

# TEXAS LIBRARY JOURNAL

Volume 98, Number 3, Fall 2022

## VENTURE INSIDE BROWNSVILLE LIBRARY'S DINO ZONE



Establishing and  
Managing Your Library's  
Facebook Account

Transforming Your  
Elementary Library

Cybersecurity FAQ  
for Libraries



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# TEXAS LIBRARY JOURNAL

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# TLA★Engage

TEXAS LIBRARY ASSOCIATION

Connect with Fellow Librarians!  
Online community for TLA members

[engage.txla.org](http://engage.txla.org)



**Texans for the  
Right to Read**

**Join Us!**

**#RightToReadTX**  
**RightToReadTexas.com**



# President's Perspective

By Mary Woodard

**IT'S NO SECRET THESE DAYS THAT TEXAS LIBRARIES AND LIBRARIANS ARE UNDER ATTACK.** Almost one year ago Representative Matt Krause launched an investigation into books in school libraries and sent his now infamous [book list](#) to school districts across the state. Now barely a day goes by without news of efforts to censor library collections, denigrate librarians who curate those collections or restrict access to school and public libraries.

When many librarians think of the Texas Library Association (TLA), they think of the largest state library conference in the country, with hundreds of education sessions and authors and networking. But there's more to TLA than just a conference. As a professional organization, TLA has always worked (often behind the scenes) to advocate for the library community. Now however, TLA staff, members and supporters have been laboring tirelessly on behalf of Texas librarians to combat efforts to tear down the essential institution of the library. I'd like to take this opportunity to highlight a few of the things we've been doing.

Our primary goal is to educate people about the training librarians receive to develop collections, the ways in which collections are developed, and the rights parents have when it comes to what their own children read. We've also been working to let people know what certain individuals and organized groups are doing to advance their narrow agendas. Many Texans are totally unaware of the culture war taking place in their own neighborhood school or public library. TLA has worked to connect reporters working on these stories with our members who can speak to what is happening on the front lines. Texas librarians have been represented well in local newspapers such as the [Dallas Morning News](#) and the Houston Chronicle, as well as national media such as [CNN](#), the New York Times, and [The Atlantic](#). Editorials and TLA statements on [the right to read](#) and [policies restricting library access](#) have been published and shared on social media many times over.

As things intensified with the governor's [directive to TEA](#) and TSLAC regarding standards for school libraries, the TLA Executive Board approved partnering with Elizabeth Christian PR (ECPR) to build an organized and strategic campaign



opposing political efforts against intellectual freedom. The result of this partnership is the Texans for the Right to Read coalition. Since its launch in March, [Texans for the Right to Read](#) has a growing membership of 3,100+ and is now organizing steering committees around the state that have been put to use as needed to make public comments at board meetings, write letters, or just share information with their local communities.

In addition to educating parents, community members, and library users about this threat to information access, TLA has also been supporting

individual librarians who have come under attack for upholding the basic right to choose for yourself what you read. Within weeks of the Krause letter, TLA's Intellectual Freedom Committee instituted a [Helpline](#) for those undergoing book challenges. This service is available to all Texas librarians, not just TLA members. When a librarian reaches out to the Helpline, they are put in touch with a volunteer librarian from the same library type who has had experience with book challenges and can provide a sympathetic ear as well as advice. This committee has also curated a robust list of resources for dealing with challenges that can be found on their [website](#). Another support for individual librarians is the [professional liability insurance](#) available to TLA members for a very reasonable fee.

If you've read this far, I hope you are as awed and inspired as I am by all the work TLA does on our behalf. Together TLA staff and our members work every day to advocate for and protect, not only Texas librarians, but the democratic institution of libraries and the freedom to read. Looking ahead, the TLA Legislative Committee is already preparing for the upcoming legislative session and planning how and when to testify in support of libraries.

While TLA is known for its outstanding conference, that's just a small part of how the association benefits and supports Texas libraries and librarians.

Mary Woodard  
2022-2023 TLA President

# **LIBRARIES TRANSFORM<sup>®</sup> TEXAS**

**October 3 – 7, 2022**

**#LibrariesTransformTX**

**Facing a materials challenge? Questions about the first amendment and intellectual freedom rights and issues in libraries?**

**THE TLA INTELLECTUAL FREEDOM  
HELPLINE IS HERE FOR YOU!**

The TLA Intellectual Freedom Helpline connects librarians facing materials challenges or with questions about intellectual freedom issues to other Texas librarians who have volunteered to share their expertise, resources, and support.

**Submit a request for assistance today!**

**[www.txla.org/intellectual-freedom-tools](http://www.txla.org/intellectual-freedom-tools)**



# It's a Book, Not a Belief System

By Shirley Robinson

*This op-ed was published in the [Dallas Morning News](#) on August 19, 2022.*

We are in danger of fumbling away our children's futures and America's ideals. I write this as a concerned mother, a native Texan, a proud American and as the executive director of the largest state library association in the country, the Texas Library Association.



Books have become political footballs, and we are in danger of fumbling away our children's futures and the ideals that make America a shining beacon of freedom. A few people with narrow, subjective beliefs are determined to force their personal agenda on a state and people that have a long history of valuing and defending their personal freedoms. It has caused division, anger and a climate of fear. School librarians across our state have been targeted and bullied for doing their jobs. The result? Threats to our rights to intellectual freedom and individual choice.

TLA has been actively speaking out to protect our rights. Our coalition, Texans for the Right to Read, is standing up for parental choice and in defense of librarians. The coalition is growing by the day as concerned Texans join to defend their freedom to read. It is one of the many reasons why I am hopeful for the future.

This country's strength comes from the wealth of stories, experiences and cultures that should be celebrated. Our founding fathers clearly established certain unalienable rights in the Declaration of Independence — life, liberty and the pursuit of happiness. Our nation is meant to be free of retribution for political or personal beliefs. Curiosity and innovation are foundational American values. Books enrich our lives. They are microcosms of the human experience, opening our minds to the rich tapestry of this world. We cannot allow a single political party or belief system to dictate what free people can read and learn.

Let me be clear, parents and guardians have the right to have

the final say on what their children read. However, that privilege does not extend to making that choice for other families and children. Every parent must retain the right to make individual choices that work for their family.

As we approach a new school year, my hope is that Texans look at this issue that was forced upon families, schools and librarians by a select few, not as "us vs. them" or "red vs. blue" but as "I know best for my family." We can lower the temperature around a topic that has been designed to drive a wedge into communities for the benefit of a few politicians and get to

a place of understanding that will benefit our children.

I want Texans to think about who we are and what we share, not which political party we typically vote for. We are mothers, fathers, sons, daughters, aunts and uncles, grandparents, friends, and good neighbors. We don't agree on everything but that is the beauty of the freedoms bestowed upon us as Americans. Just because a book that is available in your child's school isn't something you would want them to read does not mean that your neighbors, friends or even your own extended family think the same way and frankly, it shouldn't.

If we start forcing our personal views on others and try to make this a zero-sum game, then I fear that the erosion of individual rights will continue into other facets of our daily lives.

I implore everyone to not judge a book by its cover. Censorship and marginalizing people and literature is dangerous. You may not think this is having an impact on you today but there is no guarantee that the precedent a select few who are using this issue for their own gain are working to establish won't impact you or your children or grandchildren in the near future.

The Texas way is freedom and inclusion, not censorship and erasure; it may not be your story but that doesn't mean it shouldn't be told.

# Establishing and Managing a Facebook Account for Your Library

By Theresa Davis

*Note: this is part 1 of a two-part article about setting up and successfully growing your library's Facebook presence. Part 2 will be in the Winter issue of the Texas Library Journal.*



**IN THE EVER-EXPANDING AND RAPIDLY CHANGING WORLD OF SOCIAL MEDIA**, it can often be challenging for libraries to know where and how to invest their time and efforts in order to connect with patrons. Since taking a leadership role overseeing communications at the Fort Worth Public Library in 2018, my team and I have had the

opportunity to expand into different social media platforms and to find efficient and effective ways to engage with our public.

Not every library needs to be on TikTok or even on Twitter to enjoy plenty of enthusiastic nods and clapping. Knowing your patron population and the community your library serves should both inform the platforms you choose to engage in and the content you share.

**Statista** reports compelling data about Facebook users and usage that overlaps with primary public library user information offered by Pew Research. Facebook and public library users are typically female and younger Americans (25-34). Couple that with Facebook being the social media platform used the most times per day in the United States, I believe it's fair to say the majority of libraries in the United States should have a presence on Facebook. Regardless of the library's size they can successfully manage a presence there as well.

## A SMART START

Initially, you'll need to establish your objectives and some operating policies. Depending on the size of your staff and

other responsibilities you may have, be as realistic as possible. My team of five in Fort Worth can accommodate more activity and monitoring than a single individual in a one-location city. Questions you should ask as you begin:

- What do you want followers to do with your account? Just follow? Comment? Share?
- What is a realistic staff response time for direct messages or comments?
- Who is authorized to respond and speak on behalf of your library?
- What kind of guidance or policies should be in place for posting and responding on Facebook?
- How much staff time can be set aside daily, weekly and monthly for account management and content creation?

It is important to know the amount of time you intend to invest in Facebook and evaluate that regularly against the objectives for the platform.

For example, my team plans content based on our programs, services, collection, and strategic plan.

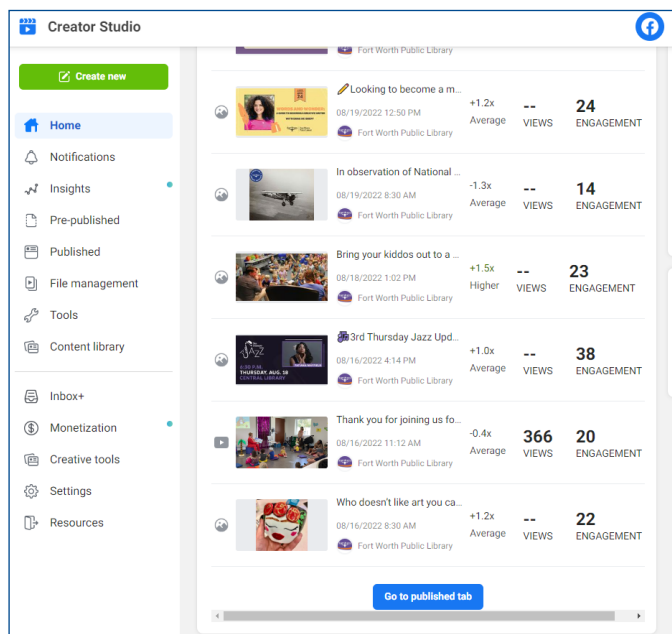
- Plan our content to align with our marketing efforts quarterly.
- There is a monthly check-in on what content (photos, videos, reels, posts) need to be created and we schedule the time to create that content.
- We strive to have content posted two weeks out and it is evaluated weekly to make sure it's still relevant and timely.
- Post comments and direct messages are monitored daily, checked on at least once after hours during the week, and our team rotates weekend monitoring that includes checking two to three times a day on Saturday and Sunday.

That cadence, however, isn't feasible for every library. The important thing to keep in mind is that the more responsive you are to people who interact with your posts, the more likely you are to see sharing, and to develop a true following of



advocates. Therefore, plan how often you post based on your ability to be responsive.

This is easier now than it has been because you can utilize a Facebook Business account. By establishing a business account, you can then assign roles and responsibilities to trained staff and within the Creator Studio you can schedule posts ahead of time and monitor messages. The app for mobile devices makes it easily accessible when you're away from your desk.



## CONTENT AND ENGAGEMENT

I encourage anyone managing a Facebook account to consider your account the digital front door to your library or system. From the tone of your posts to the style of your content, it should feel like your library. Imagine, for instance, that every day you unlocked the front door to your building and grabbed a bullhorn and started shouting about your program calendar and newest acquisitions. How welcome would your customers feel? How likely would they be to engage with your bullhorn-wielding staff?

That is essentially what happens when all you do is open an account and publish content that are ads for services. It's just not that appealing on Facebook because the platform is, in fact, *social* media. People are scrolling and looking to find something engaging, interesting or stimulating.

A regular mix of content types from photography to video, quotes and infographics works to keep things interesting for your followers. Pose questions and ask your followers for insight through polls and other methods. Remember, it's a start to a social conversation.

Keep in mind, if you're featuring patrons, that you need to obtain their permission. Some organizations' legal counsel might require signed consent forms whereas others may allow posted notices and verbal consent to suffice.

There are lots of theories about which mix of content works best with "the algorithm" to make sure you're showing up

on your followers' feeds. While Facebook continues to add new tools and resources, unless you have a full-time social media specialist, for most libraries it's really just a guessing game. I firmly believe that the best way to be top of mind or top of feed is to consistently provide fun, meaningful content and engage with likes, comments and shares whenever possible.

Engagement is our top priority at the Fort Worth Public Library. Why? Because you can put out post after post, much like you can buy book after book; but if no one engages with the content it's similar to no one checking out an item.

So, don't forget those are customers on the other side of that screen. And you want them to like, love, laugh or comment on your posts. See if you can visit the pages that share your content (depending on an individual's settings you may not be able to) and like their post, comment a quick "Thank you for sharing" or "Hope you'll visit soon."

When in Facebook, you can click on the number of people who have liked/loved your post and a pop-up window will come up allowing you to invite these people to follow your page.

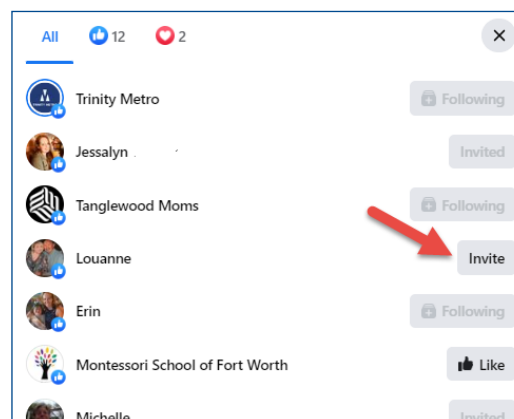
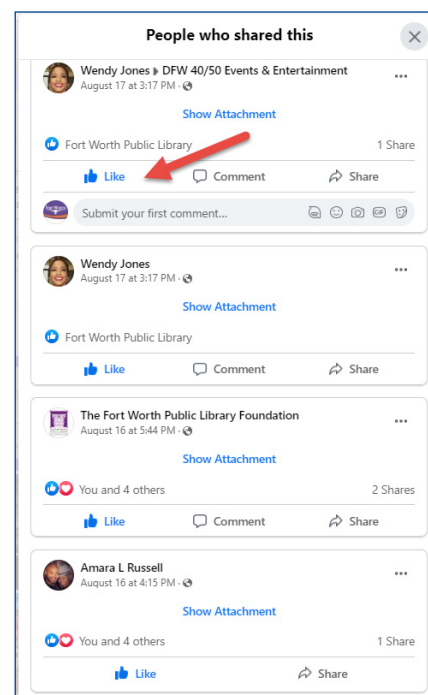
This is a part of our daily monitoring in Fort Worth and regularly helps us grow our followership. It's simply a nice way of saying "we see you and hope you'll stick around."

While Facebook can be your digital front door, it is also a customer service tool. Depending on your library staff bandwidth, there are a variety of tools in the Business Suite related to inbox

automations. Instant replies and FAQs can be very handy to direct inquiries out of Facebook to customer service phone numbers or to manage expectations on how often messages are monitored and responded to by staff.

Once your presence on Facebook is established, it's rewarding to see the likes and comments as patrons respond to posts, photos and videos of library activities. It's a way to help build community.

*Theresa Davis is the Fort Worth Public Library Communications Manager.*



# Honoring Library Pioneer



*Gertrude  
Howard  
Mason*

By Martha López Coleman

While it may be argued the library profession stretches all the way back to ancient times, it does not mean we do not have modern-day library pioneers. For the Texas Library Association, founded in 1902, one such pioneer is Mrs. Gertrude Carolyn Howard Mason, the first Black member of TLA. She was accepted to TLA in 1950, a time when integration was being fought over in courts, breaking the racial barrier for TLA.

Born Gertrude (Trudy) Carolyn Howard in St. Paul, Minnesota in 1892 to Southern parents Harry and Lula Howard, who came to Minnesota in search of a new life, she was the fifth of six daughters. Trudy's father, Harry B. Howard, served as the chairman for the 8th ward Republican organization in St. Paul. Because of his prominence in the community, the local Black newspaper, *The Appeal*, reported every social gathering and listed the Howard family by name.

*The Appeal* provides us with vital clues to many of the places Trudy worked before coming to Wiley University, now Wiley College. She worked at Tuskegee in or around 1912-1913, teaching domestic science, and from Tuskegee, returned to Minnesota and worked at West Publishing Co. for about a year.

In 1914 she arrived at Prairie View where she would eventually meet her husband, H. J. Mason, whom she married in April of 1917. Here the timeline of Mrs. Mason's life gets a little murky. According to an article published in the *Marshall New Messenger* in 1966, Mrs. Mason taught in Dallas for a few years after being at Prairie View. However, her husband never joined her in Dallas. It appears Mr. Mason remained at Prairie View, where he served as the secretary to the principal of Prairie View for 13 years until becoming Executive Secretary of his alma mater Wiley University in 1923.

While the timeline isn't clear on when the Masons reunited before the move to Wiley, they were together around 1920, since their son and only child, Howard Minor Mason, was born that year. With the opportunity of returning to Wiley University



for Mr. Mason and an opening for Mrs. Mason to also advance her career, the Masons left Prairie View for Marshall, Texas and what would be their family home until Mr. Mason's untimely death in 1959.

The move to Wiley in 1923 put Mrs. Mason in the library. In keeping with the times, Mrs. Mason began her career as an educator without any formal higher education. Her story is a fascinating look into a working woman's world in the early to mid-1900's. Mrs. Mason would go on to earn several degrees after becoming a mother. It must have taken great strength and personal drive to work full-time, be a student full-time and be a mother of a young child when women, especially married women, were expected to stay at home.

Mrs. Mason served as the head librarian at Wiley University



GERTRUDE H. MASON  
Alpha Kappa Alpha  
A.B., Wiley  
B.S., University of Minnesota  
School of Library Science  
*Librarian*



in the first Carnegie library established for Black people west of the Mississippi. She was the third official librarian and would go on to become the first trained librarian at the Wiley University Carnegie Library.

Before getting her librarian training, Mrs. Mason earned her A.B. at Wiley University in 1928. She graduated with the highest GPA in the history of Wiley at that time. This GPA was so high that it was noted in an article published by *The New York Age* on June 9, 1928. Along with working full-time, Mrs. Mason was also the mother of an 8-year-old son, an active member of the Student Government Association serving as Freshman Class Treasurer, and a charter member of the Wiley College chapter of Alpha Kappa Alpha.

Trudy could have stopped there but she appears to have taken a year off from Wiley to attend the University of Minnesota on a general education scholarship to earn her B.A. in Library Science. There she was a typical college student who lived on campus, participated in on-campus clubs and activities and served as the first president of the Folwell Library Club. Trudy graduated in 1929 and by April 12, 1930, a *Pittsburgh Courier* article named her the "best trained librarian in the state." In 1950, Mrs. Mason would go on to earn a Master's in Counseling from the University of Wisconsin.

The Masons would spend the majority of their lives in Marshall, Texas helping Wiley grow. Their son would go on to be a doctor and practice in Marshall, eventually settling in Philadelphia, PA. Mr. Mason retired from Wiley two years before his death in 1959 and is buried in Wiley College's cemetery.



CARNEGIE LIBRARY

Mrs. Mason would stay on at Wiley until 1966. During that time, she served four college presidents and oversaw the construction of a new library, the Thomas Winston Cole, Sr. Library, still in use today. However, her legacy is far more than just a building. She helped build students and the Marshall community. Before her retirement, Mrs. Mason began training her replacement, a young man named Herman Totten. Upon her retirement Totten, a pioneering librarian in his own right, became the library director. Dr. Totten would go on to publish many papers in our field which in turn help keep the legacy and lessons taught by Mrs. Mason alive.

Mrs. Mason's professional journey is great enough to keep her story alive. Along with joining TLA as its first Black member in 1950, TLA also honored Mrs. Mason in 1963 for her outstanding contributions as a librarian.

After retiring from Wiley, Mrs. Mason moved to Philadelphia, presumably to be closer to her son. Trudy passed away on June 30, 1975. In a memo announcing her passing written by Dr. Robert Hayes, Sr., Wiley president at the time of her death, classes the afternoon of July 3 were canceled to allow people to attend her funeral, which was held in Marshall. Mrs. Mason was laid to rest next to her husband in the Wiley College cemetery.

Let us remember Mrs. Mason not only for her pioneering work as a librarian but also as a groundbreaking Black mother, a Black professional and a Black woman who stepped out of the box created for her by society.

*Martha López Coleman, Ed.D. is the director of Library Services at Wiley College in Marshall, Texas.*

# HOW TO BE A TOKSTAR LIBRARIAN

By Amanda Hunt



**IN DECEMBER 2019 MY STUDENTS FINALLY CONVINCED ME TO GET A TIKTOK ACCOUNT AND POST MY FIRST VIDEO.**

I was very nervous because I didn't know a lot about the TikTok platform. What happened once I set up my account shocked me: I spent the ENTIRE holiday break in the TikTok world. I watched videos by

amazingly talented dancers, choreographers, artists, crafty people, teachers who shared great classroom info, and hilarious videos by comics, actors/actresses and/or just funny people in general. I saw motivational videos that made me cry. I saw young women, people of color and members of the LGBTQIA+ community voice their thoughts and share their stories of abuse, neglect, sexual assault, and violence. I was in awe of their strength, power, and courage.

Once I got back to school, I made it a goal to film at least one TikTok video a day. My students who once encouraged me to join now called me cringe and I was 100% okay with this. I was having fun recording dance videos and funny voiceovers that had to do with the library. Students started noticing and commenting on my skills—mostly positive, so much so that when we had a TikTok-themed pep rally in February 2020 I was asked to compete in a TikTok dance off boys vs. girls. Guess who won?

When the pandemic hit and distance learning started in March, a group of librarians got together and created @tokstarlibrarians on TikTok and Instagram to create positive library-themed content. It was so great to get ideas from the



*Ms. Hunt and students practicing a TikTok dance.*

men and women in our group and to show that social media can be used in a positive, responsible way.

Like any social media app, there is good and bad. Most of content I see is from librarians and teachers. If you surround yourself with like-minded content creators, it's going to be a fun and suitable environment.





**TikTok has taken over  
ORMS!**

*Ms. Hunt performing in the Girls vs. Boys TikTok Dance Battle February 2020 Pep Rally where the girls took home the prize!*

“The app  
has given  
me amazing  
professional  
development  
opportunities,  
as well as ideas  
for the library,  
lessons, and  
technology.”

When people say TikTok is bad, I must strongly disagree. The app has given me amazing professional development opportunities, as well as ideas for the library, lessons, and technology. When you find your people, the app can be an endless fountain of ideas, encouragement, and inspiration. The same can be said for Instagram, Twitter, Facebook, Snapchat, etc.

I want to show students that what you put out in the world represents you and can have lasting effects. I have used TikTok for digital citizenship lessons, as well as created an instant connection with incoming 6th graders who found my account and followed me. They already know who I am and what I stand for before they even meet me. It helps create connections with students who I don't always get to see in the library, especially during the last couple years when we were doing distance learning or had masks on. I rarely include students in my TikToks, but if I do, I always have parental permission.

So, give it a try! Create an account and be a lurker! Start following people you want to see on your For You Page. Then the TikTok algorithm will do its thing and start showing you people you might want to follow based on those you already follow.

TikTok is not the only app I use to connect with students or for professional development, building my Professional Learning Network (PLN) and getting lesson and #edtech ideas. I also use Instagram, Twitter, and Snapchat. On my personal Instagram, I share book recommendations, and follow authors, publishers, librarians and educators. My library's Instagram is where students can get news, new book information and see what's happening in the library. I use Snapchat to do six-word-book-talks with filters and share them on other platforms and I use Twitter to connect with other adults in the field of education. Social media can be an amazing place when used correctly, with the right intentionality and frequency.

Using social media allows me to reach students on their level, get their jokes, understand their lingo, and connect with them where they are. If I get even one student to trust me or confide in me or reach out to me in the library, then all of my social media accounts are worth it.

*Amanda Hunt, aka TheNextGenLibrarian, is a 6th-8th middle school librarian in New Braunfels ISD. Find her TikTok and other social media accounts on her [Linktree](#).*



# SETTING THE SCENE

## Transforming Your Elementary Library

By Buffie Massey

The fourth-grade class lines up outside the now-covered library windows anxiously waiting for the door to open. Out steps the librarian in a hat and trench coat staring at everyone through a magnifying glass. “Do you have access to enter the spy lab?” she asks in a dramatic voice. The students nervously giggle as a brave soul comes forward to scan their finger on the librarian’s phone. The analysis begins as the timer counts down until the message “ACCESS GRANTED” appears. The door opens and the students enter a darkened room full of lasers, black lights, a thrilling spy soundtrack and a crime scene. They bypass the laser field to begin their investigation into *What Happened to Felix?*

---

Welcome to library transformations!

Library transformations help build a sense of community on the campus.

In these temporary “transformations,” the library is decorated to match a certain theme, whether that’s solving a spy adventure, investigating a medical mystery or getting excited about a sports event. The students might be entering the Land of Oz or exploring a cave of bats. The decorations, sounds, props, even costumes, match the learning activities students participate in when they enter.

Once a student sees the room, their desire to participate fuels the flexible thinking, persistence and resilience needed to succeed in the learning challenges.

Transformative experiences, like the Spy Lab, create instant

student interest and buy-in. They transform the library into a place where students explore, collaborate, engage higher-order thinking skills, and have fun. Experiential learning also activates different memory centers in the brain so that long after they leave the library, students are able to use and transfer the skills they learned.

Transformative experiences like this are supported by both the AASL and Texas School Library Standards. AASL Standard V. Explore parts 1 & 2, and Texas Library Standards Strand 2 Dimensions 2 & 3 all address problem solving, tinkering and making, inquiry, and exploring real world problems. Each of these standards fully supports the use of library experiences and transformations to apply student critical thinking skills.

What does it take to implement experiences like these in the library? First, consider the skills with which students are struggling. Attending PLC (professional learning community) meetings, grade level planning, and data meetings can help librarians understand and assess instructional needs. Also, consider how the teacher can help co-teach the lesson. What needs to be taught in the classroom prior to the experience? How will the experience apply or enhance the classroom learning? Also, don’t be afraid of rigorous assignments and challenging the students. Honestly, the harder the skill the better it is to use in this experience, because students will want to join you every step of the way.

I began with Starbooks as my first transformation. This is a good theme to use when getting your feet wet in transformative experiences. The lesson possibilities are truly endless! You could introduce new books in the cafe, go on an author study journey, write poetry with mentor texts, or compare and contrast stories. As part of this experience the librarian and teacher are the Book Baristas, constantly walking around tables

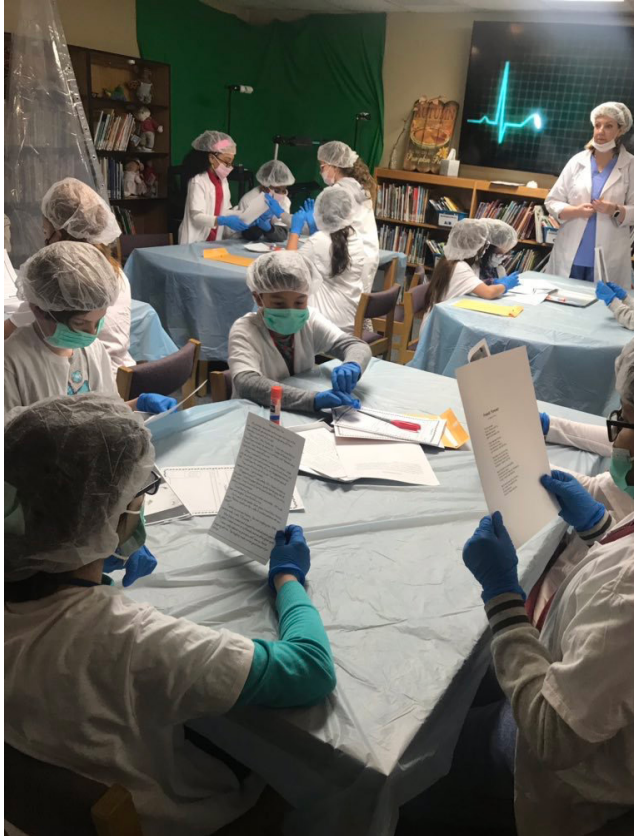


and waiting on customers by answering questions and offering more book choices.

What about exploring new genres? You could build a “surgery center” where students prescribe genres to their ailing patients. This transformation has always been a hit with students because they each get a chance to dress up and pretend to be hospital staff. This scenario is great for anything that needs “fixing,” such as editing sentences, finding the proper central idea, or even correcting equations. This is a perfect way to expand your library reach with subjects other than just reading and language arts.

After finding areas where you can support instruction, finding a theme is the next step. When I prepare a transformation, I think about the mood of the setting and which critical thinking skills would match the learning scenario. The time of year could also be another consideration. Hosting a Superbowl transformation during the beginning of the football season or in late January is a perfect way to address any “this or that” curriculum. Fiction vs Nonfiction, Facts vs Opinions, Interesting vs Important for main ideas are all ways you could build student teams for this football transformation. Think of any experience you can offer a child as a five-senses vocabulary builder. The fun is in using your creativity to bring it to the library!

Next, it's time to plan your activities. Build your PLN (personal learning network) through TLA Engage communities, district or cross-district school librarians, or social media to help you. You have invested time and money into your transformations, so quality instruction should be a priority. Think of ways to include different learning styles in this new environment. During a Hollywood Storytellers transformation, you could offer different ways to present student work either on the stage, digitally, through art including comics, or printed pages. Do you have scaffolding measures in place such as different brainstorming or writing templates? Also consider the amount of time it will take for students to successfully



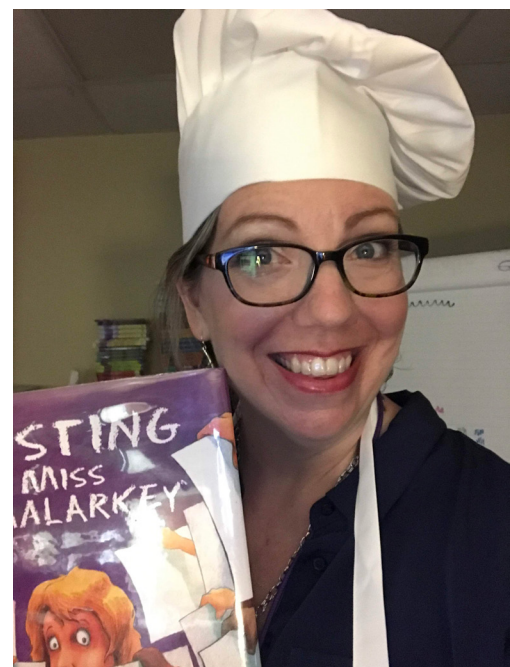
complete the work. Is this something you are doing in conjunction with the classroom? Do students have enough time to write, edit, publish and present? And of course, you cannot forget time for the red-carpet event with paparazzi.

Lastly, you need to think about a budget. Don't let a lack of funding deter you from giving your students these experiences. Look around your school and see what is free and available. Utilize the talents of the staff to assist you with art projects and decorating and ask them to share extra supplies. You might ask your PTA for support, create an Amazon wish list to share on social media, fundraise through book fairs, or participate

in a school event like a booth at a school carnival. Donations from families, staff, and local businesses help make the environments seem more authentic. For example, a class set of free aprons from Home Depot lets everyone be a part of your library “construction site.” More elaborate transformations can be accomplished through writing grants or corporate sponsorships.

Just like in the movie *The Field of Dreams*, think of transformations as “If you build it, they will come.” So, when the librarian walks around the school as a chef inviting everyone to the Retell Restaurant this week, the students will be begging their teachers to go! They will enter the beautiful restaurant with Italian music playing to find their reserved tables ready for action. The librarian and teacher observe students talking about books and choosing retelling items from the menu to discuss with each other. The transformative experience builds an instant learning community, which is everything.

*Buffie Massey is the librarian at Kimball Elementary School in Mesquite ISD.*



# Staying Vigilant: Cybersecurity FAQ for Libraries

## **CYBERSECURITY THREATS ARE CONSTANTLY INCREASING AND BECOMING MORE SOPHISTICATED.**

To provide guidance to the Texas library community, cybersecurity experts from the Texas Department of Information Resources, Office of the Chief Information Security Officer, answered questions submitted by TLA librarians. Thank you to TDIR for sharing their expertise, in particular we would like to thank:

Tony Sauerhoff, Cybersecurity Coordinator, Deputy CISO; Andrew Campbell, CIRT Team Lead; Dennis Brown, CIRT Senior Analyst; Wallace Wei, CIRT Analyst; Sara Jefferson, Outreach & Education Coordinator; and Linda Markey, Statewide Security Service Manager

## **1 WHAT IS THE BIGGEST CYBERSECURITY THREAT TO PUBLIC LIBRARIES?**

Poor user online practices can be harmful if the right precautions and training are not in place. Public computers need to be routinely patched with operating system and application security updates. Antivirus (AV) and endpoint detection and response (EDR) tools should be installed and routinely updated as well. Any computers available for patron/public use should reside on a segregated network from staff computers. Public Libraries should require users to accept an Acceptable Use Policy (an acceptable use policy (AUP) is an agreement that outlines the appropriate use of access to the internet and includes rules about what users may or may not do while online).

Another tactic libraries can use to minimize risks is to implement a timeout feature and lock each computer after each patron's use. The user profiles should be automatically cleared from the machine to help prevent external penetration of systems and keep patrons' information secure.

Finally, on publicly accessible equipment, administrator accounts should be limited and not available for public use. Administrators should install complex passwords and/or passphrases and change them on a regular basis.

## **2 WHAT IS THE BIGGEST CYBERSECURITY THREAT TO SCHOOL LIBRARIES?**

School libraries have similar threats and vulnerabilities as the public library threats listed above; however, K-12 and higher education libraries use student sign-in as Acceptable Use Policies (see definition in question 1). The use of keyloggers



(a computer program that records every keystroke made by a computer user to gain access to passwords), stored credentials, external drives/media, or anything that can be left by a prior user and discovered by another patron is concerning and creates a potential for harm due to improper use.

## **3 HOW CAN PUBLIC LIBRARIANS AND SCHOOL LIBRARIANS BEST PROTECT THEIR ORGANIZATIONS FROM CYBERSECURITY THREATS?**

Focus on people. Develop and promote a culture of cybersecurity awareness. Library staff should be aware of signs of malicious activity and most importantly, know how to report it. Be proactive. Mitigate vulnerabilities and ensure critical patches are applied as necessary. Employ strong controls on devices connected to the network. The deployment of antivirus and EDR software, along with disabling USB ports, web-filtering, and leveraging the use of virtual desktop infrastructure will all go a long way in preventing malicious activity on your network.

Focus on protecting against untrained users. TDIR has created several one-page PDF information sheets intended to help Texans better protect their personal information. [Find them here.](#)



## 4 HOW CAN WE KEEP OUR PATRONS' PERSONAL INFORMATION SAFE, WHETHER THAT'S AT A PUBLIC LIBRARY, SCHOOL, OR UNIVERSITY?

We recommend that users do not enter any sensitive personal information, if practical, on public devices. It would be difficult to clear all data entered/saved by a user without something like non-persistent Virtual Desktop infrastructure (VDI) or some software that resets a PC to a fresh state after each reboot.

All Texans need to remain vigilant and practice good cyber hygiene. The following are strong cyber practices everyone should consider:

### Cybersecurity Best Practices

- Do not open suspicious or unexpected links or attachments in emails.
- Hover over hyperlinks in emails to verify they are going to the anticipated site.
- Be aware of malicious actors attempting to impersonate legitimate staff and check the email sender name against the sender's email address.
- Use unique strong passwords or passphrases for all accounts.
- Do not provide personal or organizational information unless you are certain of the requestor's authority, identity, and legitimacy.
- Alert your IT staff or supervisor if you have any concerns about the legitimacy of any email, attachment, or link.
- Take advantage of available cybersecurity awareness training if available.

## 5 WHAT ARE THE MOST DANGEROUS CYBERSECURITY THREATS RIGHT NOW RELATED TO LIBRARY'S PATRON SERVICES IN CIRCULATION DEPARTMENTS?

The threats we discussed in the previous questions are very dangerous. In addition, do not forget about physical security in addition to cybersecurity. The circulation desk sees a lot of foot traffic; making sure employee screens are not visible to patrons is important for physical security of the information displayed. Consider the use of screen reflection overlays to minimize this risk.

## 6 WHAT ARE SOME BEST PRACTICES FOR BUILDING A LIBRARY (ALL TYPES OF LIBRARIES) IT SECURITY PLAN?

Libraries should create and implement IT security plans with support from leadership, which is critical to the implementation of the plan. Build and include the right team members as a part of the process and regularly review the plan.

- Identify your information security objectives.
- Include those items previously mentioned and address any existing library-specific concerns.
- Include authority and access control policy, data classification, data support and operations, and a security awareness strategy.

[The Security Plan Template is available on DIR's website here.](#)

## 7 WHAT ARE SOME CYBERSECURITY CONCERNS WITH LIBRARY (ALL TYPES OF LIBRARIES) STAFF AND PATRON COMPUTERS? WHAT IS THE BEST WAY TO KEEP THESE SAFE?

Generally, staff should not use publicly accessible computers except to perform maintenance on them. Patron/public computers should be segmented from staff computers and no communication should be allowed between those networks. Disable automatic connections to non-preferred networks and utilize firewalls when possible.

Public Wi-Fi is a great tool, offered by many libraries, but library visitors should be reminded to avoid accessing sensitive information, like logging into accounts that hold private data and to turn off airdrop, file sharing, and auto Wi-Fi connection.

## 8 WHAT IF SOMEONE IS PRETENDING TO BE YOU (THE LIBRARIAN) AND SENDING OUT SPAM EMAILS TO PATRONS? WHAT STEPS DO YOU TAKE TO COMBAT THIS?

Library patrons should be informed that the library will only send emails from a specific address and will not request personal information via email. In addition, instruct patrons to contact the library directly if an email is suspicious. It's impossible to prevent bad actors from spoofing email addresses, but using trusted email providers can provide additional checks, like DKIM (Domain Keys Identified Mail). Lastly, take steps to educate all library patrons on safety best practices listed above in question four.

## 9 HOW CAN LIBRARIANS AND THEIR STAFF STAY EDUCATED ON SECURITY MATTERS?

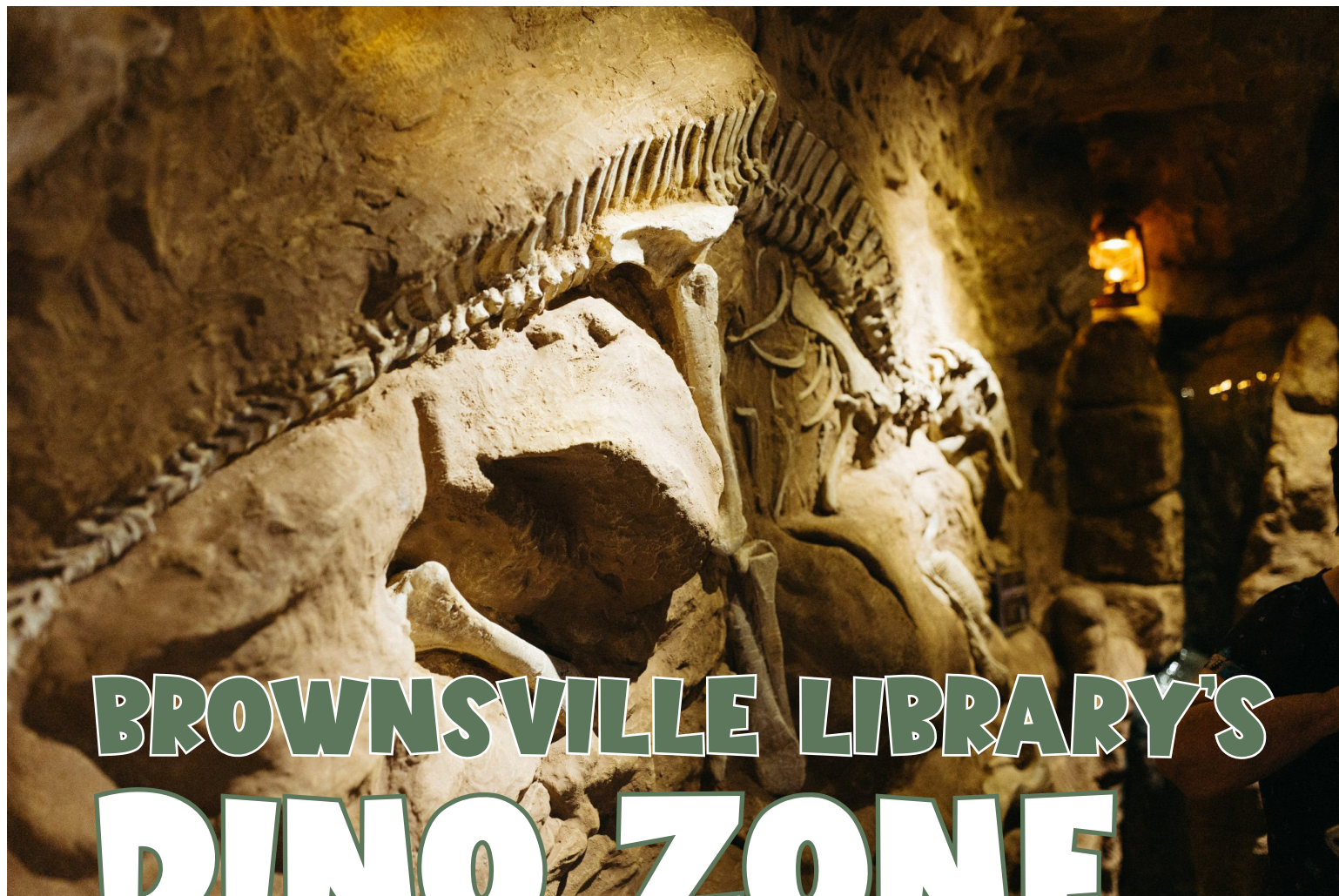
Encourage library security and IT staff to [subscribe to the Texas Information Sharing and Analysis Organization \(TX-ISAO\) mailing list](#) for current security alerts, notifications, and a weekly newsletter.

DIR also hosts many free educational webinars, which is listed in our Texas ISAO newsletter and on the [Texas Department of Information Resources calendar of events](#).

You can also find additional information at the [Texas.gov Cyber Safety Corner](#).

For a deeper look into building a security awareness program, the [Multi-State Information Sharing and Analysis Center \(MS-ISAC\)](#) has resources to help.





# BROWNSVILLE LIBRARY'S DINO ZONE THRILLS LOCAL FAMILIES

By Michele Chan Santos

When the Brownsville Public Library Main Branch unveiled their “Dino Zone,” a walk-through, museum-quality exhibit which resembles a cave from Jurassic Park, complete with sparkling purple geode, fossilized dinosaur bones, cave-like walls and a lizard caught in amber, the children in the community couldn’t contain their excitement.

Their oohs and aahs, the rush to explore, and their joy was everything Bianca Gutierrez, creative services specialist at Brownsville Public Library and the main artist behind the exhibit, had hoped for.

“When I found out about this project, I was like a little kid jumping up and down, super excited, about the idea of what it could be when it was finished,” Gutierrez said. “I got excited thinking about their reactions, and it was literally everything that I had actually imagined. The first group of people that went

in, my eyes were teary. Seeing the way they took everything in, the fossils, the information, down to the little feet stamps on the floor – they were thrilled.”

The project was unveiled July 21, more than two years after library staff began construction in March 2020. The display was funded through the library’s existing budget and staff built it in addition to their regular library duties. Gutierrez, who studied art in college, was in charge of construction.

The cave walls were sculpted from Styrofoam, which was then covered with clay, textured, and painted, and coated with a hard epoxy so they feel like rock. The purple geode was built using crushed glass marbles, with each piece placed by hand. There’s a frozen waterfall made from resin, and a small alcove sized for kids. When the library was closed at the beginning of the pandemic in spring 2020, the staff were able to work on it unobserved by patrons. After the library reopened, they blocked off the area with large plastic walls, to ensure the surprise when it was opened.





Staff and supporters in front of the entrance on opening day.



The Dino Zone includes educational panels about different types of dinosaurs, listing facts about each one. Each panel has a QR code that links to an information sheet about that type of dinosaur, with book tags so visitors know what books to check out to learn more.

“We wanted to bring something into the department that was timeless. Every age group has a fascination with dinosaurs,” said Brenda Trevino, head library branch manager. Several schools have visited and more are planning to do field trips to Dino Zone this fall. “Children continue to visit it and they continue to be excited. It’s fun and they get to learn about the dinosaurs. This project was a labor of love, it did include some blood and tears, but it’s super rewarding because our patrons are so happy.”

“It’s about the patrons and our staff, everybody helped, I empowered the staff to do it. Bianca took this project and ran with it and it’s awesome,” Juan Guerra, Library Services Director said. “It’s the talk of the town right now.” The City of Brownsville featured [a video walkthrough of the Dino Zone](#) on their official Facebook page, that has more than 7,900 views. It was also featured on the local news.

*Michele Chan Santos is the marketing specialist at the Texas Library Association.*

All photos courtesy of Brownsville Public Library and the City of Brownsville.



# Pottsboro Library Named NDIA National Digital Navigator Corps Grantee

The National Digital Inclusion Alliance (NDIA) announced that Pottsboro Library will be one of 18 organizations that will launch the National Digital Navigator Corps.

The \$350,900 grant is part of a \$10 million investment from Google.org which will support the hiring of community-based digital navigators alongside programmatic and technical support to further develop NDIA's digital navigator model for rural and Tribal communities.

Pottsboro Library will use its grant to hire, train, and support a digital navigator who will serve the community for two and a half years to improve access to healthcare, education and employment. "We are over the moon excited about what this means for Grayson County," said Dianne Connery, Pottsboro Library director.

## CONGRATULATIONS TO THE TALL TEXANS CLASS OF 2022!

**Marquel Anteola**, Texas Wesleyan University, Fort Worth

**Zinnia Bayardo**, Northside ISD, San Antonio

**Rebecca Calderon**, Ysleta ISD, El Paso

**Amanda Chacon**, Sheldon ISD, Harris County

**Diana Colby**, Keller ISD, Tarrant County

**Brooke Corso**, Houston ISD

**Katherine Counterman**, Katy ISD

**Orolando Duffus**, University of Houston

**Megan Farve**, McKinney Public Library

**Erin Figert**, Rockwall ISD

**Megan Firestone**, Southwestern University, Georgetown

**Brandi Grant**, Frisco ISD

**Diane Hance**, Round Rock ISD

**Joni Harris**, Garland ISD

**Noel Hill**, Denton ISD

**Lynda Infante**, Austin Community College

**Rebecca Ivey**, Denton Public Library

**Rajashree Kamat**, Lake Travis Community Library



**Andrea Keller**, Irving ISD

**Melinda Lanham**, Belton ISD

**Kimberly McCalla**, Pasadena ISD

**Sara Montoya-Hernandez**, McAllen Public Library

**D'Anne Mosby**, Prosper ISD

**Joe Pendleton**, Amberton University, Garland

**Wenndy Pray**, McAllen ISD

**Miranda Robbins**, New Braunfels Public Library

**Javier Rodriguez**, Fort Worth Public Library

**Chamong Siong**, Fort Worth Public Library

**Christina Taylor**, Texas State Library and Archives Commission

**Elsa Trevino-Dominguez**, Northside ISD, San Antonio

**Travis Walvoord**, Zula B. Wylie Public Library, Cedar Hill

Mentors for this year's program are:

**Mary Woodard**, TLA President, Retired School Library Director

**Gretchen Pruett**, TLA President-Elect, Library Director, New Braunfels Public Library

**Mark Gottschalk**, Director of Libraries, South Plains College

**Kate Horan**, Library Director, McAllen Public Library

**Valerie Prilop**, Senior Librarian, MD Anderson Cancer Center – The Learning Center

**Ami Uselman**, Retired, School Library Director of Library & Media Services

## TLA TECHNOLOGY UPDATE

For many years, TLA has used more than 20 custom-built Access databases to manage membership, events, and more. While those systems served the organization well for many years, they are out of date and no longer meet our needs.

TLA has invested in a new, robust, web-based Association Management System (AMS) called Nimble. This new AMS will be much more user-friendly and will streamline workflow for the TLA staff.

The transition to Nimble is planned for early November. There will be a short period of time in late October when the current TLA members-only site will be shut down before Nimble goes live.

The opportunity for 2022 membership (joining and renewing) will close September 30. We will open 2023 membership and TLA 2023 Annual Conference registration in early November in the new Nimble system. TLA will post the 2023 dues and conference registration rates on [txla.org](http://txla.org) the first of October.

As our 'go-live' date gets closer, TLA will provide additional information and training on the new Nimble system.



## CYBERSTART AMERICA

CyberStart America is an engaging cybersecurity learning program that is accessible and fun for students. High school students can access it for free and as they play through the challenges, they learn different skills. Winners in the game can become eligible for college scholarships. Students can explore over 200 unique security challenges which they solve in the game, pretending to be a cybersecurity agent investigating criminal gangs. To register your interest for this fall's program, [sign up and learn more here](#). Registration opens October 4; top players will be invited to apply for scholarships on April 6.



## Register for your Fall District Meeting

Registration opened August 1 for our District Fall Meetings. District meetings provide regional settings for presenting continuing education, carrying on legislative activities, and recruiting members. The annual fall meetings are an opportunity for local librarians, para-professionals, and trustees from all types of libraries to meet, network, and set a foundation for collaborative efforts. [Register today!](#)



### District 1 Fall Meeting | October 1

Abilene | 8:30am–1:30pm

Cots: \$20; register by September 23

### District 2 Fall Meeting | September 27

Amarillo | 9am–3pm

Cost: \$25; register by September 20

### District 3 Fall Meeting | October 21

Virtual | 9am–Noon

Cost: \$10 members; \$15 non-members; register by October 20

### District 4 Fall Meeting | November 18

Harlingen | 9am–3:15pm

Cost: \$20 members; \$30 non-members; register by November 11

### District 5 & 7 Combined Fall Meeting | October 14

Decatur | 8am–3:20pm

Cost: \$20 members, \$30 non-member; register by October 7

### District 6 Fall Meeting |

**November 4–5**

El Paso | Friday, 6pm, An Evening with

Author Yasmín Ramírez

Saturday, 8am–2pm programs

Cost: \$20 members; \$25 non-members; register by October 28

### District 8 Fall Meeting | November 12

Houston | 8am–2:30pm

Cost: \$30 members; \$35 non-members; \$20 students/retirees

Register by October 31

### District 9 Fall Meeting | October 29

Midland | 9am–3:15pm

Cost: \$10; register by October 19

### District 10 Fall Meeting | November 10

San Antonio | 7:30am–4:30pm

Cost: \$15; register by November 4

## Texas Book Festival Announces 2022 Grant Recipients

Congratulations to the 2022 Texas Book Festival Library Grant recipients! These 42 Texas libraries were awarded a total of \$101,000.

Amarillo Public Library

Arlington Public Library

Atwell Public Library

Bedford Public Library

D. Brown Memorial Library

Brownwood Public Library

Castroville Public Library

Cockrell Hill Library

Converse Public Library

Cooke County Library

Cozby Library & Community Commons

Daingerfield Public Library

Dublin Public Library

El Paso Public Library

Florence Public Library

Haltom City Public Library

Hampton Illinois Branch-Dallas Public

W. Walworth Harrison Public Library

Henderson County Library

Hillsboro City Library

Howard County Library

Jackson County Memorial Library

Jarrell Community Library

Longview Public Library

Mammen Family Public Library

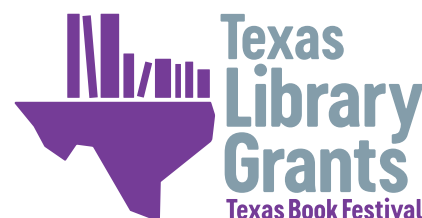
Marathon Public Library

Marfa Public Library

Marlin Public Library

Judy B. McDonald Public Library

Mesquite Public Library



Midland County Public Library

Mineola Memorial Library

Nesbitt Memorial Library

Nueces County Keach Family Library

Pflugerville Public Library

Plano Public Library

Reeves County Library

Larry J. Ringer Library-Bryan College Station

Tarkington Community Library

Whitehouse Community Library

Wilson County Public Libraries

Zula B. Wylie Public Library

# Texas Great Read 2022 Announced

The Texas Center for the Book at the Texas State Library and Archives Commission has chosen *Indelible Ann: The Larger-Than-Life Story of Governor Ann Richards* by Meghan P. Browne, illustrated by Carlynn Whitt, as [the Texas Great Read for 2022](#). Every year, the Library of Congress asks each state Center for the Book to select a title that represents the state's literary landscape to highlight at the National Book Festival.



## TLA AWARDS & SCHOLARSHIPS OPEN SEPTEMBER 15

Applications for TLA awards and scholarships will open September 15. More information about scholarships can be found [here](#); learn about the TLA Awards [here](#). We know there is so much amazing work being done in Texas libraries; please apply to help your work get recognized.

## TLA GRANTS

The J. Frank Dobie Library Trust Grant assists small Texas libraries in purchasing books. The J. Frank Dobie Library Trust Awards Committee is accepting applications for the 2022 awards. Application deadline is December 16, 2022. Libraries are eligible which serve a population of 20,000 or less. Application is open; [learn more and apply](#).

[Applications for the Jeannette and Jim Larson Grant](#) (mystery genre) and the [Woll Memorial Fund](#) (grant to attend annual conference) will open Sept. 15.

## TRIB FEST DISCOUNT FOR EDUCATORS

Educators, join us at The Texas Tribune Festival, happening Sept. 22-24 in downtown Austin. Get the latest on education policy, classroom impacts and so much more at Texas' breakout politics and policy event. TribFest is extending an educator discount to all Texas Library Association members. Use code TTF22JOINUS at checkout to attend for just \$75! [Buy discounted tickets](#).

*Note: This offer is for TLA members only, please do not share this discount code on social media or with non-members.*



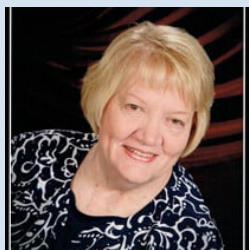
## NEW TSLAC COMMISSIONER APPOINTED

Governor Greg Abbott has appointed Commissioner Nancy Painter Paup to the Texas State Library and Archives Commission (TSLAC), with a term to expire September 28, 2027. Additionally, Gov. Abbott reappointed David Iglesias and Martha Wong, Ed.D. for terms set to expire on September 28, 2027.

Paup, of Fort Worth, manages and directs business, real estate, and ranching interests in Texas and is actively involved in the arts and historical preservation efforts throughout the state.



## In Memoriam



Linda Joyce Garrett passed away in Oklahoma City on July 4, 2022. She was a longtime member of TLA, serving on dozens of TLA committees, and was also a former chair of the Texas Association of School Librarians. She served as TLA District 5 Chair, History Committee Chair, and also worked on the Annual Conference local arrangements committee multiple times. She was the Director of Library and Media Services for the Dallas Independent School District before her retirement.



Mark Pumphrey passed away on July 4. Mark was the director of the El Paso Public Library for several years until his retirement in 2019. He served as the TLA District 6 Chair for several years, as liaison to the conference program committee and belonged to SMART (Supervision, Management, and Administration Round Table) among other groups. He was also a novelist; and was known for his kindness and warmth.

## HIGH SCHOOL STUDENT PUBLIC SERVICE ANNOUNCEMENT COMPETITION

The 4th Annual High School Cybersecurity Awareness Public Service Announcement (PSA) Competition, sponsored by the Texas Department of Information Resources Office of the Chief Information Security Officer, opens September 14. All Texas high school students (grades 9-12) are welcome to participate in creating PSA videos. Submission deadline October 14. Winners receive trophies and are recognized at a conference. [Learn more.](#)

## FORMER ALA PRESIDENTS APPOINTED TO NMLS BOARD

Two past presidents of the American Library Association (ALA), Julius C. Jefferson Jr., and James G. Neal, were among 11 new appointees to the National Museum and Library Services Board. The five-year appointments were announced this week by President Biden. The board advises the Institute of Museum and Library Services (IMLS) on policy as well as the annual selection of National Medals honorees.

## More Upcoming Events

**SEPTEMBER 20  
3:30–4:30PM**

### TLA Talks: Hiring and Retention in the Age of the Great Resignation

What is causing the great resignation and how is it affecting libraries? In this webinar HR expert Justin Dorsey will focus on current trends in the hiring and retention of team members. Learn how your library can counter the resignation trend and develop a culture that welcomes and retains talent. Free for TLA members; \$25 for non members.

[REGISTER](#)

**OCTOBER 14**

### Library Instruction Round Table (LIRT) Summit

[The LIRT Summit](#) is a virtual, one-day conference focused on topics related to library and information literacy instruction in academic, public, school or special libraries. Attendees will interact with other library instruction enthusiasts and learn from one another in a collaborative, intimate, low-stress environment. All with an interest in library instruction and information literacy are welcome. You do not have to be a member of TLA or LIRT to attend [REGISTER](#)

**OCTOBER 18 | 3:30 – 4:30PM**

### TLA Talks: No Fear, Connect with Elected Officials with Confidence

The 88th Texas Legislative Session opens on January 10, 2023, and it promises to be a very busy session for Texas libraries. It is so important that librarians connect with members of the Texas Senate and Texas House of Representatives to build awareness of the amazing work that libraries of all types are doing across the state. Where do you start? What is the best way to become a valued resource for your elected officials? How do you get through that door? Andrew Fortune, Director of Policy and Government Relations for the City of Plano and Sophie Torres, Regional Advocacy Director – Greater San Antonio, Raise Your Hand Texas will share tips and insights into how to confidently make those important connections with your elected officials.

Free for TLA members; \$25 for non members [REGISTER](#)

# TLA's New Conference Planning Process

It takes about 18 months to plan the TLA Annual Conference, and TLA relies on a group of volunteers to serve on the planning committee. In prior years, we had two committees, Program Planning (ProCo) and Local Arrangements (LAC), each with about 40 members. For 2023 conference planning, TLA leadership decided to streamline the planning process by creating a new committee, the Conference Planning Committee (CPC). Learn more about this decision and what it means:



## **Q: WHAT IS THE CONFERENCE PLANNING COMMITTEE?**

A: It's a group of 40 TLA members who are tasked with planning and executing the annual conference.

## **Q: WHO CHOSE THE PEOPLE WHO WENT ON THIS COMMITTEE? WHAT HAPPENED TO THE PROCO AND LAC?**

A: The CPC replaces the ProCo and LAC. Over the years, there have been many duplicate responsibilities that overlapped between ProCo and the LAC and the TLA Executive Board felt that it would be more efficient to have these duties fall to one, expanded committee. The members of the CPC were appointed by the TLA President to plan the Annual Conference for 2023. Great care was used in identifying TLA members who reflect the diversity of Texas and TLA.

## **Q: HOW DO I KNOW THE INTERESTS OF MY UNIT OR GROUP WERE REPRESENTED WHEN PLANNING TLA 2023?**

A: Every TLA unit had a CPC member assigned as a liaison to update them on the new open "call for proposals" submission process (held in June), provide historical data (how many submissions each unit has supported in the past), and communicate about submissions that potentially were a good match for each unit. Unit leaders had the opportunity to review submissions prior to Annual Assembly, which was held in Austin in early July.

## **Q: WHAT ABOUT THE MORE TRADITIONAL SESSIONS THAT ARE PART OF WHAT MANY MEMBERS EXPECT TO SEE AT ANNUAL CONFERENCE? THINGS LIKE THE TEXAS BLUEBONNET AWARD LUNCHEON, BLACK CAUCUS ROUND TABLE BRUNCH, EVENING WITH THE AUTHORS AND CHILDREN'S ROUND TABLE AUTHOR PANELS?**

A: Rest assured, these legacy programs (and many more we traditionally hold) will be at conference!

## **Q: WHY DID THE CONFERENCE PROPOSAL PROCESS CHANGE?**

A: The former TLA Annual Conference programming process, which relied heavily on submissions from volunteer leaders, was somewhat antiquated and cumbersome for users to successfully navigate. We reviewed the processes of similar associations and programs to gain insights into current best practices for soliciting, reviewing, vetting, and submitting educational programming.

Our goal was to streamline TLA's planning process to reflect more standard industry models of other large association conferences, improve the user experience, and position TLA conferences for success.

## **Q: HOW MANY CONFERENCE PROPOSAL SUBMISSIONS DID TLA RECEIVE, AND HOW MANY WILL MAKE IT INTO THE FINAL PROGRAM?**

A: At Assembly, the CPC reviewed over 430 submissions received through the

open Call for Proposals. Three hundred were selected to complement the legacy programs.

## **Q: IS THE CONFERENCE SCHEDULE OF EDUCATION SESSIONS COMPLETE?**

A: No. The CPC is working to fill "topic gaps" (areas of interest not currently addressed in the selected programs.) The TLA staff are in the process of providing a selection report to the CPC liaisons to share with their unit planners. Unit planners then can review and indicate the number of submissions that they would like to sponsor with the goal being each unit maintaining their historical sponsoring amount (the number they usually sponsor.)

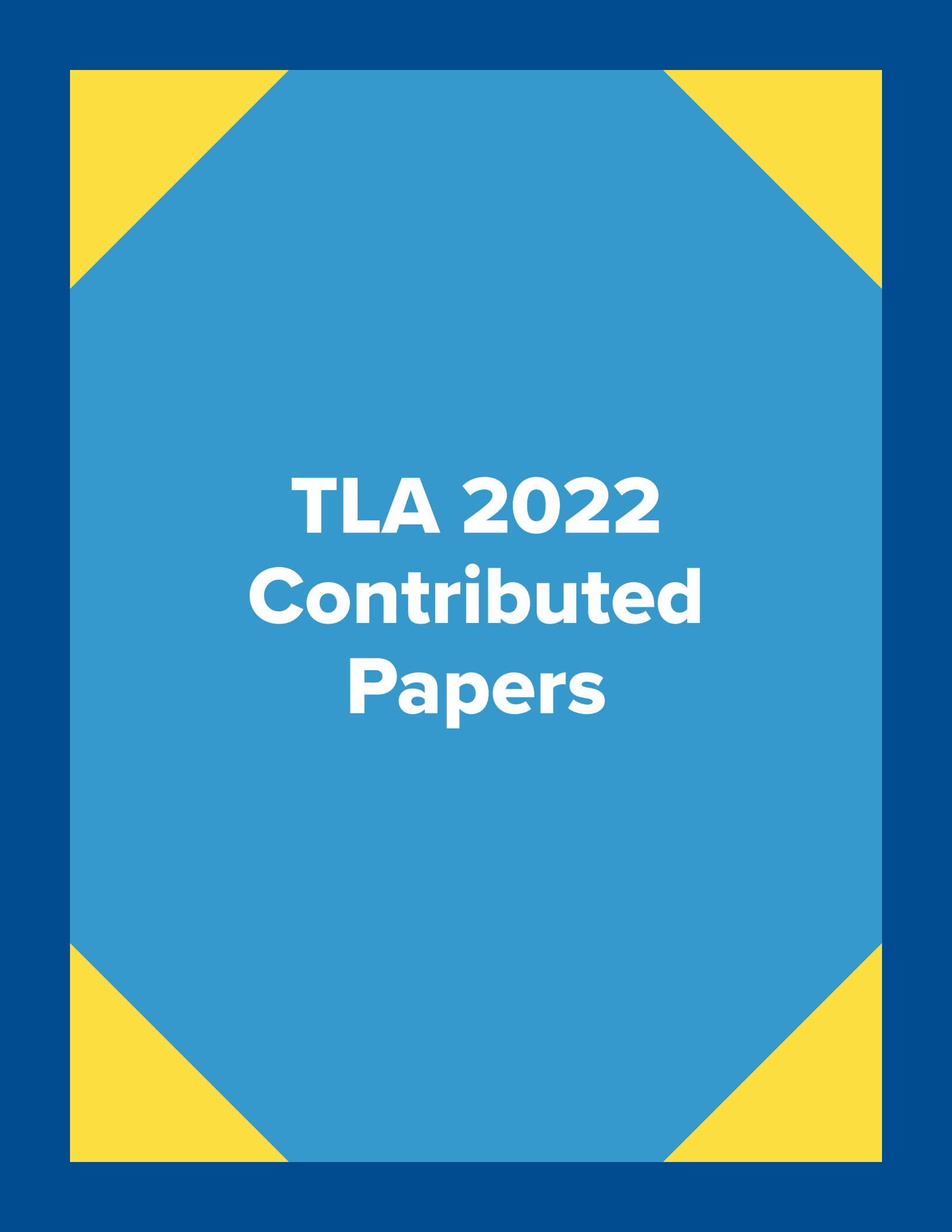
## **Q: I SUBMITTED A CONFERENCE PROGRAM PROPOSAL, WHEN WILL I LEARN IF IT WAS CHOSEN?**

A: Submitters were notified in mid-August about their status.

## **Q: WHAT'S THE NEXT STEP IN CONFERENCE PLANNING?**

A: Our goal is to announce the conference schedule in October. TLA 2023 registration rates will also be posted in October, and registration will open in November. TLA staff will take on the responsibility of managing the speakers, negotiating any honoraria and travel support, and finalizing the schedule with the CPC. We look forward to a successful TLA 2023!



The cover features a dark blue background with a large, light blue octagon in the center. The octagon's corners are cut off, revealing a yellow background underneath. The text "TLA 2022 Contributed Papers" is centered within the light blue octagon in a white, bold, sans-serif font.

# **TLA 2022 Contributed Papers**

# Which One Is Better?

## *A Comparison of Face-To-Face and Synchronous Library Instructions*

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By Dr. Yumi Shin

### INTRODUCTION

The COVID-19 pandemic has significantly affected academic libraries in many ways (Breeding 2020; Dixon 2020; Walsh and Rana 2020). Librarians have changed their teaching method to online yet tried to provide the same quality of library instructions prior to the pandemic. Many colleges have decided to offer traditional face-to-face classes since the Fall Semester 2021, including the Lamar State College – Port Arthur (LSCPA). The Gates Memorial Library at LSCPA followed the school procedures and offered both face-to-face and synchronous online library instructions starting from Fall 2021. Questions have arisen from the librarian regarding the effectiveness of different teaching methods. This study, conducted during the Fall 2021 and Spring 2022 semesters, focused on comparing face-to-face and synchronous library instructions. The research examined how face-to-face and synchronous online library instructions affected students' learning. Through the pre-/post-test and surveys, the LSCPA librarian compared both teaching methods and found out which way had better learning outcomes, confidence levels, and satisfaction with the delivery method. The purpose of the present study was to examine the effectiveness of two teaching methods and finalize which way affects better students' learning.

### BACKGROUND

Lamar State College – Port Arthur (LSCPA) was established in 1909 in Port Arthur, Texas, to educate the workers in the petrochemical industry of southeast Texas. LSCPA offers more than thirty academic and technical programs to students who plan to transfer to four-year institutions or to find any related job opportunities. The Gates Memorial Library at LSCPA was initially built in 1917 as the Port Arthur Public Library and was later placed on the National Register of Historic Places in 1981. Before COVID-19, the Gates Memorial Library only offered face-to-face library instruction classes based on various instructors' requests, and later adopted an online library instruction teaching method to cope with COVID-19. Since Fall 2021, the library has started offering face-to-face and online library classes depending on the instructors' preferences.

### LITERATURE REVIEW

Several works of literature have researched the effectiveness of different teaching modes, compared in-person to online library instruction, and tried to finalize the best teaching delivery mode (Beile and Boote, 2004; Churkovich and Oughtred, 2002; Gorman and Staley, 2018; Greer, Hess, and Kraemer, 2016; Silver and Nickel, 2005). Online library instructions can be delivered in many different ways, such as online tutorials and synchronous library instructions. Nichols, Shaffer, and Shockey (2003) mentioned that online library tutorials were the most cost-effective and time-saving for teaching the large student population. The topics of video tutorials can be various based on the needs of patrons. Dugan et al. (2001) pointed out the benefits of the activities throughout the tutorials. For example, the exercises could make students focus on the lectures and deliver instant feedback (Dugan et al. 2001).

On the other hand, synchronous library instructions via web-conferencing can be performed to teach students in real-time from off-campus. After providing online tutorials, many academic libraries offered online library instructions (Barnhart and Stanfield 2011; Handler 2011). Despite the advantages, several problems concerning synchronous library classes were examined in the literature, such as technical problems (Barnhart and Stanfield 2011; Handler 2011). Handler (2011) addressed unexpected disconnections, freezing screens, lagging displays, and sound problems as the most frequent problems through synchronous library instructions.

Silver and Nickel (2005) examined the effectiveness of the tutorials and face-to-face classroom instructions by comparing post-test results. The mean number of correct responses was similar in tutorials and classroom instructions, 5.47 and 5.29 out of 7, respectively. Student confidence levels were increased in both groups, and students preferred using online tutorials over classroom instructions (Silver and Nickel, 2005). Gorman and Staley (2018) also researched to evaluate the efficacy of online and in-person instructional methods when teaching research skills. The results indicated that the online group had better mean scores than in-person groups, 93.08 and 86.66 out of 100. The students preferred the online teaching over the in-person format (Gorman and Staley, 2018).



Greer, Hess, and Kraemer (2016) examined similar ways to other steadies. The means of the two groups, face-to-face and online instructions, were almost identical. However, after in-depth data analysis, it was shown that the online group scored slightly better on each question. This result helped librarians decide on more online library instructions (Greer, Hess, and Kramer, 2016).

**METHODS**  
*Research Design*

The objectives of this study were:

1. to examine the effectiveness of two teaching methods, which were face-to-face and synchronous library instructions, by comparing the post-test results of two delivery modes,
2. to finalize which method affects better students' learning,
3. to find out the confidence level changes after the library instructions and preference of delivery modes.

Two teaching methods, both face-to-face and synchronous library instruction classes, were offered in the present study to compare their effectiveness. Synchronous library instruction classes were introduced via Blackboard Collaborate Ultra to provide the same quality of instruction as the traditional face-to-face class. The online courses were recorded for students who did not attend the classes or wanted to review the lessons. During the library classes, regardless of delivery modes, the librarian covered four topics: how to find books, how to find e-books, how to find articles, and how to do in-text MLA citations. The librarian also conducted two surveys about the students' library experiences at the beginning and end of class to determine the confidence level changes and students' preferences of teaching methods. In addition, the pre-and post-tests were examined to check the students' knowledge regarding MLA in-text citations. To compare the average scores of the pre- and post-tests, both tests were exactly the same, with four questions learned from the classes. By analyzing the scores for face-to-face and synchronous library classes, the librarian could determine which teaching method would be better for students' learning outcomes.

*Data Collection*

The librarian has started offering face-to-face and synchronous library instruction classes in the fall of 2021 based on the teaching preference of the faculty. In fall 2021, sixteen library classes were delivered in total, eleven courses face-to-face and five online classes (See Table 1). On the other hand, eighteen classes were held in the spring of 2022, with seventeen classes face-to-face and one online course (See Table 1).

**Table 1.** Number of Library Instruction in the Fall 21 and Spring 22

Semester	Fall 21		Spring 22	
Teaching Mode	Face-to-Face	Synchronou s	Face-to-Face	Synchronou s
Number of Library Instruction	11	5	17	1
Total Number	16		18	

The main classes requesting library instruction every semester are from the English department. Table 2 shows the different subject classes requesting library instruction in the

Fall 21 and Spring 22. As can be seen, most library instructions were for the English classes. Other subject courses were the Speech and Art classes.

**Table 2.** Major Courses of the Library Instruction

	Fall 21		Spring 22	
	Face-to-Face	Synchronous	Face-to-Face	Synchronous
Art	2		2	
English	7	5	11	1
Education			1	
Speech	2		3	
Total Number	11	5	17	1

Two surveys were collected via SurveyMonkey before and after the library instruction, regardless of teaching modes. The before-class surveys were done to examine the students' previous library instruction experiences and their confidence level in using the library resources. The after-class surveys observed the confidence level changes and preference for teaching methods. The librarian then evaluated the data to conclude the results.

In addition, two tests, pre-and post-test, were conducted via SurveyMonkey before and after the library instruction to examine the knowledge improvement regarding MLA in-text citation learned from the library class. The pre-and post-test contained the same questions to compare the scores before and after the library class. Then, the librarian finalized the results and discovered the knowledge outcomes if applicable.

Table 3 indicates the number of students who participated in the research. In total, 353 students participated in face-to-face library instruction classes, whereas only 48 students conducted the surveys and tests in synchronous library classes in the fall of 21 and spring of 22. The face-to-face class participation rate was lower than in synchronous courses since it was more challenging to check to complete the surveys of more students. Moreover, the number of participants differed in each survey as students tended to leave the class without conducting the after-class surveys. For example, 413 students participated in the before-class survey, whereas only 353 students conducted the after-class surveys. So, the minimum number of participants was used to calculate the participation rate.

**Table 3.** The Number of Students Conducted Surveys.

Semester	Fall 21		Spring 22	
Teaching Mode	Face-to-Face	Synchronou s	Face-to-Face	Synchronous
Total students in the class	150	48	313	4
Total students conducted surveys	110	45	232	4
Participation Rate	73%	94%	74%	100%

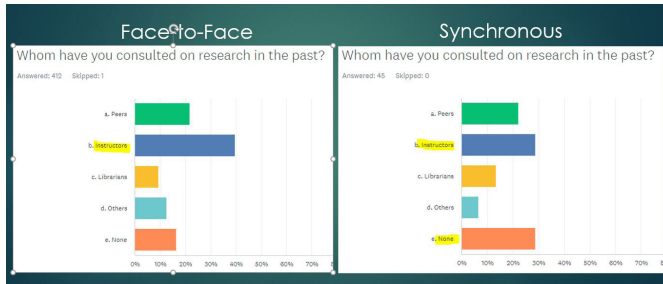
Total Academic Year		
Teaching Mode	Face-to-Face	Synchronous
Total students in the class	463	52
Total students conducted surveys	353	48
Participation Rate	76%	92%

**RESULTS**

*Before-Class Survey: Face-to-Face vs Synchronous*

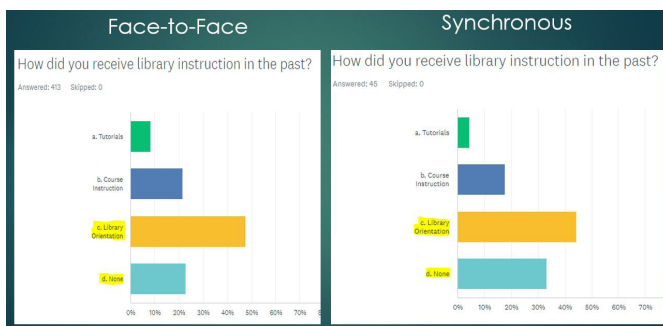
The Before-class surveys showed that face-to-face and synchronous library class students consulted with instructors the most on research. However, about 30% of students in synchronous class experienced no consultation at all (See Figure 1).

Figure 1



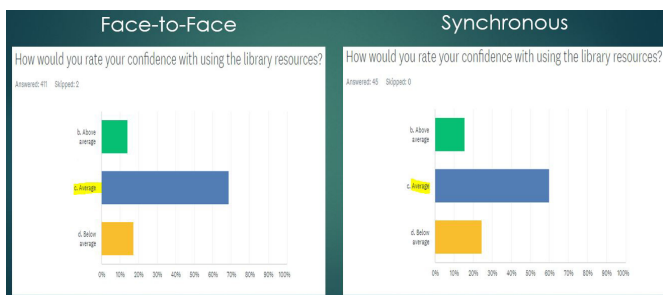
Students in both classes explained that they received library instruction before via library orientation the most. However, many students also indicated that they had no library instruction in the past in both classes, 23% of students in face-to-face classes and 33% of students in online courses (See Figure 2).

Figure 2



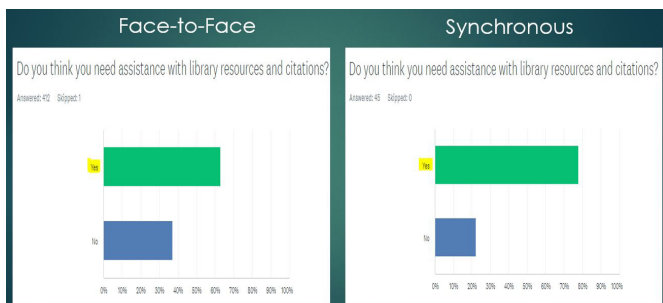
The students in both classes mentioned that their confidence in using library resources was average (See Figure 3).

Figure 3



The majority of students in both classes agreed that they needed assistance with library resources and citations. Surprisingly, however, 37% of face-to-face class students indicated that they did not need any help (See Figure 4).

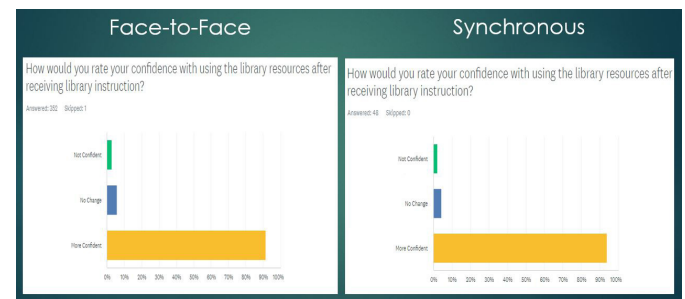
Figure 4



### After-Class Survey: Face-to-Face vs Synchronous

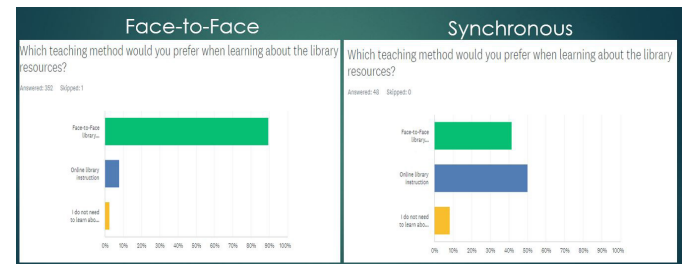
The after-class survey results were similar in both face-to-face and synchronous classes. For example, participants in both classes indicated more confidence after taking library instruction classes (See Figure 5).

Figure 5



However, the results of preference surveys were different. 90% of students in the face-to-face classes preferred in-person library instruction, whereas only 42% of the synchronous classes preferred in-person instructions. This result indicated that students who registered for in-person classes preferred learning in the same method (See Figure 6).

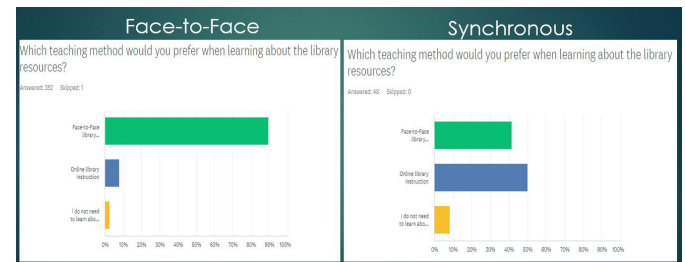
Figure 6: Preference Surveys



### MLA Pre-and Post-test: Face-to-Face vs Synchronous

The MLA pre-/post- test showed students in the face-to-face classes improved significantly on the MLA post-test. About three times better grades were seen on the post-test (Figure 7). The average accuracy rate in the MLA post-test was 82%, whereas the MLA pre-test rate was only 28%.

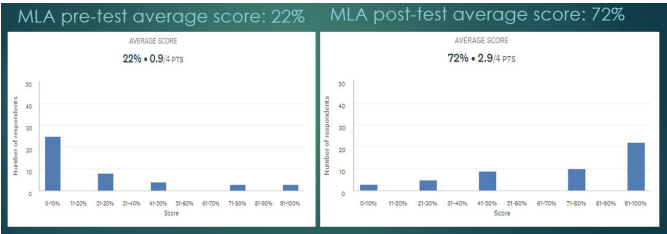
Figure 7: Face-to-Face MLA Pre/Post tests



On the other hand, the MLA pre-/post- test in the synchronous classes showed similar results as well. About 3.3 times better grades were examined on the post-test (Figure 8). The average accuracy rate in the MLA post-test was 72%, whereas the MLA pre-test rate was only 22%.



Figure 8: Synchronous MLA Pre/Post tests



When comparing the post-test results only, students in the Face-to-face classes had better scores than the students in the synchronous courses, 82 % versus 72%. However, it was observed that students in both face-to-face and synchronous classes received significantly better scores on the post-test, and improvement rates were almost the same. Therefore, the results were concluded that students could learn with similar learning outcomes regardless of teaching modes.

DISCUSSION

As time went on after COVID-19 occurred, faculty and students adjusted themselves to live with the pandemic well. This adjustment has made the librarian offer both face-to-face and synchronous library instruction classes since Fall 2021. The purpose of the study was to examine the relative impact of two different library instruction learning environments. The librarian understood that both teaching methods might be necessary depending on the various requests of the faculty. However, the librarian questioned to investigate which teaching method affected better in terms of students’ learning. This study effectively compared face-to-face and synchronous library instruction in various aspects. The results indicated students improved their MLA in-text citation knowledge significantly regardless of teaching conditions.

Table 4 presents the number of library instruction classes before and after COVID-19. The pandemic and the winter storm in Texas affected the library classes tremendously in the Fall of 2020 and Spring of 2021 and caused a dramatic decrease in library instruction. On the other hand, in the fall of 21 and spring of 22, library instruction classes increased and returned to a similar number before covid-19. Students and faculty adjustments to covid-19 might be the main reason for the upsurge.

Table 4. The number of library classes before/after COVID-19

	Before COVID-19		After COVID-19			
Semester	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22
Number of Library Instructions	18	14	5	6	16	18
Total Number	32		11		34	

The positive learning outcomes suggest that both face-to-face and synchronous library instruction should be offered to match the faculty and students’ learning preferences. It is also notable that both teaching methods utilized in this study were found to be effective in students’ learning.

Although this study found meaningful results, it has a few limitations. The number of participants in each survey differed because the participation rate after class was lower. Students tended to leave the class without finishing the surveys. Therefore, better control in conducting surveys was necessary to have the same number of participants before and after each class. Furthermore, the impacts of both teaching methods were measured within a short-term period, and consequently, the long-term efficacy of these teaching delivery modes should be evaluated. Due to the lack of time, a minimal number of questionnaires were utilized to examine the students’ perspectives in surveys and knowledge improvement in tests. Therefore, in-depth evaluations of surveys and tests might be necessary to attain more accurate results.

CONCLUSION

Due to the successful launch of synchronous library instruction, the Gates Memorial Library could offer both in-person and online library classes depending on the faculty choices. This study proved that students could use library resources to gain research skills regardless of the delivery modes. It was also observed that such improvement provided students with confidence in classes at the two-year college. Finally, this study emphasized the need for various teaching methods to satisfy the different preferences of faculty and students.

The results of the study suggest a few practical recommendations. First, as the growth of distance education continues, the library will still be challenged to provide library instruction that satisfies user demand for facilitating off-campus access to library resources. Therefore, library instruction delivered face-to-face and online should be offered to fulfill both on and off-campus classes. Furthermore, library instruction appears to have positive outcomes regardless of the learning environment. Consequently, library instruction should be a critical part of college program curricula to enable students to succeed in college.

*Dr. Yumi Shin is the coordinator of reference and access services at Lamar State College Port Arthur.*

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# Using Cloud Sourced Transcription in the College Classroom

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By Benna Vaughan

In July of 2021, The Texas Collection at Baylor University was approached by Dr. Julie DeGraffenried about using some of our primary sources in a cloud-sourced transcription project. Dr. DeGraffenried teaches history at Baylor University, and she wanted to find something engaging for her freshman history class. She found some examples of online transcription on the Smithsonian website and at FromThePage, a cloud-sourced transcription platform, and was intrigued by the potential it represented. I jumped at the chance to work with this professor for numerous reasons. I knew that she was a respected faculty member and a great instructor. I also saw a chance to get our primary sources into another classroom and see if this kind of project would work well with archival material. This paper will discuss the collaborative project that grew from this initial contact, how we planned the project, the end results-including how we intend to use the student output, and finally end with some thoughts about doing this kind of work.

Dr. DeGraffenried's class, *HIS 1300: The U.S. In Global Perspective: Babes, Boomers, & Bright Young Things*, focused on the emergence of the concept of modern childhood as it relates to today's culture. According to her syllabus:

*This is a history course designed to enrich our understanding of the story of the U.S. as it relates to the rest of the world... One of the many ways we can explore the history of the U.S. in its global context is by examining an idea that is common to the histories of all societies. We are going to look at the emergence of modern childhood, a development related to world historical events and relevant to understanding U.S. society, politics, and culture.*

The transcription project was to serve as a civic engagement component for the class, a new element the university was pilot testing in selected classes. She was initially looking for anything related to children or youth such as schools, orphanages, boarding schools, child labor, etc. I knew we did not have any teacher's diaries or journals, but we did have an archival collection from the Evangelia Settlement, which was one of eighteen known settlement houses in Texas in the early 1900's. It was in Waco, so it had a local history connection

and contained a minute book of the executive board of the Settlement House dating from December 1914-December 1916. This book provided an entry for almost each month of the desired time-period, giving each student in the class their own month to transcribe, and would detail the inner workings of the settlement through the eyes of the people in charge. Dr. DeGraffenried and I discussed the project, looked at the book, and decided it would work well. Now I just had to figure out how to make it happen.

There were some initial hurdles. I spoke with a few people on campus in the IT department and in Learning Development, and it was clear that Baylor did not have anything in-house that would provide the students with the robust functionality that the platform at FromThePage possessed. FromThePage is also a subscription service, and though there are several plans available, there was not one that would only cover the semester timeframe we needed to use the service. I found out FromThePage was hosting a free webinar within the week, so I attended to find out more about how to begin a transcription project and ask some questions. The process seemed easy to manage and the explanations for uploading the documents and navigating the website were simple to follow. I contacted the administrators and told them about our project and what we were trying to accomplish. They said they could set us up with a four-month plan to cover the months we would need the platform. Dr. DeGraffenried secured the funding from the history department, and we were set to go.

I scanned and uploaded the minute book to FromThePage and learned my way around the platform so I could demonstrate it to the students. I planned a typical bibliographic instruction session for the class which would also include getting each student online and signed up for a free account to use the service. We did this during the class period so they would all be at the same starting point in the project. They brought their laptops, tablets, or phones to class and signed up. Then, as Dr. DeGraffenried talked with them about the project, I entered each of the students as a collaborator and editor to the project on the website so they could access it. For us to have the project coded as private so only our students could participate, we had to invite them individually as both

collaborators and editors. This way, the student work was secure and no one outside the class could work in the book or download the materials. Once the students accessed the project on the website, I showed them how to move around in the program, how to enter, transcribe, and other things they were going to be required to do. Working with the students in-person was beneficial so they could ask questions in real-time, and we could explore those answers together.

After the initial instruction, the students were given a certain number of weeks to complete their transcriptions. Along with transcribing, they were also required to edit the work of other students in the class and to read the full minute book, either through the pages on the website or in person at the archive using the original minute book. Only one student chose to come in and use the original material.

At this point in the project, my role became minimal unless the students had specific questions about something on their document or the website. Dr. DeGraffenried continued with her syllabus schedule as planned and the students referred to the content of their documents as they discussed different concepts of modern childhood. As the project completion deadline approached, the students had a reflection assignment about the project which helped our understanding of how this type of project can work within the college classroom context. Once the students were finished with the project, I was able to export their translations in different formats from the website, such as plain text, pdf, or html. The goal is to print the students' transcriptions and add them to the end of the Evangelia Settlement collection, along with a write up on how they were produced and why they were added, being very clear that this is student work and not original to the collection. This way the students can see how their work and involvement advanced the process of providing access to historical materials. I am currently working on getting these documents into the collection.

The folks at FromThePage interviewed Dr. DeGraffenried and I on the project for their blog in March of 2022, and Dr. DeGraffenried had this to say about the outcome of the project:

*Over the course of the project's completion, my students were introduced to archives and a special collection at Baylor, introduced to FromThePage and the practice of transcription, introduced to the idea of transcription as a public service that history enthusiasts can perform for the public, and learned how big movements (like Progressivism) affected local communities.*

The student reflections were also mostly positive. One example from a participating student follows:

*As college students in the 21st century, we often take for granted the incredible pool of knowledge that exists on the internet. The amount of primary source documents that can be accessed using online sources is incredible, but we forget that someone has to transcribe each and every document we find. We quote great poets, musicians, and writers, but we forget that someone had to transcribe the original work. Transcription is tedious and difficult, but it is essential. This crowdsourced transcription project is important because it*

*allows for this document to see the light of day. It opens up this historical time capsule to not only the scholar but to the wider public. (Gabe Creech)*

Another student reflection touched again on the uniqueness of the project:

*Though it had some ups and downs, I enjoyed the transcription project because it was such a unique and applicable way to bring a history project to life. It was very refreshing to have a project that instead of simply analyzing and writing about a selected primary source, we got to become a part of the history of the document by being the first people to officially transcribe it, albeit difficult at times...." (Charles Taylor)*

For me, the project was a success in that we could pull it off in a short amount of time. Getting a project like this together in a month's time, with all departments agreeing and working on the same page, is almost impossible. Knowing what I know now, I would definitely attempt to do this again in the future.

I did have some initial concerns that it is beneficial to touch on in relation to a project of this nature. The first is student online security. In order to use FromThePage, each student had to set up a free account, which put their information at potential risk on an open-source platform. This is something our university takes very seriously, and it is a good idea to take the time to think through what this might look like for your institution. Second was the risk involved with putting archival material online in an open-sourced environment. What does copyright look like for this material? Will anyone, anywhere, be able to access and potentially download it? Is that something we should do with this material? Once I found out we could set this project up as a private/restricted project, I felt a lot better about this concern. And third, I was afraid I had bitten off more than I could chew with this project. This was a new process for me, and I had no time frame for project length or involvement. After scanning and uploading the documents, the main work was instruction for the students along with answering any questions, and then export of the transcribed output at the end.

I hope more professors on campus will show an interest in this type of project. I can see uses for it in foreign languages, history, English, literature, the sciences, and digital humanities at both the college and high school levels. AP extra credit, perhaps? Cloud-sourced transcription could even be used in community outreach projects and involve some of our underrepresented communities in the local history process while giving them a connection to the archive or library. In my profession, I can be on the lookout for collections to use in this manner in the future. An archivist is never without something that needs transcribing, and this process has potential benefits that can reach far beyond just initial transcription.

*Benna Vaughan is the Manuscripts Archivist at The Texas Collection, Baylor University.*



## Evangelia Settlement Minute Book Project

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## About



Evangelia Settlement was founded in Waco, Texas in 1907 by Ethel Dickson and Nell Symes and was chartered by the state of Texas on 1912 June 1 in McLennan County. It was formed for the purpose of "support of benevolent, charitable, educational and missionary undertakings being purely public in its nature." Evangelia Settlement became the first day care program for underprivileged children in Waco. It was also one of eighteen known settlement houses in urban areas of Texas in the early 1900s. Settlement houses were established from the 1890s through the early part of the 1900s primarily by white, young, middle-class men and women who were interested in religious and social concerns. These men and women moved into urban areas of cities and established homes where they lived and worked to improve conditions for residents through financial, material, social, and educational venues. Evangelia Settlement served as a daycare facility and over the years transformed into a neighborhood center. In the late 1960s, through private donations and grants from foundations such as the Cooper Foundation and United Way, Evangelia established the Emergency Baby Cottage to provide long-term care to infants and young children. By the 1970s Evangelia was licensed by the state to care for 147 children up to age twelve and had a lengthy waiting list. Evangelia Settlement continued to make contributions to the greater Waco community until 2007, when the organization lost legal standing with the state and closed its doors. This minute book represents the period from December 1914 to December 1916, and contains the minutes and discussions of the Evangelia Executive Board.

Project by  
**Baylor HIS 1300 (DeGraffenried)**  [Pages That Need Transcription](#)[Pages That Need Review](#)

## Recent Notes

- about 1 month ago  
**Lauren7692** wrote *I've done my best to check this page but I do not feel right in approving it because there are lo...*
- about 1 month ago  
**sophiasnider1** wrote *I'm pretty sure it is Susie Jones! I found her name while I was checking 1915-06-02!*
- about 1 month ago  
**sophiasnider1** wrote *Unsure about the second word in Line 15...*
- about 1 month ago  
**sophiasnider1** wrote *The name in Line 1 could be "Susie Jones", but I'm not sure.*
- about 1 month ago  
**sophiasnider1** wrote *Unsure about the last word in Line 23...*
- about 1 month ago  
**sophiasnider1** wrote *I'm not sure about the name on Line 25.*

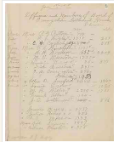
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**1914-12**

4 pages: 0% indexed, 100% transcribed, 100% needs review

## Evangelia Settlement Minute Book Project

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## page\_0001

June 1st 1915 Officers and members of Board of Evangelia Settlement House Phone new. old Pres. Mrs. R. Y. Patton [check mark] 799 Vice " H. J. Higley [check mark] 1251 201 " " C. H. Carrington 696 (crossed out) m 518 Treas. Mrs. T. A. Hinchell 1 1181 [check mark] Sec. " H. H. Hoodson 1851 [check mark] 2209 Press con. " M. E. Manton 1737 House " Minnie C. King [check mark] 85 517 Day Nanny " Sid Burrows [check mark] 241 Sewing " E. B. Carrington [check mark] 696 Boys Club " J. T. Strain 1453 Cooking " Allen D. Sanford m 2480 1367 Grounds " Louis Crow [check mark] 1025 " M. B Hillis [check mark] 2304 1731 " Frank Allen 104 " J. C. Lattimore m 162 (cross out) 516

" Jennie Myers 1737 " Julia Henry [check mark] 653 " D. K. Moss [check mark] 1193 Miss Nell Symes 1029 " Gertrude Bush m [check mark] 378

Kindergarten Mrs. H. J. Higley

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## page\_0002

The Evangelia Board held its regular monthly meeting Wed. Dec- 2 - 14. Nine members present. The meeting was opened by prayer from Miss Symes.

Mrs. Patton reported for finance committee that there would be \$65.00 per month for running expenses: \$52.50 from pledges + \$12.50 from Mr. [Isgett's] board. This \$65.00 was offered to Mrs. Mc Celvey and she was to make her own arrangement in regard to help.

Drum for stove \$2.75. Mr. Godshaw gave linoleum for kitchen. Canvass to screen the porch. Mrs. Carrington and Mrs. Patton offered to have their men come out & tack it on. Mrs. Strain volunteering to superintend. Mrs. Jesse Grey Smith offered to donate some kindling. Miss Symes promised to ask for it.

Miss Dilworth offered to come every morning during December

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A photograph of the Austin skyline at sunset, featuring several tall skyscrapers and a bridge over a river. A large flock of birds is flying in the sky above the city.

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