maiden names, parents' names (and mothers' maiden names), and paths of persecution and location immediately after the war. These cards also may contain reference information such as ordner number, seite number, (file and page numbers, respectively) and archival collection code numbers in order to help researchers find the specific original documents referenced (Decker, 2011).

When one searches through the electronic ITS database, the CNI is the first stop for a researcher as the CNI often provides the location of original documents pertaining to the individual being searched. It is important to note that the ITS "database" is not a traditional database in that it cannot be searched by the public and the records were not created to be machine readable. The electronic CNI database is arranged alphabetically and phonetically, meaning that names that sound the

same are grouped together, alphabetically (ITS, 2009, p. 10). The alphabetical list is also built off of the Daitch-Mokotoff Soundex (D-M Soundex) which “uses a phonetic algorithm to match the information... by sound” (USHMM, *Holocaust Survivors and Victims Database*). This means that names are presented together in multiple spelling variations. Multiple and various spellings result from language differences as well as human error or preference. A CNI search can result in many different spellings of the same or similar names: a search for ‘Silberman’, for example, will also return results for ‘Silverman,’ ‘Zylberman,’ etc. (Decker, 2011, p. 5). Dozens of spellings can display in the results of the CNI for a name. For example, the D-M Soundex for the CNI contains 156 results for “Schwarz” and 849 results for “Abrahamovic” (ITS, 2009, p. 15). The cards also appear chronologically by birth date within the CNI, beginning with cards without dates. CNI cards take many formats but generally provide the same information, if it is known. It can prove exhausting to locate a specific individual without specific information such as date of birth, nationality or any other additional information.

CNI cards are not the only unique documents created by the ITS. Case files have been created for each requested search. These case files are referred to as Tracing and Documentation files (T/D) and are assigned a T/D number, generally in the order in which requests were received. Millions of T/D files have been created, however T/D files have not been created for every individual or even every individual with CNI cards. T/D files have only been created by the ITS when an external request for tracing services on an individual has been made. T/D files vary in size depending on the results of an ITS researcher’s investigation and generally contain an inquiry card, with known vital statistics and path of persecution (though not always accurate), incoming correspondence and documentation – generally from the inquirer – and outgoing correspondence from the ITS – generally summarizing the findings associated with the inquiry. In early T/D files (chronologically), records and documentation was pooled from various locations and stored within a specific T/D file. T/D files continue to be created as new inquiries are made with the ITS though only about 300,000 T/D

files have been sent to the member country institutions (Decker, 2011).

The ITS has created dozens of additional records unique to the tracing service that relate to the original documents held by the archive. With these records the database of the ITS, which has so far been digitally sent to eight institutions around the world in International Committee (IC) member countries, are organized into various collections and indexed numerically. Utilizing the database takes a lot of practice, patience, a familiarity with the German language (as ITS-created documents as well as many original documents are in German). The U.S. Holocaust Memorial Museum, the United States’ ITS repository, has worked exhaustively with ITS records to help in their use by creating finding aids and guides to the records since it began receiving them in 2007. A glossary of common terms has been created by an ITS researcher at USHMM to assist in the deciphering of the ITS database. Though this glossary continues to be enlarged and edited as necessary, it is available for use at <http://itsrequest.ushmm.org/its/Glossary.pdf>.

The ITS Today

Opening the Records to the World

Despite the “united” way the ITS came to be – through the work of the United Nations and Allied forces – the records have only been made accessible outside Bad Arolsen in the last seven years. Previously, only ITS staff had access to the documents and copies were made available to requesters (Yad Vashem in Israel was granted copies of millions of pages of documentation throughout the 1950s and 1960s). Paul Shapiro attests that governments sent documents to the ITS “precisely because... no one would ever see them” (Shapiro, 2009, p. 1).

The United States Holocaust Memorial Museum in Washington, D.C. leads the campaign to open the ITS records to the world. This campaign was met with many roadblocks, specifically from the ITS and the IC, which is responsible for overseeing the ITS, and longtime ITS Director Biedermann. After years of fighting, in 2006 the USHMM called for immediate access to the ITS records. However, before this could be done, the International Committee, comprised of eleven countries, needed to approve such a move (USHMM, *International Tracing Service Archive*).

In 1998, the USHMM and other Holocaust advocacy organizations began to pressure, through Congress, the International Committee to open the archives and “proposed that the issue be settled by majority vote” (Belkin, 2007, p. 8). Director Biedermann and several IC member countries “reportedly blocked passage of the proposal” citing privacy issues and the original Bonn Agreement mandate (Belkin, 2007, p. 8). The argument shifted to privacy when those opposed to the proposals argued that sensitive personal information would be released and would violate individual rights while those in support of the proposal argued that “the records provide unprecedented and invaluable first-hand documentation of the crimes perpetrated by the Nazi regime and should be opened as soon as possible to allow for research collaboration with the remaining survivors...” (Belkin, 2007, p. CSR-3-4).

In 2006, after years of negotiating and increased pressure, the IC unanimously “agreed to amend the 1955 Bonn Accords” and to open the ITS and make digital copies of the records. It also agreed to replace Director Biedermann, who vehemently opposed the proposal. The newly opened and digitized records would, however, only be made available to IC member countries and only one institution in each country could be the repository of the records and would not be made available on the Internet (Belkin, 2007). In 2007, the proposal and amended Bonn Accord were ratified by the IC and the USHMM received the first shipment of records from the ITS (USHMM, 2007).

With the opening of the ITS archives, the role of the tracing service changed. As a result, the ICRC no longer remained the most adequate organization to supervise ITS administration. In January, 2013, the ICRC withdrew its supervision from the ITS and the German Federal Archives took over as a partner organization to the ITS. The ICRC had traditionally appointed the directors of the ITS, but with new support, this job passed to the IC, who appointed the first U.S. director in 2012. Lastly, while the German federal budget continues to be responsible for primary funding of the ITS, the ITS now has the ability to fundraise both privately and publicly to assist in funding its work (ITS, 2011).

The Work of the ITS

The work performed by the ITS has changed in recent years. While originally the organization was tasked with searching for survivors and family members, that work only accounts for about thirty-seven percent of the work done by the ITS today. Today the work is more focused on restitution claims, supporting the work of organizations trying Nazi criminals in court, and regional commemoration work. Today, the ITS is also conducting work to make the records and archive more accessible to scholars and researchers. This process largely involves digitizing collections and working on preservation strategies (ITS, 2009).

The ITS recognizes its changing mission as well: “if to date the work of the tracing service has concentrated on tracking down the fate of individuals, the ITS is now gradually transforming into an important archive for research purposes” (ITS, 2009, p. 18). In November, 2007, the ITS archives were open to researchers around the world. Historians from universities and research institutions, genealogists, archivists, and others have been flocking to Bad Arolsen to make use of the unique records contained within the walls there. In 2007, the first year the archive was opened, 330 researchers came to Germany and an additional “3,000 submitted written requests to the archives” (ITS, 2009, p. 19). Since its opening, the archives have established an academic library to facilitate the number of researchers accessing the collections. The ITS attests that records available to researchers are unique in that they offer a non-traditional look at National Socialism – by concentrating primarily on the civilian victims. Genealogists also find the ITS records to be vitally important as they offer a formerly unavailable history of millions of Eastern Europeans, generally and specifically Jews (ITS, 2009).

Another critical role the ITS plays is to issue birth and death certificates for Holocaust victims. These certificates are used not only as official records of events but specifically in restitution claims. Such documents were created and issued for 950,000 requesters between 1999 and 2007 by former slave laborers for compensation (ITS, 2009 p. 15). ITS birth

and death certificates are recognized uniquely and globally and are official documents (ITS, 2009, p. 15).

The ITS has not given up all its tracing service work however. In 2011, the ITS received 12,941 requests, 3.5 percent of which came from survivors while 78 percent came from relatives of survivors, and the remainder of requests from researchers and journalists. These requests were made concerning 16,042 people from sixty-nine countries, but primarily from Germany, Russia, and the United States (ITS, 2011).

The ITS has long been criticized about the status of its tracing services since the end of the immediate post-war era. Due to the ITS insistence on secrecy and a closed archive, few people gained access to the records and the ITS was notoriously slow in its efforts to respond to requests for information. According to *60 Minutes*, in 2006 the ITS had a backlog of 400,000 requests for information and maintained a backlog under the leadership of Director Biedermann. The reluctance and lack of speed to respond to inquiries was the primary factor in the campaign to open the ITS records to outside organizations and researchers (Rosenbaum, 2007).

Still, the ITS maintains that it has processed about 12 million requests since it was taken over by the ICRC and “still helps to reunite 30-50 families per year. It gets about 1,000 requests per month from people trying to find out what happened to their ancestors in the war. Actual tracing requests involving survivors still account for around 3 percent of inquires (Crossland, 2012). This is in addition to the number of inquiries processed at the eight institutions around the world with digital access to most of the ITS collections. The ITS has “committed to responding to new requests within an eight-week period” (Belkin, 2007, p. 18). Tracing services continue to remain an important aspect of the work conducted at the ITS.

Preservation and Digitization at the ITS

According to Charles-Claude Biedermann (2003), former director of the ITS, the third mandate of the Bonn Agreements, which essentially established the primary tracing mission of the ITS, relates to preservation. While the ITS works to meet this mandate, it is faced with severe issues. As

Biedermann (2003) points out, all original documents housed in Bad Arolsen were created between 1933 and 1945 and the immediate post-war era. Therefore many of the documents were created on “war paper” of particularly poor quality, which is ageing very fast” (p. 39).

Additionally, previous preservation “techniques” of long ago eras like lamination and “sealing of stocks” has resulted in damage to records that also needs to be contended with. The conservation needs include deacidification, delamination, and paper stabilization (the removal of adhesive tape, restoring ink corrosion, mildew control, etc.) (ITS, 2009). Biedermann (2003) offers a breakdown of the damage: “1,504,000 records are threatened by a loss of material due to mechanical damages, 1,200,200 documents were provided with adhesive tapes, 1,063,000 cases of metal contamination, 470,400 laminations, 12,000 poorly legible papers” (Biedermann, 2003, p. 40). He goes on to say that the “disintegration process is irreversible” and work needs to continue to preserve the records (p. 40).

Much of the work that is taking place at the ITS currently, involves digitization. This is in part for conservation reasons but also for access reasons. As Committee country institutions accept and make accessible ITS records, their primary format is digital. The ITS asserts that “electronic archives preserve the valuable original documents from further wear and tear through daily use” (ITS, 2009, p. 12).

As of 2009, about 70 percent of the ITS documents had been digitized by at least one hundred staff members at the ITS using fifteen customized scanners (ITS, 2009). Currently, the digital archives contain about 88 million images and six and a half terabytes of data, though there is still much work to be done (ITS, 2013). The ITS acknowledges that “a more detailed index and classification system of the documents” is necessary “to provide better access to the information in the archives” because it is not searchable by the public or outside of member institutions (ITS, 2009, p. 21). Creating finding aids, directories, and catalogs is a primary goal at the ITS.

USHMM Holocaust Survivors and Victims Resource Center Work

USHMM and ITS Records

The United States Holocaust Memorial Museum played an integral role in opening the archives at Bad Arolsen. The USHMM “led the years-long effort to make the documentation at ITS...accessible to survivors and others” by pushing at the highest levels for the International Committee to release the documents and make necessary changes to the Bonn Agreements of 1955 (USHMM, 2007, para. 4). The USHMM also fought to receive an exchange of documents prior to the final ratification of the Bonn Amendments so as to ensure access as soon as the amendments were ratified. The USHMM became one of the very first institutions to receive materials from the ITS in August, 2007. Since that time, the USHMM has been providing access to and conducting searches of the ITS records, free of charge for anyone submitting a request (USHMM, 2007).

The USHMM makes the ITS records accessible through the Holocaust Survivors and Victims Resource Center, which “collects and makes readily searchable the documentation needed to trace the fates of persons persecuted during the Holocaust” (USHMM, 2012, *Program Summary*, p. 1). The Resource Center is the USHMM’s public portal to the ITS records and works daily responding to ITS related inquires and conducting searches for survivors, families, researchers, and others. In addition to serving an historical and genealogical purpose, the ITS records and the work conducted at the USHMM serve as the necessary documentation for compensation claims still filed by survivors and/or their families around the world (USHMM, 2012, *Program Summary*).

The Resource Center’s specially trained staff has received more than 17,000 requests for information related to Holocaust victims since the ITS records were opened. These requests have come from seventy-one countries around the world and “11,000 of these from survivors and their families” (USHMM, 2012, *Program Summary*, p. 1). In addition to searches and making materials accessible, the staff at the Resource Center has been working with the ITS and with Yad Vashem – Israel’s repository for ITS records – to develop ways to make the ITS materials

more accessible to the public. In their current state, the ITS records appear in over twenty-five languages, are often hand-written, were not created to be machine-readable, and are not organized in a searchable database. The USHMM, the ITS, and others, with support of the Claims Conference are creating the hardware and software necessary to make searching of the documents easier and are working to index and create finding aids to the 21,000 separate collections (USHMM, Sept. 2007, *Press Release*, para. 4; USHMM, Nov. 2007, *Press Release*, para. 7).

The Resource Center at the U.S. Holocaust Memorial Museum works to keep the memory of survivors and victims alive and provides the public with unfiltered access to the primary source records found within the ITS archive available thus far.

Additional Resources for Searching

The Holocaust Survivors and Victims Resource Center at the United States Holocaust Memorial Museum makes use of the ITS records in its possession every day to conduct searches for survivors and victims, for survivors’ families, researchers, genealogists, and others. But the ITS records are not the only resource the Resource Center has at its disposal. The USHMM maintains its own searchable database of survivors through the *Benjamin and Vladka Meed Registry of Holocaust Survivors*. The *Registry* contains more than 200,000 records which detail the stories and experiences of survivors and their families. The *Registry* is collected and maintained solely by the Museum. It is voluntary and routinely updated. Survivors and/or family members can register with the USHMM’s *Registry* and the *Registry* is also a useful tool for conducting searches (USHMM, 2012, *Program Summary*).

The USHMM’s *Holocaust Survivors and Victims Database* is also maintained and available through the Resource Center. The database is a work in progress and “centralizes information about the broadest spectrum of victims of Nazi persecution – from those who perished in camps and ghettos to forced laborers and other victims of Nazi persecution” (USHMM, 2012, *Program Summary*, p. 2). This database provides searchers with access to USHMM’s vast collections as well as the collections

from additional institutions around the world. It is easily searchable from the Resource Center Web site and is often a starting point for searches (USHMM, 2012).

A number of additional resources and programs are available through the Holocaust Survivors and Victims Resource Center. These resources not only include those sponsored and/or made available by the Museum but also resources with no direct affiliation to the Museum like the archives of the American Jewish Joint Distribution Committee, Yad Vashem's Central Database of Shoah Victims' Names, Pages of Testimony, New York Public Library's digitized Yizkor Books, and others. There are many digitally accessible lists of names available online as well. The staff at the USHMM's Resource Center makes use of all of these resources and others to best serve the public and respond to inquiries. (ITS requests for information through USHMM can be made at <http://www.ushmm.org/research/collections/resourcecenter/reference/>)

Conclusion

World War II had a devastating impact on Europe. The number of people directly and indirectly affected by Nazi persecution and oppression reached well into the many millions at the end of the war. The Allied forces recognized early on that assistance was needed for these people and that assistance came in a variety of ways from food, clothing, and other necessities to resettlement and repatriation services and, perhaps most importantly to tracing services.

The International Tracing Service was born out of the Allies attempts at assisting DPs and victims of World War II and the Holocaust in the post-war period. Having found its way through various organizations supported by the United Nations like SHAEF, UNRRA, and the IRO, the ITS eventually came to not only be the primary tracing service agency for victims of the World War II and the Holocaust but also the "dumping ground" for millions of pages of primary source documentation related to Nazi persecution and its victims.

While under the direction of the Red Cross, the ITS maintained its records through the second half of the twentieth century, as a protector of the documentation and as a tracing organization, helping millions of survivors reunite with family. But as the survivor generation ages and more years separate the past from the present, the mission of the ITS changed. After much controversy and hard work from organizations like the United States Holocaust Memorial Museum, the closed records of the ITS have become public and have found their way into a limited number of repositories around the world. The new mission of the ITS focuses more on research and preservation than on tracing and with free access to the records researchers, historians, genealogists, families, and others are making use of the invaluable primary sources found within the ITS archive.

As the ITS work continues, more focus will be placed on conservation and preservation of the records. Digitization efforts have been in effect in recent years and staff at the ITS, USHMM, Yad Vashem, and elsewhere are working to maintain the physical integrity of the records for future use and provide better accessibility to the records.

Today, anyone can have access to the ITS records. These records provide a unique, one-of-a-kind glimpse into the experiences of World War II and Holocaust victims and paint a real story of what Nazi persecution really entailed.

Case Study: "Ms. R."²

Research is conducted using the International Tracing Service at the United States Holocaust Memorial Museum every day. More than 17,000 requests for information have been made, in fact. There are many layers involved in a search and many resources to utilize. The staff at the USHMM Holocaust Survivors and Victims Resource Center is specially trained to use the ITS records effectively and to search for and provide answers about the victims of Nazi persecution.

² "Ms. R." gave written permission to publish her family's names related historic documents in this study.

In the spring of 2013, “Ms. R” walked into the Holocaust Survivors and Victims Resource Center to conduct her own name search for her father, Herman Chodes. She was not surprised when she did not find any useful information as she had not been able to find anything she did not already know in many years. Prepared to leave, she decided to check with the reference desk and this stop would lead to a “mountain” of information.

The initial reference interview led to immediate results. “Ms. R” explained that her father was a survivor, had been in one camp, Auschwitz, and had lived in Łódź, Poland. She also knew her father had had a family before the war but she did not know anything about them, not even their names. “Ms. R” said that her father had not spoken much about his experiences and since his death she had not been able to find out much information. “Ms. R” sat down and together we searched for Herman Cwi Chodes in the ITS records. Through the Central Name Index (CNI) “Ms. R” identified her father’s index card which provided a T/D number (Figure 1).

Figure 1. ITS Index Card

| | | |
|---------------------|---|------------|
| C H O D E S | Hermann (Cwi) | 253 935 |
| Gedalje u. Szajudla | | mos. |
| 5.3.1912 | Lodz/Polen | usa/poln. |
| 15.2.40 | verh. in Lodz - Ghetto Lodz | |
| 8.44 | KZ Auschwitz, Buchenwald, Bergen-Belsen | |
| 15.4.45 | befr. in Bergen-Belsen | |
| Aufenth.: | 17.10.46 - 10.12.48 DPL Zeilshheim, | |
| | 16.1.50 DPL Butzbach, 22.1.50 von Bremerhaven | |
| | nach New York. | |
| 1. | Hess.Landeskripo,Wiesbaden | |
| 2. | Reg.Präs.Darmstadt 17.11.1967 | 7.12.67 wi |

Inquiry Card Hermann Cwi Chodes, 0.1/17011300/ ITS Digital Archive. Accessed at the United States Holocaust Memorial Museum on [April 13, 2013].

Herman’s index card provided much more than the important T/D number; his date of birth, parents’ names, his post-war locations, and path of persecution, which indicated that not only had he been in Auschwitz, he had also been in Buchenwald and Bergen-Belsen, were also found on this card.

Next, Herman’s T/D file was digitally “pulled” using the ITS and “Ms. R” was able to hold it in her hands.

Herman’s T/D file was relatively small but provided “Ms. R” with more information than she had before like including her father’s occupation, her grandparents’ names, etc., but still, there was no mention of his lost family.

Using the ITS Displaced Persons records, three DP registration cards were found for Cwi Chodes (Figures 2 and 3) and “Ms. R” immediately recognized her father’s picture on one.

Figure 2. DP Registration Card 1

Allied Expeditionary Forces Displaced Person Registration Record, 3.1.1.1/ 66784303_0_1/ ITS Digital Archive. Accessed at the United States Holocaust Memorial Museum on [April 13, 2013].

Figure 3. DP Registration Card 2

Allied Expeditionary Forces Displaced Person Registration, 3.1.1.1/ 66784303_0_2/ ITS Digital Archive. Accessed at the United States Holocaust Memorial Museum on [April 22, 2013].

Still wanting to know about her father’s first family but short on time, “Ms. R” left that day with the new documents about her father and a promise from the Resource Center for further research into her father’s family.

The Chodes/Hodes/Hudes Family

To begin to search for Herman’s missing family, a quick search through the CNI for the name “Chodes” and appropriate birth years, trying to locate

Herman's children, was unsuccessful. There were children with the correct surname but no further information stuck out to assume they were of any relation to Herman. Many of the results from the ITS are based on a researcher's assumption and intuition due to the fact that birth dates, birth places, and alternative name spellings are rampant within the records. Without more specific information like first names or birth years, it is difficult to narrow down who is who. It is important to keep an open mind and look for links and to make logical assumptions when researching Holocaust victims (or anyone in many cases).

During another search, another CNI card for Herman was found; this time it provided the next big clue: his wife's name. Herman made a request for a death certificate for his wife, Nadzia Winter, to the ITS and a T/D file was created. In discovering the name Nadzia Winter, a number of additional search avenues opened up. First on the list was to locate Nadzia's T/D file, number 217537.

Using the ITS database, Nadzia Winter's T/D file was found however it was small as the ITS never found anything concrete related to her. In fact, most of the information found in her T/D file was information that was provided by Herman; however, Nadzia's mother's name was found in this file: Ester Winter nee Steinmann - another clue in the search.

It did not take long for the ITS search for Nadzia and her children to be exhausted, especially when Bad Arolsen had conducted its own search and found nothing; therefore, new resources needed to be used. To start, the Łódź Directory and JewishGen.org were utilized. While it may seem redundant to use both resources as they contain essentially the same information, the useful aspect of the print resource, kept in the Survivors and Victims Resource Center, is that when one searches for a surname one can also find all of the people with that name who lived at the same address. Using both, a search was conducted for Chodes, Hodes, and Hudes. Neither Herman nor Nadzia were found but there were a number of others many of whom lived at the same address. In fact, it was possible to piece together entire families based solely on the surname and addresses.

The next alternative resource was Yad Vashem's Pages of Testimony database. This database is part of the Yad Vashem's Central Database of Shoah Victims' Names and holds records for victims and survivors and was created from registrations and search requests made by family members or others. Again a search was done by surname as well as by location, date, and first name, and a Page of Testimony for Cwi Hudes was found. Cwi was an alternative name Herman allegedly went by and the birth year for Cwi was close enough (1915) to be plausible (again this is where discrepancies in vital information is evidenced). Even more of a coincidence was that Cwi's wife's name was listed as Nadezhda Eizen. Hinda Hudes Mitzenmakher submitted Cwi's Page of Testimony to Yad Vashem and she listed herself as his sister. She also listed their parents' names, Abraham and Ester - though these names differed from those listed on Herman's CNI card. Much of the information provided by Hinda was too much of a coincidence to ignore. While this may not have been "my" Herman, maybe he was related. "Ms. R." was emailed to find out whether she knew of any aunts, but she said she did not. Nevertheless, the information from Cwi's card was useful to continue the search.

Back in the CNI, a search was conducted for members of Cwi/Herman's family. It is important to note that searches for Gidalja and Szajndla Chodes, the names Herman provided for his parents, did not yield any results. A search for Cwi and Hinda's parents was more successful. CNI cards for Abram(ham) Hudes were found, though not for Ester. Hinda Hudes Micenmacher was also found (Hinda also has a T/D file however USHMM does not have this file yet and therefore it could not be accessed during this search). Hinda submitted Pages of Testimony for six family members including another brother, for whom no ITS records were found, and her mother and father-in-law. No search was done for Hinda's husband's family as it did not directly relate to the search for Herman and there was still doubt that Cwi and Herman were one in the same.

Figure 5. Łódź Directory

| | | | | | | | | | | | |
|-------|-------------|--------|-------|------------|------------------|--------------|----|--------------|--------------|--------------|---------|
| Hudes | Abram | | | //1891 | AGENT | SIEGFR 65 | 3 | JULJUSZ 28 | | WYM 18.5.43 | BIER 12 |
| Hudes | Abram | | | //1891 | AGENT | SIEGFRIED 65 | 3 | JULJUSZA 28 | | ABG. 18.5.43 | BIER 12 |
| Hudes | Alta | | | 14/7/1906 | | SULZF 32 | 44 | | | | |
| Hudes | Alta | | | 27/8/1907 | HAUSFRAU | SULZF 32/34 | 44 | HRUBJESIOW | | | |
| Hudes | Alta | | | 27/8/1907 | HAUSTOCHTER | SULZF 32 | 44 | HORNBJESZOF | | | |
| Hudes | Aron | | | //1924 | SCHUELER | SIEGFR 65 | 3 | DIETRICH 8 | | AG 30.9.423 | |
| Hudes | Benjamin | | | 29/1/1912 | SCHNEIDER | HOLZ 16 | 43 | KURZE 8 | 31.7.42 | | |
| Hudes | Chaim | Ber | | 25/9/1870 | OFENSAETZER | SULZF 7 | 40 | ALEXHOF 10 | | AUSG 10.9.42 | |
| Hudes | Chaim | Eliahu | | //1915 | SCHUHMACHER | SULZF 32 | 44 | | | A.G. | |
| Hudes | Chaim | Eljahu | | //1915 | HUTMACHER | SULZF 32/34 | 44 | HRUBJESIOW | WYM 25.5.41 | | A.G. |
| Hudes | Chana | | | 25/4/1875 | HAUSFRAU | SULZF 32/34 | 44 | HRUBJESIOW | | GEST 6.11.42 | |
| Hudes | Estera | Chaja | | //1892 | HAUSFRAU | BIER 12 | 7 | SIEGFRIED 65 | | A.G. 19.5.43 | |
| Hudes | Fajda | Laja | | //1860 | | MATROSEN 77 | | MUEHL 19 | | GEST 22.5.42 | |
| Hudes | Frajda | | | 11/7/1905 | | HOHENS 42 | 51 | | | | |
| Hudes | Hersz | Aron | | 30/11/1908 | MUTZENMACHER | SIEGFR 65 | 3 | ZD WOLA | WYM 18.5.43 | BIER 12 | |
| Hudes | Hersz | Aron | | 30/11/1908 | MUEZENMACHER | ALEXHOF 12 | 7 | SULZF 64 | | | |
| Hudes | Hersz | Aron | | 30/11/1908 | ARBEITER | HOLZ 21 | 8 | BIER 12 | UMG 14.11.43 | | |
| Hudes | Hersz | Aron | | 30/11/1908 | MITZENMACHER | SIEGFRIED 65 | 3 | ZD WOLA | | ABG. 23.5.43 | KELM 41 |
| Hudes | Icek | Icko | | //1875 | ZDUN | SULZF 32/34 | 44 | HRUBJESIOW | | GEST 2.6.42 | |
| Hudes | Luzer | | | 8/8/1930 | | HOHENS 42 | 51 | | | | |
| Hudes | Marjem | Cyrła | | //1914 | ARBEITERINSIEGFR | 65 | 3 | CRANACH 12 | | GEST 31.7.42 | |
| Hudes | Masza | | | //1911 | ARBEITERINHOLZ | 16 | 43 | KURZE 8 | 31.7.42 | | |
| Hudes | Mendel | | | //1912 | FRISEUR | STORCHEN 6 | 23 | WYM 8.11.41 | ALEXHOF 28 | | |
| Hudes | Micenmacher | Chana | | 14/3/1933 | | HOHENS 42 | 51 | | | | |
| Hudes | Mindel | | | | FRISEUR | ALEXHOF 28 | 93 | LINDEN 57 | | | |
| Hudes | Pomeranc | Estera | Chaja | //1892 | HAUSFRAU | SIEGFRIED 65 | 3 | JULJUSZA 28 | | ABG. 18.5.43 | BIER 12 |
| Hudes | Rywka | | | //1932 | SCHUELERIN | MATROSEN 46 | 13 | OST 27 | | | |
| Hudes | Szumł | Lajb | | 23/4/1940 | KIND | HOLZ 16 | 43 | KURZE 8 | 31.7.42 | | |
| Hudes | Złata | | | 15/4/1874 | HAUSFRAU | SULZF 7 | 40 | NEUSTADT 19 | | | |
| Hudes | Złata | | | 15/4/1874 | HAUSFRAU | SULZF 7 | 40 | NEUSTADT 15 | | | |

Next, the Łódź Directory provided listings for “Hudes” and Abram, Ester, and several Hudes Mitzenmacher’s were found living with or near each other (Yad Vashem, 1940, 1994, p. 953).

It seemed safe to say Cwi’s family had been found, though he was not found on this page. Without knowing whether Cwi and Herman were the same Steinmann Winter by Herman in Nadzia’s T/D file. A CNI search for Ester Steinmann was unsuccessful but Ester Winter was found with the maiden name of Eisenkopf. Eisenkopf presented another strange coincidence in the search because Hinda had listed Nadezhda’s maiden name as Eizen. It is not implausible that Eisenkopf and Eizen were the same family due to the discrepancies in the records. Ester Eisenkopf Winter had a T/D file, number 607342, which was unavailable at USHMM and could not be used for the search but a place and year of birth (1877, possible with Nadzia having been born around 1910) were available as well as a path of persecution that listed the Krakow Ghetto. Again, alternative resources needed to be used to find Ester Eisenkopf Winter. Using the USHMM archives, a collection of Krakow Ghetto registration forms was used and yielded two potential results: Ester Eisen and Estera Winter (RG-15.058). These cards did not provide enough additional information to narrow “Ester(a) Eisen/Winter” down any further. Using the Łódź Directory and searching for “Winter” three names were found relating to Ester Winter though Nadzia was not there. The search again came to a dead end with remaining questions.

person and having heard from “Ms. R” that she was not aware of any “Herman siblings,” the search related to Hinda and Cwi was ended and would be picked it up again if “Ms. R” found merit to it.

The Winter/Eizen Coincidence

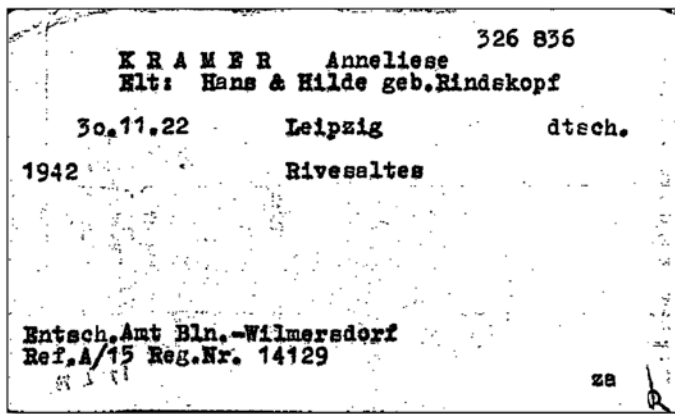
Moving on in the search for Herman’s family, the next search was for Nadzia’s mother, listed as Ester

“Ms. R.’s” Mother

Having exhausted the available resources and with so many assumptions and coincidences that needed “Ms. R.’s” input, the search moved on to “Ms. R.’s” mother. Herman Chodes met Anneliese Kremer in a DP camp after the war. They were married (which is presumably why Herman requested a death certificate for Nadzia) and eventually immigrated to the United States.

In searching for Anneliese Kremer, the CNI was again the first entry point. Several CNI cards for a German Anneliese Kramer born in 1922 were found (Figure 6). Many of the CNI cards for Anneliese indexed records of prisoners from various locations including Dusseldorf and Oberhausen. Anneliese’s parents’ names were found, Hans and Hilde (Rindskopf) Kramer as well as a T/D file number, though this file is not yet in the possession of USHMM and could not be accessed for the search (ITS)

Figure 6. CNI Card



Inquiry Card Anneliese Kramer, 0.1/ 28807917/ ITS Digital Archive. Accessed at the United States Holocaust Memorial Museum on [April 22, 2013]

After searching for Anneliese in the CNI, DP records were searched but did not provide any results. Therefore additional resources were once again used. Ancestry.com (Figure 7) provided records for both Herman and Anneliese Chodes including a petition for naturalization and two ship manifests, one from 1950 and another from 1954, though only the latter has Anneliese's name as well (Ancestry.com, 2010).

After locating the appropriate documents for Anneliese, the CNI was used for Hans and Hilde Kramer (Figure 8). Again, both Hans and Hilde were found to have a number of CNI cards and were also found on transport lists from Drancy to Auschwitz.

Hans and Hilde Kramer also had T/D files (#'s: 26484 and 26485). USHMM has both of these T/D files and

they provided information about Hans and Hilde's paths of persecution, birth places, and parents' names. They did not, however, provide a definitive answer as to their fate.

Reporting Back

With the Kramer family wrapped up and more input from "Ms. R." regarding the Chodes/Hudes connection, it was time to send "Ms. R." the results of her search. After drafting an email detailing the search process, results, and the connections in regards to the various coincidences of the search (ie: Nadzia Winter and Nadezhda, etc.) "Ms. R." was sent a considerable envelope with 124 pages of results related to her search and an informal summary of each document was provided in an inventory (Appendix).

Conclusion

It was a couple of weeks later when an email was received from "Ms. R." in regards to the results of her father's search. She was very appreciative of the work that was done to find records about her father and his family. She indicated her surprise that there was no record of his children and also that she had learned things she had not known before; for instance, Herman was in three camps not one, his wife's name, and that her own middle name was a variation of Ester.

Figure 7. Ship Manifest from Ancestry.com

| | 391 E. 10th St NYC NY | | | | STATELESS | | |
|---|-------------------------------------|----|---|---|-----------|----|-----|
| 3 | BOTILLA Rene | 29 | M | S | V.939081 | NO | 113 |
| 4 | 2390 Havre Lavolette TROIS RIVIERES | | | | FRANCE | | |
| 5 | CHEVALLIER Gaston | 56 | M | M | I.244276 | NO | |
| | 3049 Gardena St SAN BERNARDINO Cal. | | | | FRANCE | | |
| 6 | CHEVALLIER Marguerite | 53 | F | M | I.244279 | NO | |
| | | | | | FRANCE | | |
| 7 | CHODES Herman | 42 | M | M | A.7409499 | NO | |
| | 63 W. 92nd St NYC NY | | | | STATELESS | | |
| 8 | CHODES Anneliese | 34 | F | M | A.8098909 | NO | |
| | | | | | STATELESS | | |
| 9 | COUTSOULIS Marie | 25 | F | S | V.730129 | NO | |
| | 5605 16th St. NW WASHINGTON DC | | | | FRANCE | | |
| | DUPAU Jacques | 32 | M | M | V.712975 | NO | |
| | | | | | FRANCE | | |

Figure 8. CNI Card

| | | |
|---------------------|----------|-------|
| *Hacker Max | 11.6.00 | " |
| " " Alexandrs | 14.2.20 | " |
| *Hers Samuel | 16.6.23 | " |
| *Hockenthaler Selma | 13.1.21 | All. |
| *Kaufmann Hedwig | 11.11.88 | " |
| " " Redha | 7.2.80 | " |
| " " Selma | 21.11.83 | " |
| *Krauser Hilde | 1.12.06 | " |
| * " Hans | 29.12.00 | " |
| * Kreisberl Ayfka | 13.9.93 | " |
| * " Heritz | 26.7.93 | Autr. |
| - Landau Clara | 9.11.95 | " |
| * " Alfred | 5.12.86 | All. |
| * Laufer Estera | 21.1.80 | " |
| * Laufer Estera | 23.7.06 | Pol. |

Convoi du 5 Octobre 1942, [1.1.9.13/11187328/](https://www.itsdigitalarchive.org/11187328/) ITS Digital Archive. Accessed at the United States Holocaust Memorial Museum on [April 22, 2013].

Unfortunately, “Ms. R” also acknowledged that the research conducted on Anneliese Kramer was not accurate. She stated that her mother’s birth year was 1920 and that her parents’ names were Peter or Niklaus and Katerina Knott. This confusion provides an excellent example into the challenges of finding the correct people when names are repeated and birth years changed, and few specifics remain the same throughout the search. A new search for the correct Kremer family was later conducted for “Ms. R.”

In response to “Ms. R.’s” surprise to lack of information regarding her half siblings, it was explained that there were many plausible reasons for a lack of records. To begin with, Herman Chodes “knew” his family had been murdered in the Łódź Ghetto; therefore, he would have had no reason to search for them after the war. When Herman requested a death certificate for Nadzia, presumably to marry Anneliese Kremer, he would have had no reason to request certificates for the children because they would not have any effect on his second marriage. Also, because the children were so young, it is highly probable that they were killed without any record whatsoever. It is curious, however, that there is no record of Herman Chodes or Nadzia Chodes living in Łódź and no records for the names Herman provided for his family.

“Ms. R.” did not indicate whether she was aware of or agreed with the Hinda Hudes Micenmacher connection, though seemed to have taken it at face

value, based on her response about her own middle name.

“Ms. R.’s” search provides an excellent example of the work that is done in the Holocaust Survivors and Victims Resource Center. Searches are conducted every day for people with all kinds of Holocaust connections, whether they are survivors themselves, the children or grandchildren of Holocaust victims, or even researchers. It is not always an exact science to search for an individual using the ITS records and in most instances, additional resources are used as well. Due to discrepancies in the records, researchers often need to “guess and check”, make assumptions, use their intuition, or make educated hypotheses regarding their searches. War time documentation sometimes does not exist at all for individuals and therefore, often times, researchers yield very little or no results at all.

The ITS serves as a vast resource for primary source documents of the Holocaust and can be accessed in the United States via the United States Holocaust Memorial Museum.

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Appendix

1. Index cards for Herman (Cwi) Chodes from ITS (2 pages)
2. Index card from ITS with:
 - T/D #: 253935
 - Parents' names
 - Path of persecution
 - Post war path
3. T/D file (2)
4. DP records (post war) (3)
5. Petition for naturalization (from Ancestry.com)
6. Ship manifests from 1950/1954 (from Ancestry.com) (2 pages)
7. Index card for Nadzia Winter Chodes from ITS with (2 pages):

- T/D # 217537
 - Lasts known news
 - request for death certificate
8. T/D file for Nadzia Winter Chodes with:
 - Mother's name: Ester Winter (Steinmann)
 - No results
 9. Index card for Anneliese Kramer
 10. Index card of prisoners from Dusseldorf dates: 17.8.1933-16.10.1946
 11. Index card of prisoners from Oberhausen dates: 17.1.1938-19.3.1945
 12. Index cards from the detention center at Duisburg-Hamborn dates: 2.9.1936-16.8.1946
 13. Index card for Anneliese Kramer with:
 - T/D #: 326836 (USHMM does not have this file but it can be requested from ITS)*
 14. Index card for Anneliese Kramer
 15. Index card for Anneliese Kramer with:
 - Parents' names: Hans and Hilde Kramer - T/D #'s: 26484-26485
 16. Index card for Anneliese Kramer with address
 17. Index card for Hans Kramer with:
 - T/D #: 26484
 - Path of persecution
 18. Hans and Hilde Kramer on transport list 5.10.1942
 19. Hans and Hilde Kramer on transport list from Drancy to Auschwitz 3.11.1942
 20. Hans and Hilde Kramer on transport list from Drancy to Auschwitz 3/4.11.1942
 21. T/D File # 26484 for Hans Kramer
 22. Index card for Hilde Rindskopf Kramer with:
 - T/D #: 326729 (USHMM does not have this file but it can be requested from ITS)*
 - Path of persecution
 23. Hildegard Kremer on name list for prisoners who died at Dusseldorf detention center
 24. T/D File 26485 (duplicate records with # 26484)
 25. Yad Vashem Pages of Testimony regarding Cwi Hudes with:
 - Parents' names
 - Spouses' name: Nadezhda Eizen
 - Submitted by sister, Hinda Mitzenmakher
 26. Index card for Hinda Hudes Micenmacher with:
 - T/D #: 676428 (USHMM does not have this file but it can be requested from ITS)*
 - Parents' names
 - Path of persecution
 27. Index cards for Abram(ham) Hudes (2 pages)
 - More cards are available for Abraham Hudes
 28. Yad Vashem Pages of Testimony submitted by Hinda Mitzenmakher (6 pages)
 - With additional information related to Hudes family and those Hinda Mitzenmakher was searching for
 - Each entry is 2 pages
 29. Lodz "Directory" page for Hudes family including:
 - Date of birth
 - Addresses
 - Date of death
 30. Henryk Hodys found on list of workers from Lodz Ghetto
 31. Lodz "Directory" page for Winter (3 pages)
 - 3 names highlighted all residing at the same address beginning with presumed mother Ester
 - Records for Fajga Winter (2 pages)
 32. Index card for Ester Eisenkopf Winter with:
 - T/D #: 607342 (USHMM does not have this file but it can be requested from ITS)*
 - Path of persecution (Krakow Ghetto)
 - Year of birth (1877)
 - Place of birth (Niegow)
 33. "Registration" forms from the Krakow Ghetto (2 pages)
 - 1 form for Ester Eisen
 - 1 form for Estera Winter
- * T/D files can be requested from the International Tracing Service using the email address: [email\[at\]its-arolsen.org](mailto:email[at]its-arolsen.org). The ITS Web site is: <http://www.its-arolsen.org/en/homepage/index.html>

Analysis of Primers in the de Grummond Children's Literature Collection

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Master's Research Project, May 2014
Readers: Dr. Elizabeth Haynes
Dr. Teresa S. Welsh

(Images courtesy of de Grummond Children's
Literature Collection:
<http://lib.usm.edu/degrummond>)

Introduction

For several centuries, one of the key mechanisms by which children of Western Europe and the Americas were taught to read was the primer. Possibly originating in the illuminated books of hours, which were common in the Middle Ages (de Hamel, 1986), but certainly derived from prayer books of one type or another, the advent of the printing press enabled a somewhat-standardized text to serve a variety of purposes. The original primers were basically a combination of prayer book and catechism, many of which also contained basic alphabetical instruction. With the advent of the Reformation, Philip Melancthon published the first primer containing a number of Greek sayings and other secular material. The first Standard English primer was probably that published in 1546, which was in use until 1651. Primers typically contain an ABC and a Catechism and were used for religious and civic education as well as basic instruction in reading. The importance placed on reading by the churches, particularly of the Protestant Reformation, increased the importance of the primer. In Lutheran Sweden, for example, people who were incapable of reading were excluded from confirmation and marriage (Davies, 1974; Johansson, 1981).

Following the primer, other reading material would be introduced. In the early days, this consisted of the horn book (a single page on a paddle, protected by a thin sheet of horn, and used to teach the alphabet), followed by the primer, the psalter, the New Testament, and finally the entire Bible (Monaghan, 2005). As the market developed, collections of stories or moral tales such as Aesop's fables gradually took the place of the Psalter or were used alongside the Psalter; Noah Webster's readers provide an example of this. Webster's readers, officially called *An American Selection of Lessons in Reading and Speaking* (and with several subtitles) also emphasized nation over religion. The 1789 edition contained, on the title page, the saying "Begin with the Infant [sic]

in his Cradle: Let the first word he lisps be WASHINGTON" (Webster, 1789, reprinted 1974).

The purpose of education on both sides of the Atlantic was, in the early days, to lead one to a commonly held belief in the Deity, as well as to a shared understanding of civic order and proper community morals. People must be taught to read, ostensibly so that they could think for themselves, but the Puritans in the early days of the New World, as well as countless others in the Old, realized that people would always believe their own opinions, but that their opinions could be conditioned by education. "The children were taken in their earliest years, and drilled and taught to believe what they were to think for themselves when the age of discretion was reached" (Ford, 1897, p. 3).

In British America, the most common tool for such indoctrination was *The New England Primer*, the earliest known edition of which was printed in 1727. Through studying the primer, the child would both learn the letter A and that "In Adam's Fall We Sinned all," as well as the B, accompanied with a picture of the Bible and the verse "Thy Life to Mend/This Book Attend" (Ford, 1897, p. 26).

The child would also make promises in reading to learn his (or her) catechism, as well as reciting the Lord's Prayer and the Apostles' Creed. Roman numerals were taught, for the stated purpose of enabling the child to find chapters and verses in the Bible. A poem attributed to John Rogers, the Protestant martyr under Queen Mary, and the Shorter Catechism, rounded out the content of the primer. Noah Webster's spelling book had similar goals but with an emphasis on nation rather than religion. Religious content in Webster's book (commonly called the *Blue Back Speller*) amounted to two out of 158 pages, with patriotic and moral content filling the gaps left by the removal of the religious content (Chartier, 2008). Even a catechism

was included, albeit a catechism of the Constitution rather than the Christian religion.

Similar developments also took place in France following the revolution, demonstrating that this shift was not an exclusively American phenomenon, but took place on both sides of the Atlantic at about the same time. A perusal of the McGuffey Primer, originally published in 1836, shows that there is no catechetical material, but the texts assigned for reading continue to provide education in morals and religion, although not as explicitly of one point-of-view as in *The New England Primer* (Chartier, 2008).

Problem Statement

This study examines the primers collected in the de Grummond Children's Literature Collection at the University of Southern Mississippi. "The de Grummond Children's Literature Collection is one of North America's leading research centers in the field of children's literature," with a main focus on American and British literature both historical and contemporary (lib.usm.edu). Specific characteristics of the primers examined in this study include publication year, publisher, and stories and illustrations used in the content. These data provide a general view of the development of the primer both for educative and socio-political purposes over time.

Purpose of the Study

This study serves several purposes. First, it provides information on the primers collected within the deGrummond Children's Literature Collection, including the number of primers in the collection and the publication information of the primers. The study also includes information helpful to researchers seeking connections between education and socio-political movements of the seventeenth, eighteenth, and nineteenth centuries. This study also examines content shared among the primers, and different ways in which similar content is used in different primers.

Research Questions

R1: How many primers are in the collection and what is the oldest primer in the collection?

R2: What is the publication pattern of the primers by century and decade?

R3: What content is shared across the primers?

R4: What entity was responsible for the publication of the primers?

R5: Is there a demonstrable connection between contents and publishing entity?

Definitions

In order to clarify some terms used throughout this study, it is important to note that the term "Anglophone America" is used to refer to the parts of the Americas where English is the primary language, as opposed to the predominantly Spanish and Portuguese speaking nations. While a study of primers and early reading materials in those languages would be worthwhile, it is outside the scope of this present study. Also, while the term "primer" properly refers to the initial book used to teach reading, it is frequently conflated with "readers," which were books of stories to further the education of the pupil after completion of the primer, and "alphabet books," which were to teach simply the alphabet and, perhaps some syllables. While this study attempts to maintain the distinction between these materials, it is possible that some source material conflates them.

Limitations and Delimitations

The data collected in this study are limited to the primers in the de Grummond collection at the University of Southern Mississippi Libraries. The bulk of the data contained in this study were collected from the texts themselves, or from the online public access catalog (OPAC). Occasional secondary sources used to gather information are noted in the text. Reprints of original texts are considered to belong to the date of original printing for the purpose of this study.

As a general rule, this study does not examine different editions of the same primer, with two exceptions. Two editions of the *New England Primer* held in the deGrummond collection were both examined, as they came from different times (one was a facsimile of a 1777 edition, the other dates to either 1849 or 1850). The inclusion of both of these was initially the result of a cataloging error, as both contained the same call number, although they were different texts. Likewise, two editions of *The Royal Primer* are included, as one dates from 1818 and the

other from the 1760s, and there were elements of interest in both.

Assumptions

It is assumed that the collection of primers in the de Grummond collection is representative of the body of primers and early reading materials in general. It is further assumed that the books in the online public access catalog (OPAC) are cataloged accurately so that relevant items are retrieved.

Significance of the Research

This study may serve to increase awareness of the number and variety of primers and first reader materials within the de Grummond collection at the University of Southern Mississippi Libraries. This can aid in collection development decisions. The study can also be useful for the study of the history of children's literature and the history of education.

Literature Review

Christopher de Hamel (1986) theorized on the origin of the primer in his *A History of Illuminated Manuscripts*. He stated that the term "primer" probably arose from the first hour of the book of hours, *prime* in Latin, which would often have been the first book read by the beginning reader. Spero (2010) also mentions the religious origins of the primer, and mentions the banning of primers in England in the seventeenth century due to their connections with Catholicism, while describing the difficulties the printers of *The New England Primer* faced in re-working royalist imagery in the time period surrounding the revolution (pp. 67-72). The development of primers vis-à-vis religious and philosophical thought is further detailed by Schnorbus (2010), who describes the changes in *The New England Primer* from the promotion of a Calvinist worldview to a more Lockean view, while also highlighting the role played by differing views of the nature of the child (and differing educational philosophies) in the development of American primers.

Chartier (2008) provides an excellent summary of the history of the teaching of reading, illustrating the role that primers played in the social and religious education in Medieval and early Renaissance periods, as well as the development of the modern primer in

the late eighteenth and early nineteenth century, which placed a greater focus on civic and national duty rather than religious duties. While Chartier primarily mentions the American nature of this development, illustrated primarily by Noah Webster's speller, she also mentions the development of secular primers in the time of the French Revolution. She also highlights the change in reading methods caused by a fear of "harmful consequences of oral memory" that helped to change reading from a more collective activity to a more individual one (p. 21).

Green and Cormack (2008) discuss the usage of literacy education in furthering the cause of Empire, primarily from an Australian perspective. Although their article does not deal directly with the topic of primers, it still provides insight into the uses of literacy and language to further political/civic ends. Menon and Hiebert (2005) provide modern examples of how texts are used in the classroom to teach reading/literacy. Patterson, Cormack, and Green (2013) describe the historical development of reading instruction via the primer from 813 to the present, focusing on the usage of primers and reading to inculcate moral and civic values.

M. F. Thwaite's *From Primer to Pleasure* provides an excellent overview of the history of the development of children's publications from the invention of moveable type until the author's own day (the monograph was published in 1963). William Davies' *Teaching Reading in Early England* (1974) provides a good history of the development of horn books, primers, and catechisms.

E. Jennifer Monaghan's *Learning to Read and Write in Colonial America* (2005) provides detailed information on the education process and the materials used to further the teaching of reading and writing. Several sections on books read by children provide important background information on texts, as well as provide content information on texts which, while not part of this study, nevertheless exercised a great deal of influence on the development of primers, spellers, and other educational materials used in Anglophone America. Sarah J. Heidelberg's (2013) analysis of African-American poetry holdings in the DeGrummond collection provided some basis for the methodology of this study (particularly in the area of search

strategies), as well as including valuable information on the DeGrummond collection.

Gerald Strauss writes in *Luther's House of Learning* (1978) of the methods of indoctrination of the young in the German Reformation. The Reformation assisted the explosion in literacy by utilizing the printing press (which had already existed for quite some time), and the new translations of the Scriptures into the vernacular to both encourage people to read and to encourage them to join what was both a social and a religious movement. In Saxony in 1580, for example, the standard book for elementary instruction was an ABC book with Luther's catechism, which would have been equivalent to the English primers.

Margaret Spufford (1979) describes the process of learning to read and write in "First Steps in Literacy: The Reading and Writing Experiences of the Humblest Seventeenth-Century Spiritual Autobiographers." This article indicates that while even poor children at that time would have opportunities to learn to read and write, although the means by which such children were taught varied greatly from child to child. The absence of mention of primers in the accounts seems to indicate that some of the children involved learned directly from the Bible as the only book available, and it would be possible to construe that this atypical education played a role in their future as religious dissenters, as they escaped the indoctrination prevalent in the official primer.

Natalie Zemon Davis' (1981) article, "Printing and the People: Early Modern France," describes the spread of books in fifteenth and sixteenth century France. This is of interest because of the social and religious differences between France and the Protestant societies of England, Germany, and North America. Indoctrination in the printed material still existed, but took on different forms, and a child might learn to read from the only book possessed by his or her family: a book of hours. These books of hours were typically Catholic, while Protestant Bibles also spread throughout France (and, although the author does not mention it, a French translation made by the Catholic Church was also made beginning in the late sixteenth century.)

Methodology

A search of the University Libraries' OPAC was conducted for the term "primer" and the results were limited to print material held within the de Grummond Collection. This returned 218 results; however, some of the results, such as *A Primer about the Flag* were not germane to this study. The results were further limited by language (English) and by date of publication (before 1950, as the nature of the study allows for such a limitation). This result list was sorted manually to extract only those books which fit the parameters of this study.

Collection of data from the resulting texts was conducted by using the table of contents (where available) or by direct perusal of the item. Data collected for the study included publication year, title, publisher, and notes related to content and illustrations. These data were entered into an Excel spreadsheet, and analyzed by sorting the data by date to determine the answer to questions about date, by publisher or creator to determine the answer to questions about bias in publication, and sorting by contents to determine similarities in contents across volumes. The OPAC and publication information were sufficient to answer R1, R2, and R4; the table of contents of each primer, or a list of contents compiled by perusing the primers, were sufficient for answering R3. Data gathered in answering R3 and R4 were analyzed (along with secondary sources when needed) to provide an answer to R5.

It is necessary to note that the tables of contents, where available, were sometimes inaccurate or misleading. For example, all types of contents (stories as reading exercises and syllable exercises for classroom use) might be listed together without any differentiation. Also, very few of the primers had a table of contents. Notes about germane content were collected and are included in relevant parts of the study.

Results

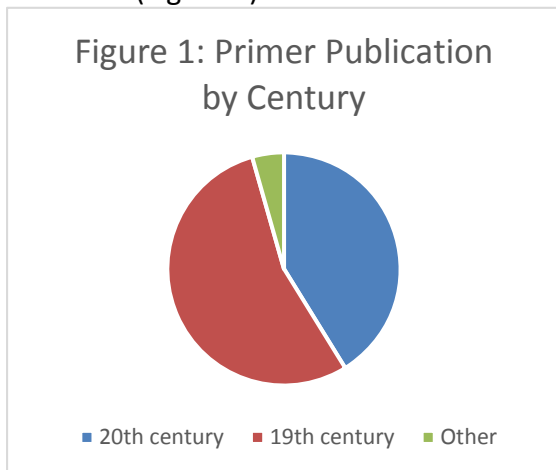
R1: How many primers are in the collection and what is the oldest primer in the collection?

The search with adjusted parameters returned 68 distinct primers. Many primers had multiple editions within the collection. Two multiple editions were

examined, but two of the 68 found in the search were not located within the collection, likely the result of their being mis-shelved. Thus, the total number of primers examined in this study is 68, with two editions of two primers being examined. The oldest primer was a facsimile of that published by order of King Henry VIII in 1546, which was re-printed in 1710 according to the OPAC.

R2: What is the publication pattern of the primers by century and decade?

The vast majority of the primers in the collection were published and printed in the 19th and 20th centuries (Figure 1).



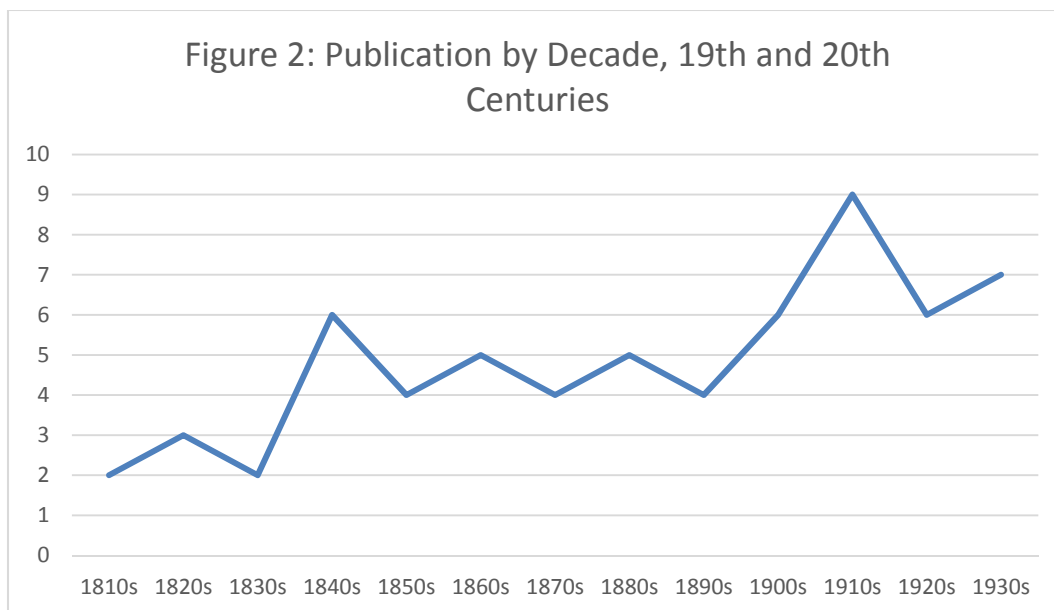
Only three primers in the collection were published or printed outside of these centuries: King Henry VIII's *Primer* mentioned above, *The Royal Primer* (1760), and *The New England Primer* (1777).

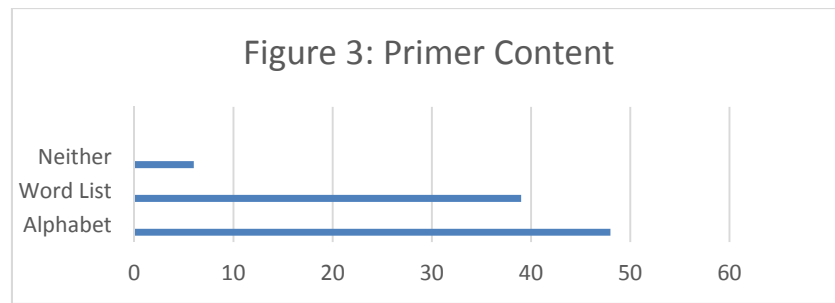
Publication by decade peaks in the 1910s with nine primers published during that decade as depicted in Figure 2 below. Prior to this decade, the most primers published in a single decade was six in the 1840s and the 1900s.

R3: What content is shared across the primers?

The vast majority of the primers shared basic content, such as alphabets (sometimes a single primer would have multiple alphabets, one with illustrations and one simply a list), word lists, and basic reading exercises. While 39 had at least one word list, 48 of 68 primers had at least one alphabet. Six primers had neither an alphabet nor a word list (see Figure 3 on following page).

Regarding the stories used for reading exercises, there was not a great deal of similarity, with the exception of common folklore or nursery tales. In order to really analyze the content of the primers, it would be necessary to analyze a more complete collection, or several collections. Also, just because two stories with the same title were in two different primers, does not mean that the stories are the same. The story of Humpty Dumpty, for example, appeared in several primers. But when it appeared in the *Natural Method Readers Primer* (McManus and Haaren, 1914), the nature of the fall was entirely different. His fall was great, but in the sense of enjoyable rather than terrible, and he does not break apart.





R4: What entity was responsible for the publication of the primers?

Of the 68 primers surveyed, there are 54 different publishing entities. Some of the publishing companies may have changed names over time, so there may be more commonality than this figure suggests. However, as one publisher might not choose to publish competing primers, it also makes sense that there would be a large number of publishers. Publishing entities with multiple primers in the study were Allyn and Bacon (both Winky primers), the American Book Company (similar material in both, primer probably renamed between editions), Bobbs-Merrill, D. Lothrop and Company, Houghton Mifflin, McLoughlin Brothers, the Worthington Company (or R. Worthington Company), Rand McNally, and Scott, Foresman, and Company.

Some primers also shared creators, either authors or illustrators. However, the majority of the older primers did not include data on the creators. One case of interest was the comparison between *The Winston Readers Primer* and *The Reading-Literature Primer*, which, despite being published by different entities, shared both a great deal of content and the same illustrator, Frederick Richardson. However, despite these similarities, the illustrations themselves were different although stylistically similar.

R5: Is there a demonstrable connection between contents and publishing entity?

While there was similar content across primers, there were not sufficient primers published by the same entities to measure similarities by publisher. Publishers that did publish multiple primers often did not have similarities between the primers, probably because they were published for different audiences. For example, Rand McNally published the Sisters of Mercy’s *Misericordia Readers*, which was designed for use in Catholic schools and shared practically no

content with other primers published by Rand McNally.

In certain areas, the publisher or creative entity clearly influenced the content of the primer. One example of this is the aforementioned *Misericordia Readers*, but there were several other primers that provided clear examples of how the publisher or creative entity influenced the contents of the primer. Explicitly religious publishers and creators (such as the tract societies) published primers with the most religious content, with one exception. King Henry VIII’s *Primer* contained exclusively religious content, with none of the “typical” material contained in primers from subsequent centuries, such as alphabets and short stories. Instead, it contained exclusively prayers and Church services. Interestingly, primers towards the end of the study had abandoned rote instruction such as the alphabet, and consisted exclusively of stories which might or might not have a moral.

Patriotic or nationalistic elements were common in many of the primers, notably those published in the United Kingdom, which tended to contain some mention of the ruling monarch. Primers published in Anglophone America did not universally contain such content; while some contained information on George Washington or the flag, most did not contain obviously nationalistic content. Much of the content regarding George Washington involved holding him up as an example for his morality because of his position as a nationalistic figure rather than encouraging the student to feel nationalistic fervor because of Washington. Political element did occur in some of the primers, even if it was something as simple as placing a Union flag in the hand of Lady Liberty in a primer published at the end of the Civil War (Sanders, 1871), but this was still not common. Patriotic elements in American primers tended to

increase with time; primers published in the late 19th and early 20th centuries were more likely to have such elements than those published earlier.

Discussion

Outcome and Implication

The number of primers in the collection was a bit smaller than expected. Given the ubiquity of the primer in pedagogy for over two centuries, and the number of printers and publishers that churned out editions of the primer, it would be expected for an extensive collection of children's literature to have a greater number of primers. There were literally hundreds of American primers published between 1711 and 1943, not counting those published in Canada or Britain (Kesaris, 1990). The age of the primers in the collection was in line with expectations; the oldest was a re-print of a 16th century primer, and the majority of the primers in the collection dated to the 19th century.

Publication of the primers in the collection peaked in the 1910s, with nine primers published that decade in the collection. There are 103 primers listed as published that decade in the guide (Kesaris, 1990). While some of these are re-prints, it would seem that the de Grummond collection holds around ten percent of those titles. While this is a representative collection, it is far from an exhaustive one.

While a more comprehensive collection would be better suited for a content analysis of the primers, the books from the de Grummond Collection examined in this study do provide an historical overview of the primer from its beginnings as a book of religious instruction by the Church of England (*The Primer*, 1547, reprinted ca. 1710) to its eventual replacement by the short readers that came after it, such as *Dick and Jane*. At a glance, it may seem that the purpose of the primer changed vastly during this time, and there certainly were large shifts in content, and even in target audience. The primer published by order of King Henry VIII contained no illustration, was exclusively religious in content, and was targeted to all; primers by the early 20th century contained copious illustrations (often in color) along with simple stories for those just beginning to read, and copious illustrations, a substantial thread of similarity ran through the genre. Still, whenever they were

published, and whatever entity published them, the purpose was clear: the primer existed to aid in the formation of what the creator and publisher considered as good human beings, as useful citizens of the nation. This was true in the time of Henry VIII, and this was true in the time of *Dick and Jane*. Just as the newly established Anglican Church of Henry VIII needed to ensure that the people could pray in their own language, so too did *Dick and Jane* provide moral grounding for the generation of children that learned to read using them as a model (Kismaric and Heiferman, 1996).

In between, other primers included content based on what they considered to be best for the development of the child into a productive member of society. This vision varied from time to time, but it certainly influenced the content of the primers. The primers of the de Grummond collection certainly reinforce the notion of the primer as an early guidebook for right living, although the exact instructional material varies.

Examples of Pedagogy within the Primers

Movements of one type or another certainly played a role in the contents of the primers. *The Southern Primer*, which was originally published in South Carolina in 1839, contains a short story, "The Cotton Field" (Figure 4) which describes the scene in the field and takes care to mention the "nice huts" of the field hands. The field hands may be enslaved, but care is taken to minimize their conditions in the process of raising a productive member of antebellum society.

Figure 4: *The Southern Primer* (1839), p. 27



Let us take a walk this fine day. We will go and see the field hands pick the snow white bolls. Hark! hear their songs from all parts of the wide field, as they pick, pick, pick, and fill their sacks with the soft down. See! there are the huts where they all live. One, two, three, four five, six. Six nice huts

Other efforts to encourage the child to be a good member of society do not concern as controversial of topics, but still seem rather ham-handed. *The Victoria Primer* (Figure 5), published in England in about 1840, contained this reading exercise designed to warn the child away from sin. An almost identical reading exercise was contained in *McGuffey's Eclectic Primer* in a longer form. Children might also learn of the evils of drunkenness, as in the page from *Bannan's New Columbian Primer*, published about 1848 (Figure 6). *Bannan's* in particular had oddly specific instances of misbehavior; in one case, James the naughty boy was punished, "like all disobedient children...for breaking the looking glass with his ball (*Bannan's New Columbian Primer*, 1848, p. 16). Many more examples of the use of reading exercises either to enforce desired behavior or condemn undesired behavior were found throughout the primers.

Figure 5. *The Victoria Primer* (1840), p. 13

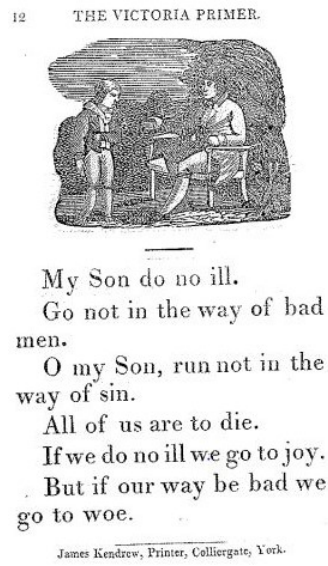
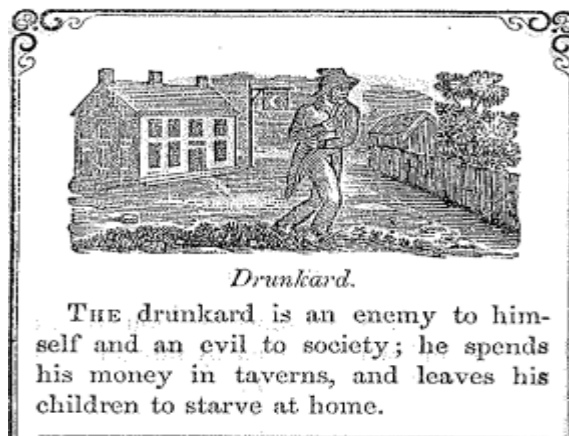
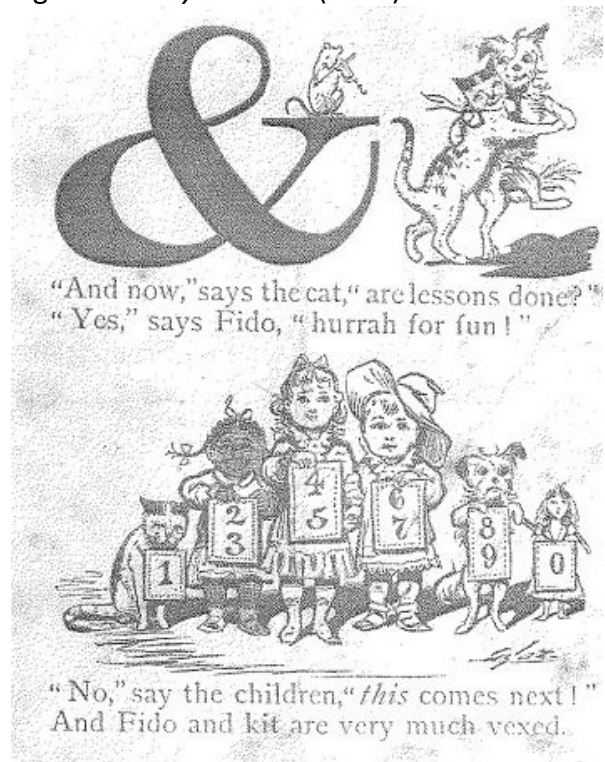


Figure 6: *Bannan's New Columbian Primer* (1848), p. 13



By the time most of the primers in the de Grummond collection were published, one of the main purposes of the primer was teaching children to read. This necessitated teaching the alphabet. Several primers in the collection contained multiple alphabets. Uppercase and lowercase alphabets were included as a rule, and italic alphabets were also frequently included. But there was some difference in just what was included within the alphabet. Six of the primers included the ampersand within the alphabet. One example of this, *Baby's Primer*, also follows the storyline of the children teaching the letters and numbers to their animals (Figure 7).

Figure 7: *Baby's Primer* (1885)



The primers also contained obvious signs of use. Many of the primers with black-and-white illustrations had been colored by the users. Others were written-in. Children would sometimes celebrate having completed their studies by writing (or having an adult write, possibly) their name in the book, such as this picture from the edition of *The Royal Primer* printed in the 1760s (Figure 8). Anne (or her teachers or parents) were sufficiently pleased with her learning her book that they wrote it in the book multiple times.

Figure 8: *The Royal Primer* (1760s)



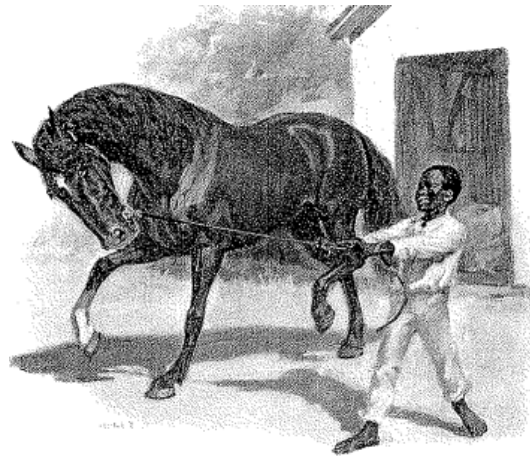
Stereotypes in the Primers

The majority of characters and examples in the primers are male, even in primers, which were directed more towards a female audience.

Interestingly, gender roles are not always clearly defined. Male children dance, play instruments, and help around the house, things which might be considered by some as predominately female roles. There are not many examples of females in predominantly male roles, but they do exist. In *Maja's Lesson Book*, published in London in 1851, the illustration for the letter G is "Georgiana, shooting an arrow." In the same book, though, girls also learn to cook and are seen gathering flowers. Still, this might illustrate that gender roles were not necessarily strict, even in the Victorian period. Of course, it might be expected that girls growing up in a nation with a female head of state might expect to take a more active role in traditionally masculine activities.

The characters in illustrations are almost entirely white. Where they are not white, they tend to be a racial stereotype, either of Native Americans (in the case of the many stories of Hiawatha or stories of "Eskimos"). There was one notable exception. *The Holton Primer*, published in 1901 by Rand McNally, contained an illustration in a story about a horse that included a black boy holding the horse (Figure 9). There was no corresponding mention of a boy in the story. However, it is probable that the illustrations in this primer were pulled from a variety of already existing sources, and the black boy in the illustration is a stable hand. Ascertaining the provenance of the illustration would enable the researcher to accurately determine whether this is a reinforcement of racial stereotypes or a departure from the stereotypes.

Figure 9: Illustration, *The Holman Primer* (1901)



Directions for Future Research

This study examined the primers in the de Grummond collection by looking at one edition of each primer within its holdings. Understanding of the holdings of the collection could be furthered by a study examining every edition of every primer within the collection, which would provide an opportunity to examine the differences between editions of a single primer. Similar studies could be conducted at other collections of primers in addition to the de Grummond collection.

This study could be improved by using a list of all primers published in America to locate materials in the OPAC, as searching for each individual title is more likely to generate results than conducting a general search. This would give a better idea of how representative the de Grummond collection is, while also evaluating the OPAC in searching the collection.

A detailed study covering the entire history of the primer, from the early days until the replacement of the primer with other methods of reading pedagogy would be a benefit to the field. This would involve studying a wide variety of collections beyond the de Grummond collection. A study such as this could provide more insight on topics such as stereotyping, pedagogical methods, and cultural implications.

Conclusion

The de Grummond Children's Literature Collection contains at least 68 distinct primers, which provide valuable insight into the pedagogical practices and values of the past, as well as different ways common

stories were used and told. While the collection is not comprehensive, it is substantial enough to provide a picture to researchers of just what the primer was and how it was used.

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A Comparison of Public versus Private Academic Library Web Sites in Alabama for Accessibility and Web 2.0 Applications

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Master's Research Project, May 2013

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Introduction

For over 20 years, libraries have been moving information resources to the Web. When a patron visits a library Web site, they will most likely be able to find information about the library, the online catalog, research databases, tutorials, reference services, and so much more. The movement of print resources to electronic format benefits many people who have disabilities that limit their use of print materials. Because of the many obstacles faced by individuals with disabilities, the U.S. Congress has enacted several pieces of legislation to help provide equal access to Web sites, also known as Web accessibility.

"Web accessibility is the degree to which a Web-based resource is widely usable" (*Encyclopedia of Special Education*, 2007, para.1). Web accessibility is often directly associated with people with disabilities, but in fact, it benefits many users without disabilities. The Web Accessibility Initiative (WAI), is a subgroup of the World Wide Web Consortium (W3C), which looks at different situations in order to develop ideas and guidelines to make Web accessibility possible for people with disabilities, as well as the aging population that experience different barriers. Two main standards have been developed and are used as guidelines for creating Web sites that are accessible. These regulations and guidelines have prompted the development of many different accessibility "checkers," which automatically check Web site content against accessibility standards. Many other tools, including Web 2.0 and tutorials, have introduced different and better ways to offer information in a variety of formats that meet the needs of all individuals.

In 1990, the U.S. Congress enacted the Americans with Disabilities Act (ADA). This was an important piece of civil rights legislation that prohibits discrimination against persons with disabilities in

regards to access to housing, employment, public entities, and education. Prior to ADA, Section 504 of the Rehabilitation Act of 1973 was enforced to assure that any entity receiving Federal financial assistance could not discriminate against people with disabilities. It also mandated equal education for all students. In 1998, the legislation was renamed the Workforce Investment Act and was made stronger by the addition of Section 508 which defined some of the first standards for electronic access. Section 508 forced federal agencies as well as agencies receiving federal funding to ensure that developing technology was accessible for people with disabilities ("Tip Sheet", 2010).

According to the U.S. Census Bureau, as cited by Brault (2012), 56.7 million non-institutionalized people (18.7%) had a disability in 2010. The risk of having a disability increased in older age groups. "About 17.4 percent of males and 19.8 percent of females had a disability in 2010" (p.7). People with disabilities are divided into three different domains: seeing, hearing, and speaking limitations; upper and lower body limitations; and cognitive, emotional, and mental functioning. "Of the 51.5 million adults with disabilities, 30.3 million had a disability or disabilities in only one domain; 15.8 million people experienced disabilities in two domains, and 4.0 million had a disability in all three domains" (p.9).

According to 2009 Disability Data for Alabama, 18.3 percent of the population over the age of 5 has a disability (PASCenter, n.d.). The chart indicated that 3.4 percent reported a visual disability, 4.8 percent reported a hearing disability, 10.7 percent reported an ambulatory disability, 7.3 percent reported a cognitive disability, 4.1 percent reported a self-care disability, and 7.9 percent reported an independent living disability (Disability data for Alabama, PASCenter, n.d.).

Purpose of the Study

The purpose of this study is to analyze and compare Alabama's academic library Web sites to determine how accessible they are for persons with disabilities and what kind of useful links such as tutorials and Web 2.0 applications can be found on the home pages.

Statement of the Problem

The focus of this study is to analyze Alabama's academic library home pages to determine and compare degree of accessibility, complexity, and readability, as well as find out what types of links are offered for online tutorials and Web 2.0 links from the home page.

Research Questions

R1. How accessible are Alabama's academic library home pages for people with disabilities, based on online accessibility software?

R2. How do public academic library home pages compare to private academic library home pages in accessibility?

R3. How does the complexity and readability of public academic libraries compare to private academic library home pages?

R4. What types of Web 2.0 links were located on the home pages of libraries examined in this study?

R5. What types of online tutorials were found on the home pages of the libraries in this study?

Definitions

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was enacted by the U.S. Congress in 1990 to help ensure and protect the civil rights of individuals with disabilities. Library services, architecture, and design have been impacted greatly by ADA. (Reitz, J.M., 2007, ADA. ODLIS).

Flesch-Kincaid Grade Level

An algorithm, similar to the Gunning-Fog Index, which gives a rough measurement of the amount of schooling needed to understand the content. Numbers greater than twelve are reported as twelve,

and negative numbers are reported as zero ("Flesch-Kincaid Grade Level", 2012, para.1).

Flesch Reading Ease

An algorithm used to rate the text of a Web site for understanding. A 100-point scale is utilized, and authors are encouraged to score a value of 60 to 70; the higher the score the easier the document is to understand ("Flesch Reading Ease", 2012, para.1).

Gunning-Fog Index

An algorithm used to determine the approximate number of years of schooling needed to understand the content presented: the lower the number the more understandable the content. Any results over 17 are considered post-graduate level ("Gunning-Fog Index", 2012, para.1).

Web 2.0

Web 2.0 refers to blogs, wikis, and forums that offer an interactive experience over the Web ("Web 2.0", n.d., *Collins English Dictionary*).

Web Accessibility Initiative (WAI)

The Web Accessibility Initiative is a program sponsored by the World Wide Web Consortium (W3C), "that is designed to make the Web more accessible to people with limited vision, hearing, or dexterity" ("WAI", 2003, *Webster's New World Computer Dictionary*).

Web Content Accessibility Guidelines 2.0 (WCAG 2.0)

Web Content Accessibility Guidelines provide an outline to help authors implement successful techniques to make information accessible to all users. The guidelines are first laid out with four principals for Web accessibility: perceivable, operable, understandable, and robust. Twelve guidelines are further broken down under the four principles to help authors implement and better understand how to create a successful Web site (WCAG 2.0, 2008).

World Wide Web Consortium (W3C)

The World Wide Web Consortium is a nonprofit organization that works with its members as well as the public to develop Web standards that make Web sites accessible to all (Reitz, J.M., 2007, W3C. ODLIS).

Limitations of the Study

This study was limited to library Web pages of four year, bachelor degree granting colleges and universities in Alabama. The study included only the home page for each library and the information that could be found on the library's home page. Colleges or universities that did not have their own library Web page were excluded.

Assumptions

It is assumed that the list of bachelor degree granting colleges and universities in Alabama are current and up to date based on CollegeSource Online database. It is also assumed that the library Web pages in this study are an accurate reflection of the libraries' resources and services and that the accessibility checking software used in this study is accurate.

Importance of the Study

The importance of this study is to determine the accessibility and readability of academic library Web site home pages based off of the current WCAG 2.0 guidelines, as well as the availability of Web 2.0 tools and tutorials on library home pages. By studying the results of the Web site accessibility software, college and university libraries will be able to better accommodate and serve all students. Looking at the results for the Web 2.0 tools and tutorials will give an overall idea of the advancements and changes academic library Web sites are making to bring more information, in a variety of ways to their students.

Literature Review

Standards and Guidelines

Libraries today have many of their main resources located on the Web; this makes it even more important that they conform with Section 508 guidelines to create Web pages that are accessible to all individuals. Section 508 of the 1973 Rehabilitation Act (RA) was changed in 1998 and 2000 to include the federal government's standards addressing accessible information technology (Vandenbark, 2010). Providenti and Zai (2007) state that Section 508 is based off of the WCAG 1.0, which mandates accessibility for federal Web sites only. Section 508 directly impacts accessibility of federal Web sites, Section 504 of the RA calls for "effective communication," which is ample for mandating Web accessibility guidelines for higher education

institutions in the United States. In addition to the laws above, ADA became effective in 1990 and requires that places that accommodate the public must be accessible. Web accessibility for academic institutions has been required for many years for persons with disabilities (p.479).

According to Vandenbark (2010), the W3C creates international standards for Web accessibility standards. They created a specific subgroup known as the WAI to fill the mission of creating accessibility standards, supporting materials needed to both help and understand Web accessibility, and collaborating with international bodies. The first set of guidelines published by W3C was the WCAG 1.0. WCAG 1.0 (1999) was made up of 14 guidelines and then divided into 65 checkpoints. The checkpoints are assigned a priority level which ranks them for level of importance.

- Priority 1 is basic checkpoints that *must* be satisfied by developers.
- Priority 2 is items that *should* be satisfied by developers to remove significant barriers.
- Priority 3 is items that developers *may* satisfy to improve overall access to Web documents ("Priorities", para.1).

The checkpoints are then given a conformance level as follows:

- Conformance Level "A": all Priority 1 checkpoints are satisfied
- Conformance Level "Double-A": all Priority 1 and 2 checkpoints are satisfied
- Conformance Level "Triple-A": all Priority 1, 2, and 3 checkpoints are satisfied ("Conformance", para.1).

According to Reid and Snow-Weaver (2008) the WCAG 1.0 guidelines were initially created to make HTML Web sites accessible for people with disabilities. As the Web continued to change, the WCAG 1.0 guidelines quickly became obsolete, and W3C created a team to develop WCAG 2.0.

WCAG 2.0 was introduced in 2008 and is applicable to all W3C or non-W3C technologies. This set of guidelines can be used to check HTML, XHTML, CSS, SMIL, SVG, XML, PDF, and Flash (Reid & Snow-

Weaver, 2008). WCAG 2.0 guidelines are easiest remembered by using the acronym P.O.U.R. which stands for Perceivable, Operable, Understandable, and Robust (Vandenbark, 2010). WCAG 2.0 (2008) is made up of 12 guidelines, and the requirements are divided into three levels instead of ranking by priority. The WCAG 2.0 Guidelines are as follows:

Perceivable

- 1.1 Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.
- 1.2 Provide alternatives for time-based media.
- 1.3 Create content that can be presented in different ways (for example simpler layout) without losing information or structure.
- 1.4 Make it easier for users to see and hear content including separating foreground from background (“Principle 1”, para.1).

Operable

- 2.1 Make all functionality available from a keyboard.
- 2.2 Provide users enough time to read and use content.
- 2.3 Do not design content in a way that is known to cause seizures.
- 2.4 Provide ways to help users navigate, find content, and determine where they are (“Principle 2”, para.1).

Understandable

- 3.1 Make text content readable and understandable.
- 3.2 Make Web pages appear and operate in predictable ways.
- 3.3 Help users avoid and correct mistakes (“Principle 3”, para.1).

Robust

- 4.1 Maximize compatibility with current and future user agents, including assistive technologies (“Principle 4”, para.1).

When a Web page is tested for accessibility, it is assigned a level based on several different factors. The levels are simply labeled as A, AA, and AAA. Level A satisfies all of the Level A criteria. Level AA satisfies both Level A and AA criteria. Level AAA satisfies Levels A, AA, and AAA criteria. AAA

conformance is not required due to the inability for entire sites to meet all requirements with some content (Reid & Snow-Weaver, 2008).

Web Accessibility

A Web site that is accessible is designed so different people and different Web browsers can easily access, navigate, and use the site (Miller, 2006). A solid design concept makes information obtainable and accessible for a broad range of people with and without disabilities. Accessibility reaches far beyond individuals with profound disabilities, it also affects those who lack current technology, speak English as a second language, or suffer from a common condition like arthritis. Early research by Spindler (2002) makes note of the changes many academic institutions put in place for people with physical disabilities. Ramps, assistive technology labs, and institutions offering services to individuals with disabilities have become the norm across the country. Accessibility for those with physical limitations was only the beginning, as the Web became more of an information standard; developers began to create standards and guidelines to increase equal access to all individuals wanting to retrieve information via the Web.

Several studies have been completed that look at Web accessibility in academic libraries. Lilly and Van Fleet (1999) identified colleges and universities using Yahoo!’s “100 Most Wired Colleges” and tested accessibility using Bobby 3.0. The results indicated that 40 percent of the institutions passed Priority 1 checkpoints. Spindler (2002) carried out a similar study that examined library Web sites from 190 institutions that had a population between five-thousand and ten-thousand students. The institutions were a combination of both public and private located in the United States. Bobby 3.2 was used to analyze the home page of the library Web site, which checks parameters based on the WAI guidelines. The results of this study concluded that 58 percent of library Web pages failed, but many only by a small margin of error. Providenti and Zai (2007) tested for compliance in Bachelor degree granting academic libraries in Kentucky. This study was a continuation and comparison of an earlier study conducted in 2003. Watchfire’s WebXACT accessibility tester was used as well as W3C’s HTML validator. Results showed no difference in the

number of institutions that passed the Section 508 compliance between 2003 and 2007. Priority 1 checkpoint compliance increased from 23 percent to 37 percent between 2003 and 2007.

In 2008, WCAG 2.0 guidelines were finalized. The prior studies were all based on WCAG 1.0 compliance. Very few studies have been conducted using the new WCAG 2.0 guidelines (Oud, 2012). Oud's study is recent, and one of the only retrieved, that checks for WCAG 2.0 compliance. The study checks for compliance amongst university, college, and public library Web sites in Ontario. Sixty-four Web sites were evaluated and the results indicated that an average of 14.75 accessibility errors was found.

Web 2.0

Web communications at universities have continued to grow at an astronomical rate. Students are expected to use the Web for everything now including registration, paying bills, purchasing books, completing class assignments, and accessing grades. With the growing rate of the use of the Web in higher education for both traditional and online classes, it is more important than ever for universities to make sure that Web sites are accessible to all groups of people (Bradbard, Peters, & Caneva, 2010). A major problem faced with Web page creation, is that they are created based on looks, not accessibility. The lack of concern for those with disabilities when creating Web pages creates continuous barriers for these students.

Web 2.0 technologies have a big impact on users with disabilities. Fairweather and Trewin (2010) looked at the impact these technologies had on users with cognitive impairments. Unfortunately, Web 2.0 technologies can actually degrade the user experience for this group of individuals. Many new technologies like mashups, social networking, user-created content, and dynamic page updates require users to have certain perceptual abilities in addition to basic auditory and visual. The article clarifies many different problems associated with Web 2.0, and also offers many solutions and suggestions for developers to consider when creating these programs that will help make them more accessible. Brown, Jay, Chen, and Harper (2012) investigated the impact Web 2.0

technologies have on visually impaired users. The authors note that accessibility is always changing because technology is always changing, and the Web is always evolving. The main challenge is keeping assistive technologies up to date enough to handle the continuous changes. The authors performed research to get a better understanding of the evolution of the Web, as well as the use of technologies that deal with dynamic updates for disabled users. Current and historical Web sites were evaluated to determine trends on popular Web sites. Assistive technologies were analyzed to determine which tools were the most helpful for visually impaired users.

Content Analysis Methodology

Similar methodology has been used in many studies over the past decade to determine Web accessibility. Still (2001) conducted a content analysis of library Web sites in English speaking countries. Spindler (2002) analyzed the accessibility of Web pages for mid-sized college and university libraries. Clyde (2004) conducted a content analysis on the trends of school library Web sites between 1996 and 2002. Comeaux and Schmetzke (2007) evaluated the Web content and trends within ALA-accredited library schools and their campus libraries. Providenti and Zai (2007) gathered information regarding content and Web accessibility of Kentucky's academic libraries. Oud (2012) analyzed Ontario library Web sites to find out if they were meeting the new accessibility standards and guidelines mandated for all organizations employing more than one person.

Still (2001) conducted a content analysis comparing and contrasting the content and design of library Web sites in English speaking countries. Australia, Canada, the UK and the United States were the four countries selected for the study. To provide the most diversity, universities with enrollment over 10,000 were chosen. At least one school was selected from each state, province, or region. No branch or satellite campus libraries were used in the study, only main libraries. A checklist was created to identify items most commonly found on U.S. library Web sites. All Web sites were evaluated during a one month period of time so that very little changes or updates would happen to skew the results. The results indicated that library Web sites, in the four countries identified,

are very similar with a few cultural differences. In the U.S., two big areas of interest indicated on Web sites were library instruction and remote access to materials. The author found that library Web sites in Australia, Canada, and the UK provided links on their main page to exam papers and for-profit bookstores. These are links that were rarely or never found on U.S. library Web sites.

In Spindler's (2002) study, the author wanted to have a better understanding of the state of accessibility among college library Web sites. A record published by USnews.com was used to produce a list of 188 schools meeting the search criteria. After a list of schools and Web sites was obtained, Bobby 3.2 was used to analyze the library Web sites. The accessibility tool automatically checked for alternate text for images, alternate text for image map hotspots, titles for each frame, and alternate text for applets. Some elements were not able to be checked automatically and required manual checks. Results of both the automatic and manual tests revealed "that a significant number of mid-sized colleges have problems with accessibility on their library Web sites." Of the sites tested, only 79 (42%) were given a passing grade. The three major problems causing Web sites to fail the accessibility checker included a lack of alternative text for images, Web sites with image map shots failed to provide alternate text, and Web sites using frames failed to provide titles. Although the results seem staggeringly high on failure rate, the author notes that of the sites that failed the test, fifty-five had five or fewer accessibility errors. These were generally errors that were easily fixed with proper coding.

Clyde's (2004) study was a content analysis of 50 school library Web sites between 1999 and 2002 to find out how "state of the art" they are. A previous study was conducted between 1996 and 1999 to look the library Web sites to find out what was offered and how they were changing. A new study was conducted in 2002 to analyze and compare how the Web sites have evolved and changed over the past six years. Data were collected and analyzed based on the country the library was located in, the type of school, and the visible changes. The changes were comparison's made from the previous research to what was currently available on each Web page. The

Web pages were ranked by how sophisticated they had become, if there were few changes, the site had actually declined in sophistication, or if the site no longer existed. The results of the study indicated that more than half of the Web sites became more sophisticated between 1996 and 1999. The study done between 1999 and 2002 indicated slower development. The major development noticed in 2002 was the increased quality of resources available through the library Web pages, for example the movement from card catalogs to the OPAC, as well as many other informational services.

Comeaux and Schmetzke (2007) performed a Web site analysis to determine the accessibility of libraries located on ALA-accredited library school campuses. This study is a follow-up to a previous study by Schmetzke (2003), which analyzed the entire Web sites of ALA-accredited schools, to find out if accessibility has improved or not. A total of 56 campus libraries that offer a Library and Information Science (LIS) program were located, 49 in the United States and seven in Canada (Schmetzke, 2007). The exact same library Web sites were used that Schmetzke (2003) used in his study. Bobby 3.1.1 was used to check for accessibility on library home pages as well as subsidiary pages directly linked to them. Only the information that could be obtained automatically from Bobby was used in the study. Information that had to be manually tested for was not checked. The results of the study indicate a rather positive improvement of accessibility with LIS Web pages as well as library Web pages. Accessibility increased from 33 percent to 44 percent on top layer Web pages at LIS schools. Library Web sites increased from 51 percent to 55 percent, and barriers declined from 4.5 to 3.6. Canadian LIS schools outperformed both Canadian library sites and U.S. LIS schools in accessibility with only 1.1 barriers per page. Although barriers are declining, many LIS schools and library Web sites are inaccessible and need continued changes to better serve all patrons.

Providenti and Zai (2007) conducted a study on the accessibility of Kentucky's academic library Web pages. In Kentucky, one in four people have reported having some sort of disability. Six and a half percent of college students in Kentucky between the ages of 18 to 24 report having a disability. A previous study

was conducted in 2003, which was being compared with the recent 2007 study to determine if any changes had taken place. The data collected were used to determine if institutions in Kentucky are creating Web pages that are more accessible, or if they are just creating pages that pass online accessibility testers. The authors used CollegeSource Online database to determine Bachelor degree granting institutions in Kentucky. The search yielded 33 institutions meeting the criteria. Each institutions library home page was evaluated using Watchfire's WebXACT accessibility tester and W3C's HTML validator. The accessibility tester checked Web pages against the WCAG 1.0 automated checkpoints and Section 508 automated checkpoints. The data indicated no changes between 2003 and 2007 in the number of institutions that passed Section 508 automated checkpoints. Compliance with WCAG Priority 1 checkpoints grew 14 percent between 2003 and 2007. WCAG Priority 2 and Priority 3 checkpoint compliance remained unchanged. Fifty percent of the Web pages automatically tested had fewer than five errors, but manual checkpoints are more concerning offering very little compliance. These data led the author to conclude that many Web developers create pages that rate well against automated accessibility testers, but fail to matchup and meet the full accessibility guidelines created (Providenti & Zai, 2007).

Oud's (2012) was one of the first researchers that evaluated Web accessibility using WCAG 2.0. Changes to standards written in the Accessibility for Ontarians with Disabilities Act (AODA) contain an Information and Communication section that requires the information be available in accessible formats. International standards for Web accessibility will have to be met by all libraries in Ontario by 2021. With the new standards passed into law, it is the hope that people with disabilities will have the same accessibility to information as a person without a disability. This study evaluated a total of 64 Web sites that included university, college, and public libraries. The author tested several different automated Web accessibility checkers for accuracy, and found that Total Validator performed the best with the lowest number of false positive errors. Each site had a total number of 30 pages checked; if a site contained fewer than 30 pages,

then all of the pages were checked. In addition to using Total Validator, a WCAG Contrast Checker was also used to check for color contrast on pages. Overall, a total of 1,860 pages were checked, and all of them had errors. These data indicated that there were no Web pages in compliance with the WCAG 2.0 guidelines. With a combination of Markup errors, Contrast errors, and other WCAG 2.0 errors, college libraries had an average of 15.99 errors per page, public libraries had an average of 14.38 errors per page, and university libraries had a total of 13.99 errors per page. The most common error found was incorrect html/xhtml. These types of errors create accessibility problems for screen readers. Poor contrast between text and background colors was the second most common error. The results from this study yield very different results when compared with Comeaux and Schmetzke's 2007 study. The primary difference comes from the change in WCAG 1.0 guidelines versus WCAG 2.0 guidelines and the use of a contrast checker in Oud's study. The study found that Ontario libraries have a lot of work ahead of them to become WCAG 2.0 compliant. It is important also to remember that only automated testing was completed, and further more in depth manual checking will also have to be completed to check for other elements of compliance (Oud, 2012).

Methodology

A Web site analysis was completed to determine if the private and public college and university libraries in Alabama were accessible for people with disabilities. CollegeSource Online database (CollegeSource, 2012) was used to create a list of public and private colleges and universities in Alabama. To come up with a list of public institutions, a "Criteria Search" was set to locate institutions matching "Bachelor's degree" and "Public" and "Alabama." Sixteen public institutions were found. To come up with a list of private institutions, a "Criteria Search" was set to locate institutions matching "Bachelor's degree" and "Private", "Private nonprofit (no-religious affiliation)", and "Private nonprofit" and "Alabama." The search for private institutions yielded twenty-one results. Library home pages were located by browsing the institution's home page or by using Google when necessary. Libraries that did not have their own home page were excluded from the study as well as

branch campus libraries that used the same home page. Only the main library home page for each university was evaluated for campuses with multiple libraries. After searching for each library home page, it was determined that there were four private universities that did not have a library home page; therefore, those institutions were eliminated from the results.

Vision Australia (2012) offers a Web Accessibility Toolbar for IE – 2012 that was used to test the accessibility of each library home page to check for compliance with the WCAG 2.0. The Web Accessibility Toolbar assists in evaluating Web pages by identifying the components of a Web site that are not compliant with WCAG 2.0 standards, so that all of the work does not have to be done manually. The software allows the user to run a report to identify specific problems and also gives information on how to fix the problems to meet WCAG 2.0 standards. The testing was completed over a one week time period in April of 2013 to ensure that limited changes were made to any of the Web pages during the research. The results were compiled in an Excel spreadsheet showing the five main categories: Navigation and Orientation, Text Equivalents, Scripting, Styling, and HTML Standards. Each category was assigned a status of Web sites completeness, which included a percent pass, percent warn, and percent fail for each category. Juicy Studio Readability Test (Juicy Studio, 2012) was used to test the readability of each home page. The software examined the content of each page including navigation links. The inclusion of navigation links in the analyses can slightly skew the results. The Implementation amongst the pages and Styling ranked in the middle with most of Web pages having this area with an “almost complete” status. The graph below shows the percentage of completeness, based on a one hundred point scale, for each of the five main categories.

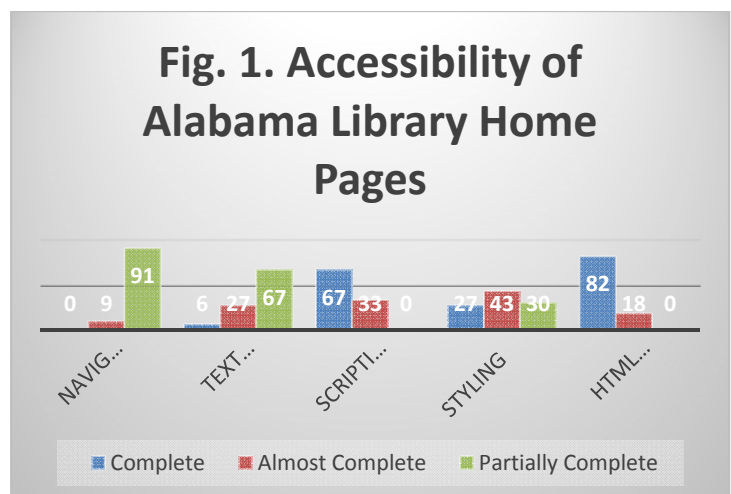
results from each Web page were compiled in a chart to show the Gunning Fog Index value, the Flesch Reading Ease value, and the Flesch-Kincaid Grade. These values helped to determine the readability of each library Web sites home page. The software was unable to properly load and read one of the private library home pages, so it was eliminated from that portion of the study.

A checklist was created in Excel to compile the results of the Web 2.0 applications that were visible on each library’s home page. The applications that were examined were the following: photo streams, blogs, wikis, podcasts, social media, and virtual reference chats. Data were also collected and evaluated to determine which home pages offer links to Web tutorials and in what format the tutorials were offered. This portion of the research was also concluded within a one week time frame to give a more concise reflection of all of the Web sites at one time.

Findings

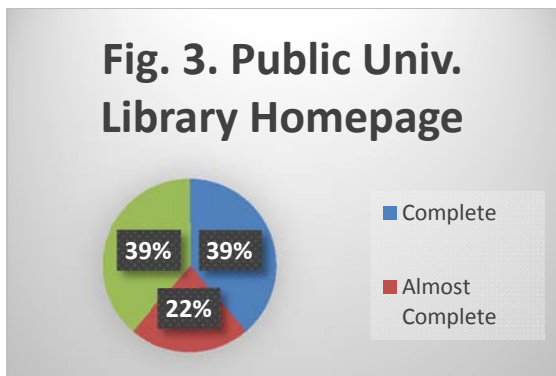
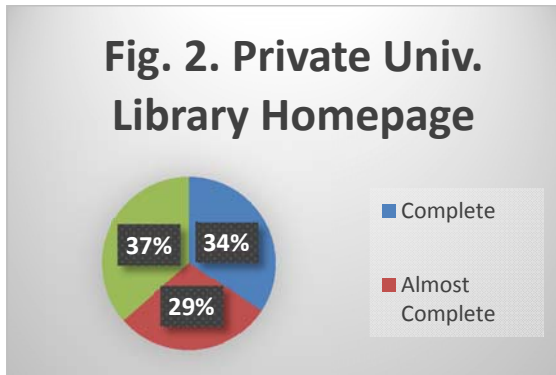
R1. How accessible are Alabama’s academic library home pages for people with disabilities, based on online accessibility software?

After the research was completed, a total of thirty-three library home pages were evaluated by using the Vision Australia Web Accessibility Toolbar. Based on the five main categories that broke down the accessibility of each Web sites home page, HTML Standards and Scripting ranked the highest for “completeness” amongst the pages. Navigation and Text Equivalents both ranked the lowest for “partial



R2. How do public academic library home pages compare to private academic library home pages in accessibility?

Among the five categories, public university library home pages had a score that was five percent higher than private university library home pages on completeness (Figures 2 and 3).

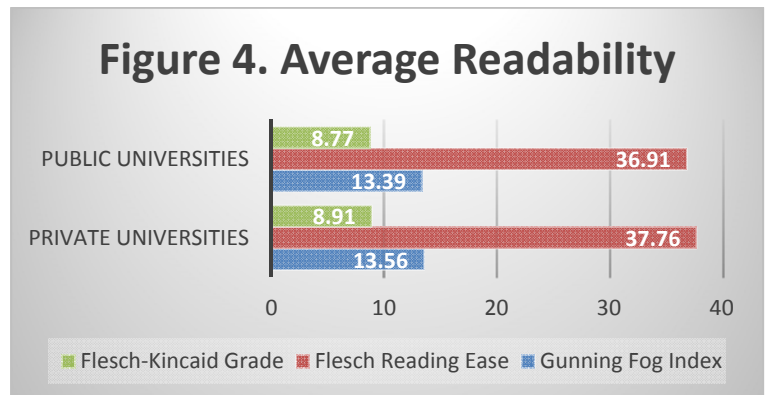


Private university library home pages had a score that was seven percent higher than public university library home pages in the area of almost complete. Public university library home pages also had a higher number of home pages that were only partially implemented. Overall, the numbers for both public and private universities in Alabama are very close and comparable. If one takes only the numbers based on 100 percent completeness, public university library

home pages come out as slightly more accessible, but if one combines the overall completeness and almost complete categories, the private university home pages become slightly more accessible.

R3. How does the complexity and readability of public academic libraries compare to private academic library home pages?

On an average comparison, the complexity and readability of public university and private university library home pages is comparable (Figure 4). The averages of each category indicate less than one point dividing each of the three categories.



Breaking down the results by individual universities within both the private and public sector shows a larger difference in scores. The Gunning Fog Index scores for public university library home pages ranged from 10.74 to 17, with an average readability of 13.39 (Figure 5). The Gunning Fog Index score for private university home pages ranged from 10.13 to 17 with an average understandability of 13.56 (Figure 6). A score of seventeen or higher is considered a post-graduate reading level. The lower the numbers are in this category, the more understandable the content.

Figure 5. Readability of Public University Library Home Pages

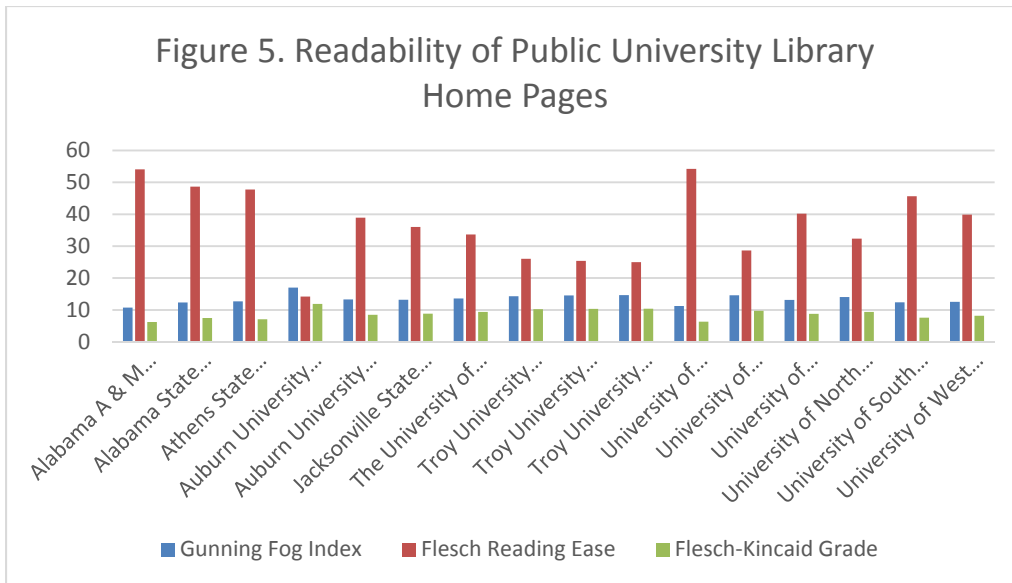
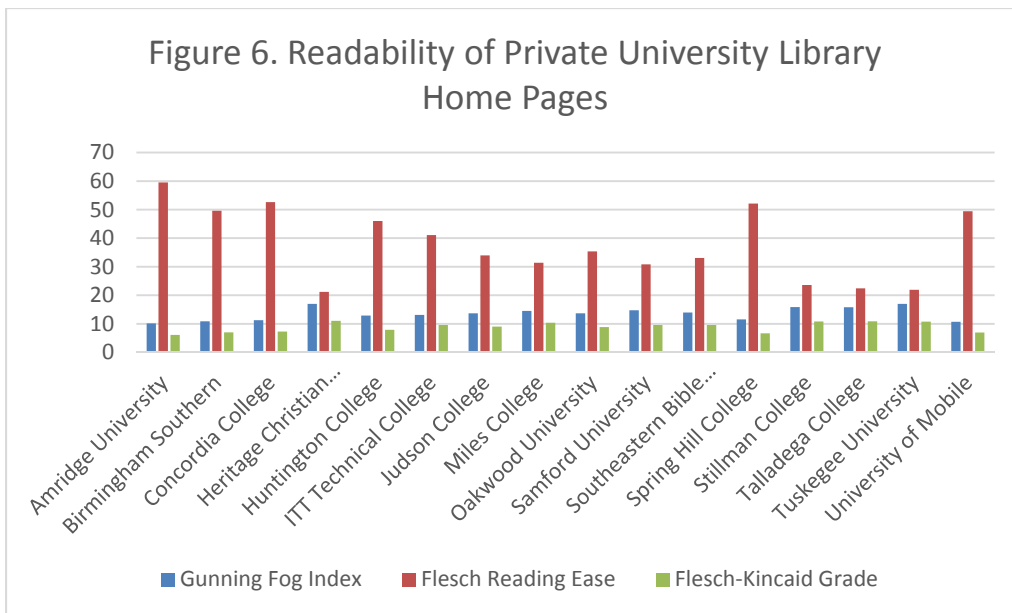


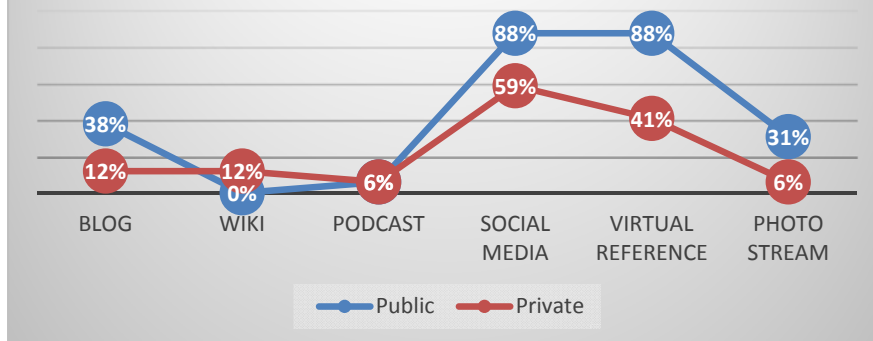
Figure 6. Readability of Private University Library Home Pages



Flesch Reading Ease scores for public university library home pages ranged from 14.18 to 54.25, with an overall average of 36.91. Private university library home pages had a range from 21.19 to 59.52, with an overall average of 37.76. The Flesch Reading Ease scores are traditional aimed to be between 60 and 70 on a 100-point scale. None of the public or private university library home pages scored a sixty or higher. The higher the score in this category, the easier the document is to understand. After analyzing the scores for both the public and private universities, there were only five institutions that scored above a fifty in this area. That leaves a total of twenty-seven schools with scores less than fifty, which makes those sites potentially harder to understand.

Flesch-Kincaid Grade Level numbers measure the approximate amount of school needed to understand the information presented. The lower the numbers, the easier the content is to read and understand. Public university library Web sites had an average score of 8.77, and private university library Web sites had an average score of 8.91. The majority of the results gathered scored between an 8 and 10 in this area, with a few scores on the low end and a few on the high end. Overall, the average person with at least eight to nine years of schooling should be able to easily read the pages.

Figure 7. Web 2.0 Applications by Library Type



R4. What types of Web 2.0 links were located on the home pages of libraries examined in this study?

Each library home page was evaluated for Web 2.0 tools, which included photo streams, blogs, wikis, podcasts, social media links, and links for virtual reference services. Figure 7 shows the Web 2.0 tools located on the home pages of public and private university library Web sites. Social media links and links for virtual reference were found on more than eighty-five percent of public university library home pages, those numbers decreased on private university library Web sites, with social media links appearing on approximately sixty percent of the Web sites, and virtual reference links were found on a little over forty percent of the Web sites. With the exception of wikis and podcasts, the percentage for Web 2.0 usage was greater for public academic library home pages than private academic library home pages.

R5. What types of online tutorials were found on the home pages of the libraries in this study?

Online tutorials of many formats were located on library home pages. Library tutorials were broken up into four different formats: PowerPoint, Video, LibGuides, and Web Guides. Ninety-four percent of public university libraries offered some type of online tutorial from their home page (Figure 8). The results were significantly different with only forty-seven percent of private universities offering some format of an online tutorial (Figure 9).

Figure 8. Public University Tutorials

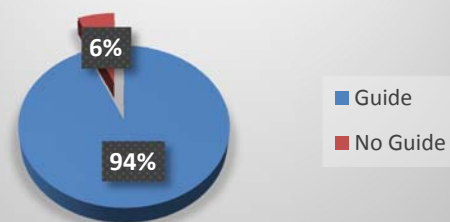
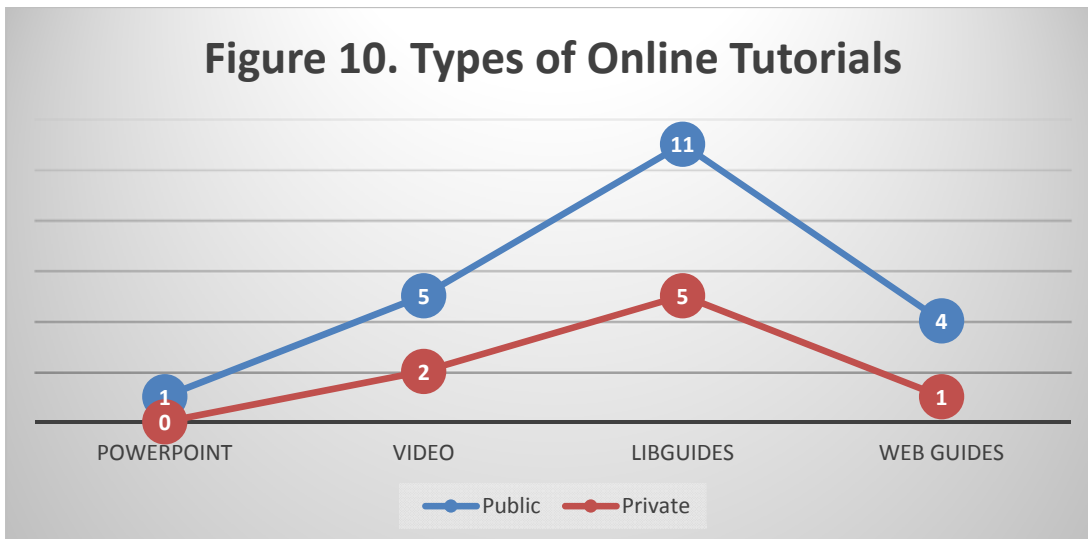


Figure 9. Private University Tutorials



The most popular type of online tutorial being used by both public and private university libraries are LibGuides. Eleven of the fifteen public university libraries that offer online tutorials use LibGuides, five out of the eight private university libraries that offer online tutorials use LibGuides. Video tutorials ranked second as a method for online tutorials for both private and public libraries. PowerPoint and Web Guides were the least used by both types of university libraries (Figure 10).

Figure 10. Types of Online Tutorials



Conclusion

Vision Australia's Web Accessibility Toolbar for IE – 2012 was utilized for this research. The software scans specific Web pages for potential problems, many which are easily fixed by Web administrators. Reid and Snow-Weaver (2008) explained the importance WCAG 2.0 standards as well as the changes that made the guidelines more objective for testing purposes.

In this study, the home pages from both public and private university libraries were analyzed to find out how accessible the Web sites really were. Overall, the results were fairly positive for both public and private university libraries. All of the pages were assigned a degree of completeness, and for any areas that received a failing grade, sub-categories broke down the specific problem areas needing attention. The problem areas that showed failing grades for public universities, also existed in private universities. The end results showed that both private and public university library home pages ranked within percentage points of each other on accessibility. The results of this study fall in line with many of the results in Oud's (2012) study that indicated that none of the Web sites tested were fully compliant with WCAG 2.0 standards, and that manual evaluations should also be completed for more specific results. Although no Web site fully met WCAG 2.0 standards, there is evidence that changes are occurring to create better Web standards and Web accessibility. The results also show that there are some very specific

areas that can easily be improved to make accessibility even better.

The Juicy Studio Readability Test indicates the understandability and readability of a Web page. The software is great at providing an overall look at the age and reading level the Web site. The numbers for all three of the categories analyzed show comparable overall numbers. The average Gunning Fog Index scores indicated that most of the Web sites required at least a high school reading level to fully understand. The Flesh Reading Ease scores indicated that none of the university Web pages met the traditional goal area of a score between 60 and 70. Lower scores in this area mean that the content may not be easily understandable. The Flesh-Kincaid numbers calculated show that the persons who would most easily be able to read and understand the content provided would need to have at least eight years of schooling.

Web 2.0 tools have become more popular and more relied upon by students and librarians. The results of this study indicate both the importance and the need for Web 2.0 technologies on university Web pages (Bradbard, Peters, & Caneva, 2010). Public university library home pages yield links to blogs, social media, virtual reference, and broadcast important information through the use of photo streaming on their home pages. Private university library home pages on the other hand had a much smaller showing of Web 2.0 technologies on their home pages. Many

private university library home pages that had links for social media were for the school as a whole, and not library specific, where as a majority of public university library home pages had social media links that were created and specific to the library itself. The comparison between public and private university library home pages that offer online tutorials also show considerable differences between the two types of institutions. Once again, public university library home pages dominated this area. Only one public university library home page lacked having a link to some kind of online tutorial. Out of the seventeen private university library home pages, eight had links to online tutorials, and nine did not. LibGuides did rank the same for both groups, being the most popular format for offering online tutorials. Over sixty percent of both public and private university library home pages that offered online tutorials used LibGuides. The results for Web 2.0 technologies appear to be pretty clear cut between public and private institutions.

This study could be conducted on a more in depth level by using both the accessibility checker and a manual check of each Web page. As with any software, there is the potential for glitches that may only be known about by manually investigating the problem areas. The Juicy Studio Readability results must also be closely looked at beyond the scope of the software. Because of the way the software works, results can be easily skewed based on the amount of content on the page, as well as the number of navigation links. As a brief overall look, these tools are both very helpful and give a general idea of both accessibility and readability.

Accessible Web sites are a requirement for many businesses and schools. Many factors must be considered when creating a Web page, especially the home page of a Web site that offers navigation to several different areas. Many helpful tools are available for free on the Web to analyze Web page content to find out what problems may potentially exist for persons with disabilities. Continued studies in this area will help boost the care and attention brought forth to creating accessible Web pages.

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